

# 100 DAYS OF LISTENING

**PRESIDENT'S  
LISTENING TOUR  
REPORT**

**FEBRUARY 2017**

# BY THE NUMBERS

# 407

**TOTAL ONLINE  
SURVEY RESPONDENTS**

**150 FACULTY**

**223 STAFF**

**15 STUDENTS**

**19 FRIENDS OF  
THE UNIVERSITY**

# 90

**GROUP MEETINGS**

# 2

**OPEN  
FORUMS**

# 100

**WORKING  
DAYS**

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## SPECIAL THANKS

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# My 100 days of listening to you

When I arrived on campus in July, I embarked on a 100-day listening tour with the commitment to listen and learn from you about our strengths and challenges as an academic community. I also wanted your thoughts about where we should invest our time and resources in the future.

Many of you met with me individually and in groups. I conducted two open forums. An online survey was available. A progress report was released after day 50. By the time the listening tour concluded on December 2, 2016, more than 300 pages of comments had been compiled from faculty, staff, students, and friends of the University. Impressive.

I am grateful that you took the time to share your thoughts and opinions. Your comments describe creative and innovative suggestions and ideas on how to confront our challenges. I am humbled by the faith and encouragement evident in the many personal messages I received. Thank you for your trust. Thank you for your commitment.

Written remarks brim with campus pride and belief that the University’s future is bright. Others write about challenging work experiences with renewed hope for a more inclusive, civil, equitable, and fair campus community. Some of you wrote and spoke with humor. All of you delivered your messages with candor.

To help organize the volume of information collected, I enlisted the help of Matt Thomas, Lori Miller, and the Campus Climate Working Group (CCWG). Topics emerged from the data and were organized into themes for the purpose of this report. It is interesting to note that the listening tour findings mirror many themes found in the most recent campus climate survey.

Among the items you will find in these pages:

- A timeline highlighting the meetings held in 100 days
- Themes by group: faculty, staff, students, and friends of the University
- A common themes chart that shows progress made so far, along with plans and possibilities for the future
- A collection of big ideas we call “Outside the Box”
- A selection of quotes from the online survey and meetings

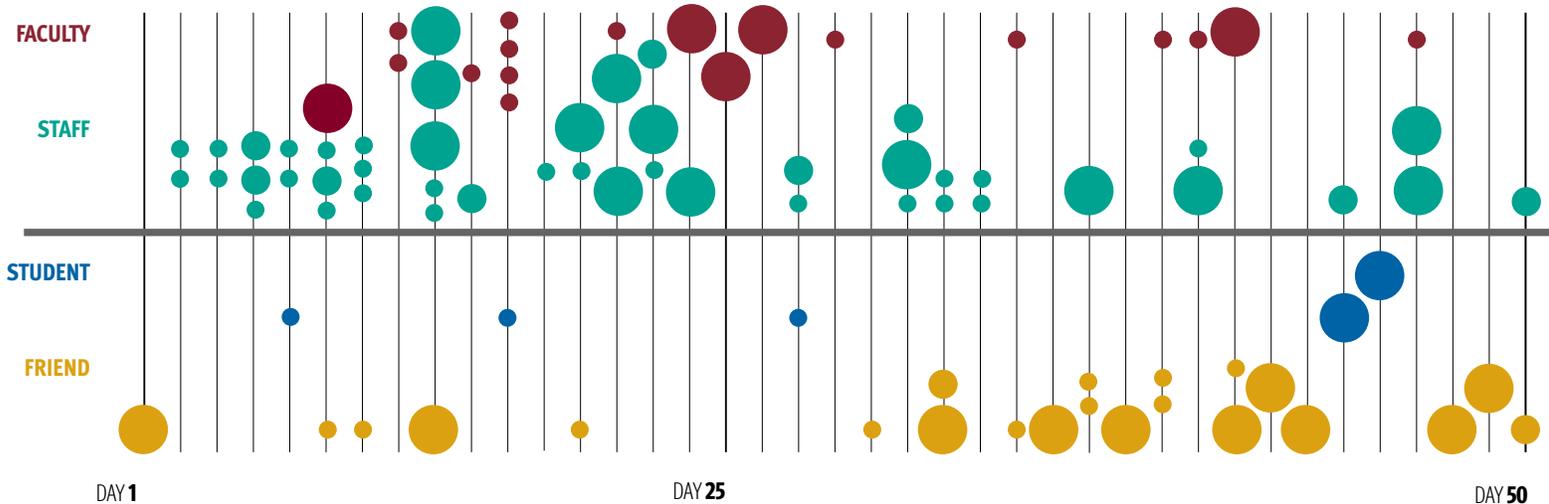
The findings of the listening tour will be used to inform our work from this day forward. They will be considered in upcoming conversations and planning about campus climate, Graduation Initiative 2025, WASC preparation, and the development of a new university strategic plan. At the close of the academic year, I will provide you with another progress report.

Your faith and trust in your colleagues (faculty, staff, and students) and me is both humbling and inspiring. This is our first step as together, we will transform tomorrow!

Gayle E. Hutchinson, EdD  
President, CSU, Chico

# 100 DAYS OF MEETINGS

President Hutchinson began her Listening Tour during her first days at Chico State. The online survey and meetings continued through December 2, 2016, which was the President's 100th working day. She consulted with hundreds of people over the course of five months and held two open forums. In addition to individual meetings, the president met with diverse and interested groups, listed at right. Here is a glimpse of her busy summer and fall.



TIMELINE KEY

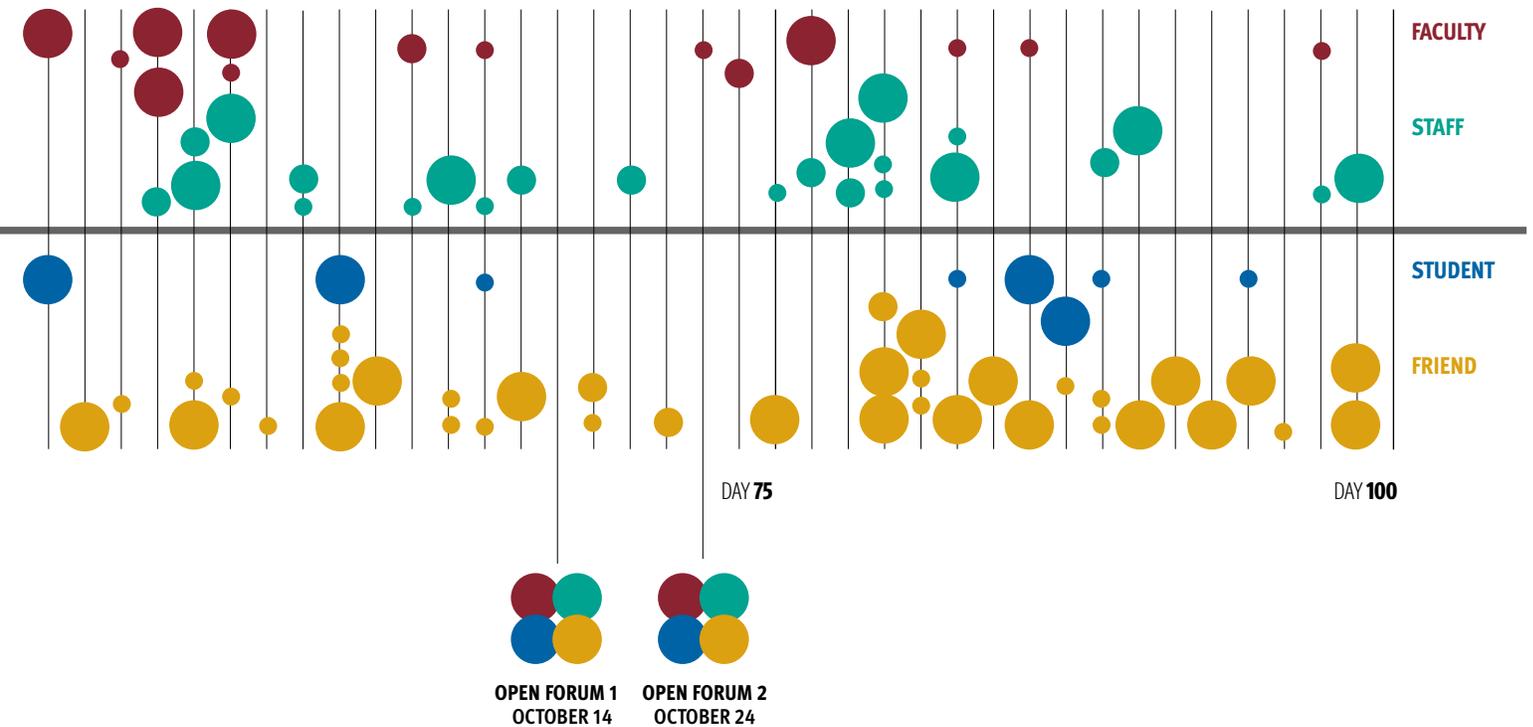
		Meeting Size	1	2-5	6-15	15+
MEETING ATTENDEES	FACULTY					ALL GROUPS COMBINED 
	STAFF					
	STUDENT					
	FRIEND					

**GROUPS**

Academic Senate Executive Committee  
 Accounting Advisory Board  
 Campus administrative analyst/specialists  
 Alumni Association Board  
 Associated Students officers  
 Barber Neighborhood  
 Bethel AME Church  
 CC Carter, faculty, staff, and citizens in support of Black Lives Matter  
 Jenny Breed, Joe Picard, and Kathleen Moroney  
 Business and Finance Division  
 Butte County Administration  
 Calculus Boot Camp  
 California Faculty Association  
 California State University Employees Union  
 Campus Facilities Use Committee  
 Campus Incident Response Team  
 Chico Air Terminal "Take Off" and Construction Management  
 Chico Enterprise-Record  
 Chico Chapter of the Alumni Association  
 Chico City Council  
 Chico Latino Council  
 Chico Rotary  
 Chico State Parent Advisory Council

College of Communication and Education  
 College of Engineering, Computer Science, and Construction Management Industry Advisory Board  
 College of Natural Sciences leadership  
 Construction Management  
 Concrete Industry Management  
 Dave Daley, John Unruh, Karen Hansen, and Patrick Doyle  
 Downtown Chico Business Association  
 Dan Gonzales, Tim Sauer, and Ahmad Boura  
 Center and institute directors  
 Chicostart  
 Community Legal Information Center (CLIC)  
 Department chairs  
 Executive Management Evaluation and Development Committee  
 Facilities Management and Services  
 Facilities Management and Services swing crew  
 Gateway Science Museum Community Advisory Board  
 Grow Manufacturing  
 Lupe Jimenez and Paul Villegas (MESA)  
 Latinas in Action  
 Mansion Park Neighborhood  
 Mark Orme and Jason Schwenkler  
 New faculty breakfast with Kevin Kelley  
*The Orion*

Promoting Achievement Through Hope students (PATH)  
 Kate Post and Cris Guenter  
 Procurement & Contract Services  
 Redding Business Advisory Board  
 Research & Sponsored Programs  
 Research Foundation  
 Rotaract Club of Chico  
 Rural SimCenter and Becky Demazo  
 Dylan Saake, Brooke Banks, Rebecca Cagle, Yvonne Bealer, and Regina Simpson  
 Safe Place  
 Senior Academic Affairs Leadership Team (SAALT)  
 Sons in Retirement  
 Student Affairs directors  
 Student Athlete Advisory Committee  
 Student Health Center  
 Student Life & Leadership  
 Teach In  
 Tower Society, Los Altos Hills  
 Town and Gown Meeting  
 Town Hall Meeting  
 Kate Transchel and Janja Lalich  
 University Diversity Council  
 University Foundation Board  
 University Ombuds Office



	FACULTY THEMES	STAFF THEMES
STRENGTHS	<ul style="list-style-type: none"> <li>• Fellow faculty</li> <li>• Staff</li> <li>• Our campus</li> <li>• Chico community</li> <li>• Students</li> <li>• Academic programs</li> <li>• Diversity</li> <li>• Relationships with community and North State</li> <li>• New administration</li> <li>• Support services (for teaching and students)</li> <li>• Research</li> <li>• Location</li> </ul>	<ul style="list-style-type: none"> <li>• Fellow staff</li> <li>• Our community</li> <li>• Faculty</li> <li>• Our campus and location</li> <li>• Academic programs and learning environment</li> <li>• Diversity</li> <li>• Student focus</li> <li>• Role in the community</li> <li>• Students</li> <li>• New administration</li> <li>• Collegiality and collaboration</li> <li>• Benefits</li> <li>• Service to the community</li> </ul>
CHALLENGES	<ul style="list-style-type: none"> <li>• Funding and distribution of funds</li> <li>• Compensation</li> <li>• Workload</li> <li>• Facilities and space</li> <li>• Trust</li> <li>• Shared governance, communication, and transparency</li> <li>• Administration</li> <li>• Student preparedness and support issues</li> <li>• Morale</li> <li>• Diversity</li> <li>• Lecturer support</li> <li>• Research support, teacher-scholar model</li> <li>• Curriculum and GE</li> <li>• Silos</li> <li>• Relationships with community and North State</li> <li>• Executive Order 1000 impact</li> </ul>	<ul style="list-style-type: none"> <li>• Compensation <ul style="list-style-type: none"> <li>– In-range progressions</li> <li>– Reclassifications</li> <li>– Promotions</li> </ul> </li> <li>• Morale and trust</li> <li>• Workload and staffing levels</li> <li>• Bureaucracy</li> <li>• Budget and resources</li> <li>• Collaboration and communication</li> <li>• Staff hiring and retention</li> <li>• Diversity</li> <li>• Bullying</li> <li>• Poor leadership</li> <li>• Support for staff and faculty</li> <li>• Outdated facilities</li> <li>• Student resources</li> <li>• Party school image</li> <li>• Silos</li> <li>• Staff-faculty divisions</li> </ul>
INVEST	<ul style="list-style-type: none"> <li>• Tenure-track hires</li> <li>• Students</li> <li>• Faculty development</li> <li>• Research</li> <li>• Diversity and Multicultural and Gender Studies</li> <li>• Facilities, including classrooms</li> <li>• Relationships with community and North State</li> <li>• Reduce class sizes</li> <li>• Salaries</li> <li>• Wellness programs</li> <li>• Instructional training and course redesign</li> <li>• Staff</li> <li>• Workload</li> </ul>	<ul style="list-style-type: none"> <li>• Compensation</li> <li>• Classes and student support</li> <li>• Facilities</li> <li>• Classrooms and technology</li> <li>• Faculty salaries and tenure-track hires</li> <li>• Staff hires</li> <li>• Diversity</li> <li>• Safety</li> <li>• Streamline bureaucracy</li> <li>• Wellness programs</li> <li>• Training and employee development</li> <li>• Parking</li> </ul>

	STUDENT THEMES	UNIVERSITY FRIEND THEMES
STRENGTHS	<ul style="list-style-type: none"> <li>• Diversity</li> <li>• Faculty</li> <li>• Staff</li> <li>• Student involvement</li> <li>• Beauty of campus</li> <li>• Sustainability</li> <li>• Programs for students</li> </ul>	<ul style="list-style-type: none"> <li>• University-community connection</li> <li>• Faculty</li> <li>• Beauty of campus</li> <li>• Staff</li> <li>• Academic programs</li> <li>• Diversity</li> <li>• Economic benefit</li> </ul>
CHALLENGES	<ul style="list-style-type: none"> <li>• Quality of academic programs</li> <li>• Town-gown relationship</li> <li>• Diversity</li> <li>• Poor instruction</li> <li>• Party school image</li> <li>• Funding for students</li> <li>• Lack of emphasis on graduate education</li> </ul>	<ul style="list-style-type: none"> <li>• Party school image</li> <li>• Student activities and services</li> <li>• Salaries</li> <li>• Human resources</li> <li>• Town-Gown relationship (students as good neighbors)</li> <li>• Funding for higher education</li> <li>• Support for faculty</li> <li>• Grade inflation</li> <li>• Social media and marketing</li> <li>• Crime</li> </ul>
INVEST	<ul style="list-style-type: none"> <li>• Sustainability</li> <li>• Community outreach</li> <li>• Faculty salaries</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Community relationships</li> <li>• Students</li> <li>• Salaries</li> <li>• Faculty</li> <li>• Staff</li> <li>• Programming and academics</li> <li>• Recruiting outreach</li> </ul>

### How themes evolved

President Hutchinson held more than 100 meetings with groups and individuals and received feedback from more than 400 people via an online survey. From those efforts, the themes above emerged. Themes appear in order of frequency by group: faculty, staff, students, and friends of the University. Thanks to Professor Matt Thomas and the Campus Climate Survey Working Group for the coding and analysis.

# COMMON THEMES

I felt enormous pride while reading your thoughtful, honest and passionate responses to the questions asked in the listening tour. It was made very clear in your collective voice that the lifeblood of our beloved University is the students, faculty, staff, alumni, and friends who work collaboratively and tirelessly to advance the mission of Chico State. Many of you live and breathe the Chico Experience every day to ensure that our students receive the best education possible.

Reading through all of your comments and suggestions, I identified commonalities among your responses. In an effort to capture the similarity of voice, these commonalities were grouped into what I call “common themes.”

Before I describe how information is organized around these common themes in the pages that follow, I want you to know that I did not want to simply report to you a list of themes and nothing more. Not only am I listening to you, but I’ve been working diligently with campus leadership to take progressive action on your concerns and campus challenges.

You will find the common themes in the black bars across the pages that follow. Beneath the black bars are subthemes, accompanied by a middle column of progress made over the past eight months, and a right-hand column called “Looking Ahead.”

As you review the chart, you will notice a wide variety of actions. Some appear small and others more significant. I would ask you to keep in mind that all actions have a cumulative effect. And collectively, these actions illustrate momentum.

Further, many of the challenges we face together as a campus community are complex and require further study and multiyear plans to resolve. The important point here is that we have made progress and will continue to make progress as we strive to advance the mission of Chico State and build upon our long tradition of academic excellence.

— Gayle E. Hutchinson



## COMMON THEMES, PROGRESS AND PLANNING AHEAD

### Theme

### Progress Since July 2016

### Looking Ahead

SENSE OF COMMUNITY		
<b>MORALE</b>	<ul style="list-style-type: none"> <li>• Most recent climate survey reveals renewed optimism and improvement in morale.</li> <li>• A new provost and vice president for academic affairs has been hired and will be on campus March 1.</li> <li>• The search process for a vice president of business and finance should be completed by March.</li> <li>• A study has been completed on the implementation of Executive Order 1000 throughout the CSU.</li> <li>• Changes in staffing and processes have occurred in the Research Foundation.</li> <li>• Workshops entitled Understand, Handle, and Prevent Abusive Conduct in the Workplace were held in October 2016.</li> <li>• Monthly announcements are being sent out from Human Resources congratulating new hires and staff who received promotions through a recruitment.</li> <li>• A budget has been established for Staff Council.</li> </ul>	<ul style="list-style-type: none"> <li>• We will review the Executive Order 1000 report and work to revise campus procedures.</li> <li>• We will conduct a review of faculty and staff reward and recognition programs with an intent to enhance them.</li> <li>• A newly formed committee will explore additional resources for campus with the goal of eliminating abusive conduct in the workplace</li> <li>• We will search for a new vice president for student affairs.</li> <li>• We will continue to grow pre-existing appreciation and respect, and we will promote community among all campus colleagues.</li> <li>• We will pursue the distinction as "best college to work for" by the <i>Chronicle of Higher Education</i>.</li> </ul>
<b>EXTEND THE CHICO EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• In September 2016, the campus submitted its Student Success Plan to the Office of the Chancellor as part of its Graduation Initiative 2025. The proposed strategic measures further support campus efforts to extend the unique Chico educational experience to a broader number of students.</li> <li>• In fall 2016, we began preparation for the upcoming WASC reaccreditation review. The review will include a highlighting of efforts to deepen and extend the Chico Experience to all students, faculty, staff, and alumni—a priority to be reinforced in the redevelopment of the University strategic plan.</li> </ul>	<ul style="list-style-type: none"> <li>• We will achieve the short-term goals outlined in the CSU, Chico Student Success Plan and develop project management schedules for the implementation of proposed long-term strategies—pending legislative and/or CSU funding.</li> <li>• We will use the WASC institutional reaccreditation process as a framework for highlighting and intentionally managing the elements of the Chico Experience. They include our focus on student success, our pursuit of faculty and staff excellence, our reputation for academic distinction and innovation, our commitment to civic and community engagement, and our preparation for a sustainable future.</li> <li>• We will emphasize the theme of a caring and inclusive community in the development of the University strategic plan.</li> </ul>
<b>CONTINUE TO BUILD CAMPUS IDENTITY</b>	<ul style="list-style-type: none"> <li>• The President invited the alumni and parent associations to help develop additional strategies to eliminate a lingering campus reputation as a “party school.”</li> <li>• Using information from the EO 1000 survey of CSU campuses, we are evaluating keeping the campus open evenings and weekends in ways that are sustainable and that will create additional outlets and activities for students and to encourage faculty to create more high impact, non-classroom-based experiences for students.</li> <li>• University Advancement introduces a donor honor roll in <i>Chico Statements</i> and the Annual Report to share with our constituencies, the individuals, and organizations that are supporting the work of faculty and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• We will enhance outreach and recruitment efforts to make Chico State a “first choice” university.</li> <li>• We will build upon academic and campus traditions that deepen our sense of community and place.</li> </ul>

### CONTRIBUTORS TO THE REPORT

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Marvin Pratt

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Matthew Thomas  
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Sheryl Woodward

**DIVERSITY AND INCLUSION**

**COMMUNICATION**

- The Critical Incident Response Team was established in fall 2016 to address current events and social justice issues that impact campus. The CIRT is charged with coordinating efforts and has done so with Black Lives Matter, post-election activities, and the Our Democracy website.
- Faculty and student representation was increased on the University Diversity Council in fall 2016.
- The Academic Affairs Diversity Committee was established in consultation with Interim Provost Mike Ward. Sharon Barrios, dean of Graduate Studies, serves as chair.
- Our Democracy, a Chico State website, was created. It contains campus and community resources, tips on inclusive pedagogy, and a calendar of upcoming events.
- Cross-Cultural Leadership Center and the First-Year Experience combine efforts to create Activism 411, which included workshops on agenda building and becoming an ally.
- Teresita Curiel, interim assistant director of HSI initiatives, facilitated two HSI Faculty Learning Communities in collaboration with Faculty Affairs, and conducted an open forum titled “Becoming an HSI” for the entire campus.

- The first Diversity Annual Report, which evaluates progress on the 2011-2016 Diversity Action Plan, will be distributed to campus in February 2017.
- Avoiding Bias in Hiring trainings for faculty search committee chairs are mandatory and will continue. We will explore requiring this training for all faculty search committee members.
- We will work to identify resources to continue support for campus diversity efforts.
- Diversity and inclusion will be emphasized in the development of the University strategic plan.
- We will deepen our efforts of what it means to be a Hispanic-Serving Institution. Interim assistant director of HSI initiatives is collaborating with the provost and vice president for student affairs on creation of an HSI task force.
- Focus groups comprised of members of Latino student organizations will continue this spring as part of HSI awareness and outreach.
- Coordination of efforts also means avoiding initiative fatigue. This spring it is important for all to work on WASC, Graduation Initiative 2025, and the University strategic plan in a coordinated way because all three initiatives are closely related.

**ADMINISTRATION TRANSPARENCY**

**COMMUNICATION**

- A new communications page on President’s website serves as repository for all presidential communications to campus.
- Recruitment and selection guidelines for staff and MPP were updated and put online in fall 2016.
- Human Resources launched a new hire webpage to better inform our new staff, management, and faculty of the wide array of benefits for Chico State employees.
- Successful completion of inclusive search for provost and vice president for academic affairs with the hire of Debra Larson, who starts March 1.
- Finalists for position of vice president for business and finance have been selected and will interview on campus in February.
- Public Affairs relaunched a bimonthly, campuswide Communicators Group to facilitate information-sharing among central public affairs staff, the president’s office, colleges, housing, athletics, Regional and Continuing Education, and other groups.
- The Office of the Vice President for University Advancement began providing monthly philanthropic activity reports to deans, the provost, the vice president for student affairs, budget officers, and Cabinet. The reports detail new and existing annual gifts, which allows academic and student affairs leaders to easily distribute this information to department chairs, program directors, and faculty.
- Working with development staff, deans, faculty, President Hutchinson, students, donors, Public Affairs, and Creative Media and Technology, the Division of University Advancement has released videos related to the new fundraising program, the Tower Society. Videos are hosted at [www.csuchico.edu/tower](http://www.csuchico.edu/tower).

- The search for a new executive director of public affairs has been relaunched. Once a hire is in place, we will establish a campuswide communications strategy.
  - Searches are underway for the positions of associate vice president for faculty affairs, associate vice president for research and sponsored programs, and senior vice president for budget and academic resources.
  - We will improve communication between faculty and student support programs to promote awareness of assistance available to students.
- Public Affairs and Creative Media and Technology will craft versions of donor-focused videos to share on the University’s central social media channels (Facebook and Twitter).

**Theme****Progress Since July 2016****Looking Ahead**

<b>Theme</b>	<b>Progress Since July 2016</b>	<b>Looking Ahead</b>
<b>SHARED GOVERNANCE</b>	<ul style="list-style-type: none"> <li>• Cabinet and the Academic Senate Executive Committee have renewed their commitment to work together.</li> <li>• Cabinet participated in a fall Academic Senate retreat.</li> <li>• President broadened campus representation on vice president search committees beyond Executive Memorandum standards.</li> <li>• The President conducted a 100-day listening tour</li> <li>• The Academic Senate chair, Associate Student Government chair, Staff Council chair and the President drafted a statement of shared governance for consideration.</li> </ul>	<ul style="list-style-type: none"> <li>• We will explore additional and ongoing ways for staff and faculty to provide input to administrators.</li> <li>• A final draft of a statement of shared governance is to be signed by the Academic Senate chair, Associate Student Government chair, Staff Council chair and the President.</li> <li>• We will continue to strengthen collaboration between Cabinet and Academic Senate Executive Committee.</li> </ul>
<b>PROMOTING UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>• Renewed commitment by Cabinet to the sharing of budget information at University Budget Committee meetings</li> <li>• Business and Finance has produced mid-year and annual division reports. An HR newsletter has also been created.</li> <li>• Campuswide announcements provide updates on construction, building maintenance, new policies and procedures.</li> <li>• The Division of Business and Finance has increased use of the VPBF website for relevant information.</li> <li>• The University Advancement Annual Report continues to be a key communication tool related to the financial and human impact of philanthropy on campus. The PDF version has been distributed to faculty and staff.</li> </ul>	
<b>PROCESS AND PROCEDURES</b>	<ul style="list-style-type: none"> <li>• New data models are being designed and new data governance processes are being developed for the campus data warehouse to enable data-driven decision making.</li> <li>• New data will be populated into the data warehouse so that data owners and consumers can define new reports that will replace old reports in Insight and CRS.</li> </ul>	<ul style="list-style-type: none"> <li>• We will explore moving travel and expense processes to an online approval system.</li> <li>• We will evaluate updating systems at the Research Foundation.</li> <li>• We will educate campus on laws, regulations, and compliance that govern the CSU. Improve communication on practices, including context and reasoning.</li> <li>• We will improve the onboarding process across campus by including culture, expectations, and obligations.</li> <li>• We will consider a system to allow faculty (not just chairs) to access data to make decisions.</li> </ul>
<b>ACCESSIBILITY</b>	<ul style="list-style-type: none"> <li>• The Office of Accessible Technology and Services provides training and support to campus in the areas of captioning and content accessibility.</li> </ul>	<ul style="list-style-type: none"> <li>• New tools are being explored to allow a campuswide view of accessibility compliance.</li> <li>• We will provide access to data to a broader campus audience so that timely and effective decisions can be made.</li> </ul>
<b>COMPENSATION</b>		
<b>SALARY</b>	<ul style="list-style-type: none"> <li>• A review of salary compression has been completed.</li> <li>• Human Resources will be announcing in the immediate future that hiring managers will have the authority to offer new employees a salary up to 3% from base without necessitating a salary review from Human Resources. Consideration of increasing that threshold will be given early next fiscal year.</li> <li>• Human Resources is currently piloting a new program which incorporates a division representative in the salary review process.</li> </ul>	<ul style="list-style-type: none"> <li>• In January 2017, Cabinet discussed multiyear staff equity program options. Further studies and analysis of the budget are required with an expected decision to come in late spring 2017.</li> <li>• Human Resources has been working with Cabinet to review current compensation practices on campus. Finalized practices will be announced before the end of spring 2017.</li> </ul>

**Theme****Progress Since July 2016****Looking Ahead**

<b>IN-RANGE PROGRESSION</b>	<ul style="list-style-type: none"> <li>• Campus has seen marked improvement in the time for completion of IRP reviews. Fiscal year to date, the average time to completion has dropped to 37 days.</li> </ul>	<ul style="list-style-type: none"> <li>• Human Resources has drafted a new, user-friendly IRP form and will be presenting it to our unions for their feedback.</li> <li>• Upon finalization of the new form, Human Resources will schedule training sessions so that supervisors and employees have a clear understanding of the IRP process.</li> </ul>
<b>RECLASSIFICATION</b>	<ul style="list-style-type: none"> <li>• Campus has seen marked improvement in the time for completion of reclassification reviews. Fiscal year to date, the average time to completion has dropped to 55.8 days.</li> </ul>	<ul style="list-style-type: none"> <li>• Human Resources will schedule training sessions that include information pertaining to the process used in classification reviews.</li> </ul>
<b>OPPORTUNITIES TO ADVANCE</b>		<ul style="list-style-type: none"> <li>• Human Resources will develop a program to facilitate advancement opportunities for staff.</li> </ul>
<b>PROFESSIONAL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>• In January 2017, our campus piloted a 16-hour Principles of Supervision training program offered through the Chancellor's Office.</li> <li>• In collaboration with the University Staff Development Committee, Human Resources is partnering with Butte College to bring Development Dimensions International and Achieve Global certified courses to staff and management on campus beginning Spring 2017.</li> <li>• A teaching workshop was established for new faculty to help them become more effective in the classroom. The program has been successful and popular.</li> </ul>	<ul style="list-style-type: none"> <li>• Two or three additional Principles of Supervision training programs, currently provided through the Chancellor's Office, will be scheduled during spring 2017.</li> <li>• A representative from Human Resources will attend a train-the-trainer session so that the Principles of Supervision training program can be offered more often on campus.</li> <li>• Starting spring semester, Human Resources will begin a Training of the Month program featuring online training for staff and management.</li> </ul>
<b>SUSTAINABILITY</b>		
<b>PROMOTE SUSTAINABILITY</b>	<ul style="list-style-type: none"> <li>• President Hutchinson, CSU Chancellor Timothy P. White and five other CSU presidents have signed an open letter urging President Donald Trump and Congress to support U.S. participation in climate research, investment in the low-carbon economy, and the science-based targets outlined in the Paris climate agreement.</li> </ul>	<ul style="list-style-type: none"> <li>• We will promote our institutional commitment to sustainability.</li> <li>• We will maintain our institutional commitment to national and international sustainability efforts.</li> <li>• Campus involvement in the Second Nature organization will continue.</li> </ul>
<b>TOWN &amp; GOWN RELATIONSHIP</b>		
<b>STUDENTS AS NEIGHBORS</b>	<ul style="list-style-type: none"> <li>• Expansion is being considered for a certification program that was piloted in fall 2016 to help students understand their roles and responsibilities as renters.</li> </ul>	<ul style="list-style-type: none"> <li>• We will explore options for neighborhoods to request student, staff and faculty volunteers for neighborhood projects.</li> </ul>

**Theme****Progress Since July 2016****Looking Ahead**

<b>STRENGTHEN RELATIONSHIP</b>	<ul style="list-style-type: none"> <li>• Evaluation of EO 1000 in progress</li> <li>• In 2016, in an effort to serve the entire North State, Interdisciplinary Rural Partnerships (IRP) was formed by University staff and faculty who are involved in initiatives with rural communities in our service area, or who are interested in pursuing this type of work. The group, convened by Ann Schulte in the School of Education, will regularly meet during the 2016-17 academic year to gather and share information, build rural partnerships, and discuss opportunities for collaboration in continuation of service to North State communities.</li> </ul>	<ul style="list-style-type: none"> <li>• President Hutchinson met with Chico Unified Schools Superintendent Kelly Staley, Butte County Superintendent of Schools Tim Taylor, and Butte College President Samia Yaqub for an initial conversation about Promise Pathways, which would develop stronger relationships with K-12 campuses to help increase preparedness of students and guarantee enrollment.</li> </ul>
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**WELLNESS**

<b>CAMPUS SAFETY AND WELLNESS</b>	<ul style="list-style-type: none"> <li>• The University Police Department hosted its first Campus Community Night Out in October on Glenn Lawn. It was a huge success, with more than 700 attendees. Public safety partners from Chico and throughout Butte County took part in this event as the spirit of community was celebrated.</li> <li>• The City of Chico placed new cameras on the bike path behind Yolo Hall near the tennis courts.</li> <li>• Green Dot Violence Prevention Strategy training will be offered in February for faculty and staff to teach and empower campus community members to be active bystanders.</li> <li>• President Hutchinson met with Health Services to begin to understand needs for greater resources.</li> <li>• In an effort to reduce food insecurity among students throughout the California State University system, Chico State's Center for Healthy Communities (CHC) has partnered with the Office of the Chancellor in a system-wide effort to conduct CalFresh Outreach with students on 11 college campuses.</li> <li>• President Hutchinson asked Vice President Drew Calandrella to assemble a task force to assess campus safety readiness and to develop recommendations for implementation by Cabinet, both for the short term and the long term. The initial meeting was held October 21, 2016. Goals include: review relevant campus safety processes and procedures, and recommend any changes or additions; review communication process for safety events; training programs for staff, faculty, and students, including type and frequency of practice drills; investigation and installation of door-locking devices for classrooms, offices, and buildings; and partnerships with City of Chico and Butte County offices and agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• For Campus Community Night Out in 2017, UPD is seeking a partnership with the Kristina Chesterman Foundation in an effort to further our campus community safety message.</li> <li>• The Office of the Chancellor is taking steps to initiate smoke- and tobacco-free policy systemwide. Campus task forces will be responsible for developing an implementation plan and ensuring all activities associated with implementation are carried out.</li> <li>• Chief John Feeney is exploring the idea of creating Wildcat Watch, a collaboration between Associated Students, Student Affairs, and the University Police Department. The group will be trained in bystander intervention. Their presence would serve to reduce crime and promote safety on campus.</li> <li>• We will explore faculty and staff wellness programs relative to physical activity and nutrition.</li> <li>• We will explore ways to garner support for student services (advising, mental health, Title IX, and others).</li> <li>• We will continue to explore ways to improve safety measures on campus.</li> </ul>
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**Theme****Progress Since July 2016****Looking Ahead**

<b>WORKLOAD</b>	<ul style="list-style-type: none"> <li>• Business and Finance is in the process of implementing a web-based travel and expense system encompassing reservations and expense reporting.</li> <li>• Cabinet is conducting an assessment of summer hours. A report is expected later this semester.</li> <li>• Faculty Affairs facilitated 33 requests for hiring of new faculty for 2017 and the hiring of 50 new faculty in 2016.</li> </ul>	<ul style="list-style-type: none"> <li>• We will hire more tenure-track faculty as resources allow.</li> <li>• We will continue to streamline campus processes and procedures.</li> <li>• Faculty Affairs will continue collaboration with Academic Publications and Scheduling Services to further streamline and improve the reporting of weighted teaching units and average weighted teaching units.</li> </ul>
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**FACILITIES AND TECHNOLOGY**

<b>UPDATE FACILITIES</b>	<ul style="list-style-type: none"> <li>• The feasibility study for the new science building is underway and will be completed by the end of February.</li> <li>• Funding for the new building will be available in the first quarter of 2017.</li> <li>• The Physical Science Bridge was completed in October 2016, and as a result, there is now emergency vehicle access to the northeast quadrant of campus.</li> <li>• The Warrens Center project is in its final phase of construction and will open on March 1, 2017. The Warrens Center will be used as an event center.</li> <li>• The Central Plant Modifications project is approximately 50 percent through construction. Final completion is targeted for late September 2017.</li> <li>• The ECC Labs Renovation Project and the Meriam Library Water Intrusion Project are underway. Both projects are in the early phases of design, with construction slated to begin in summer 2017.</li> </ul>	<ul style="list-style-type: none"> <li>• The selection process for the science building design-build team begins in February, and design will start soon thereafter. The building will be constructed on the site of the existing Siskiyou building—Siskiyou Hall will be demolished as part of this project.</li> <li>• Once we have a new University strategic plan, we will develop a new physical master plan that should include deferred maintenance, accessibility, and other issues.</li> </ul>
<b>UPDATE TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• IRES strategic plan and resource needs were shared with Cabinet, along with considerations for future investment.</li> </ul>	<ul style="list-style-type: none"> <li>• Meriam Library will begin to discuss the technology needs of the library at the beginning of the next academic year.</li> </ul>

**ACADEMIC PROGRAMS**

<b>EDUCATING NEW STUDENT POPULATIONS</b>	<ul style="list-style-type: none"> <li>• The divisions of Academic Affairs and Student Affairs are investing over \$100,000 in one-time Graduation Initiative 2025 funds to expand Supplemental Instruction in bottleneck courses. We expect this investment to double the availability of supplemental instruction, directly supporting student learning and progress to degree.</li> <li>• Assessment data regarding the positive impacts of U-Courses on first-generation students continues to be generally positive. We are investing Graduation Initiative 2025 funds in developing two new U-Courses aimed at supporting the success of incoming freshmen.</li> <li>• Gary McMahon and the Chico Student Success Center are working with a group of second- and third-year under-represented male students. About 30 students have enrolled in a leadership class (LDRS 345) focused on the qualities of leadership necessary for academic and life success. The students also will meet with peer mentors and academic success coaches. The goal is retention and enhanced academic engagement for these students.</li> </ul>	<ul style="list-style-type: none"> <li>• We plan to explore ways to keep Meriam Library open longer to emphasize the value placed on academics and learning.</li> </ul>
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**Theme**

**Progress Since July 2016**

**Looking Ahead**

<p><b>PROGRAM EFFECTIVENESS</b></p>	<ul style="list-style-type: none"> <li>• CSU, Chico was rated eighth in the nation in <i>Money Magazine's</i> 2016 "50 Colleges That Add the Most Value." CSU, Chico was second only to UC Davis among California schools in this ranking, which was announced in July.</li> <li>• In November, the Institute of International Education, a leading nonprofit educational and cultural exchange group, reported that CSU, Chico was ranked second among master's degree-level colleges and universities for the number of students that study abroad for at least one year.</li> <li>• CSU, Chico climbed to eighth place in the most recent ranking of master's level public universities in the western United States by <i>U.S. News &amp; World Report</i> in September.</li> <li>• The ePortfolio Assessment Team has been working with nine faculty-led projects piloting ePortfolios in their courses and programs. This project involves 45 faculty and hundreds of students exploring the potential of ePortfolios to improve teaching and learning at Chico State. This year-long pilot project will culminate in a campuswide sharing of student portfolios at the end of the academic year.</li> </ul>	<ul style="list-style-type: none"> <li>• We will increase and enhance the number of recognized achievements of students, faculty and staff.</li> <li>• Will will focus on academic successes in the communication strategy.</li> </ul>
<p><b>CURRICULUM AND GE</b></p>	<ul style="list-style-type: none"> <li>• The GE Curriculum Advisory Board (CAB), working with Academic Advising and Evaluations, has identified bottlenecks in the GE Program associated with providing adequate writing intensive and capstone courses in GE. For several years, CAB has constructed an elaborate system of substitutions to meet student demand for writing instruction and the GE capstone requirement. Last year, CAB worked with the University Writing Committee (UWC) to review writing policies in GE and across the curriculum. We expect that CAB and UWC will propose changes to campus writing policies that will eliminate the need for confusing substitution courses and create a streamlined set of policies to better serve our students. Part of that proposal is the creation of an organized and systematic faculty development program to enhance writing pedagogy across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• The Curriculum Advisory Board is preparing for the five-year review of the GE program in AY 17-18, as called for when the Pathways program was established in fall 2012.</li> </ul>
<p><b>GRADUATE PROGRAMS</b></p>	<ul style="list-style-type: none"> <li>• As a consortium program delivered in collaboration with notable universities, the wholly online MS in Agricultural Education continues to be a unique graduate program in the CSU.</li> <li>• The MS in Math Education, which had suspended admissions for a time, is relaunching in summer 2017.</li> </ul>	<ul style="list-style-type: none"> <li>• The Office of Graduate Studies is working with Institutional Research to gather extensive data to illustrate the value of graduate education on the Chico State campus. Once the data is collected, Graduate Studies plans to disseminate evidence of the value of graduate education and graduate student success.</li> </ul>
<p><b>TENURE DENSITY</b></p>	<ul style="list-style-type: none"> <li>• Chico State tenure density was 60.8% in fall 2016. Currently, 33 tenure-track searches have been initiated. New tenure-track hires include: 8 in 2017 (to date), 50 in 2016, 46 in 2015, and 13 in 2014.</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Affairs will report on the number of new hires that will begin in fall 2017.</li> <li>• We are committed to increasing tenure density, aspiring to the Chancellor's goal of 75 percent.</li> </ul>

# Outside **The Box**

Thoughtful responses indicate how change can be accomplished in so many interesting ways. The following excerpts are compiled from the online survey and presidential meetings. They will serve to spark conversation and innovation as we move forward.

## ***Leaders of change***

I would like to see identified staff and faculty campus leaders (whether informal or formal leaders in the workplace) have the opportunity to get together to discuss ideas and work with management to enact change. These could be people who hold office (Staff Council, union, Associated Students, etc.) or those that are just seen as leaders within the workplace—those who can help drive change. When the thought of organizational/campus culture shifts, I think that it will be important to use these leaders to assist. Identify leaders and get those people involved. These campus leaders could be a great asset to the campus both in identifying areas of improvement and spreading the word and action of the changes. Give them the time to get together to network and discuss issues. In my past job, persons identified as informal leaders in the workplace were given the opportunity to apply for a leadership summit that was held over a course of six months.

## ***Mentors for all***

Mentorship. Identify mentors in the workplace and connect them with other employees who would like a mentor. Mentors are pretty much non-existent here. I miss having a person who can gently guide me away from certain negative thinking, who can help me see a different perspective,

who can help me grow and learn. This is important not just in my day-to-day tasks, but in my campus existence as a whole.

## ***Sustainability major***

We need a sustainability major. There may be too many Pathway minors in GE, but there has been no real support for Pathway instructors to form faculty learning communities or other cooperation and work on integrating their minors. There seems to be no real support for the integrity of the minors.

## ***Maker space and genius hour***

Dream wish list: a maker space on campus, more forward-thinking IT staff, continue to create innovative classroom spaces, and time for thinking (genius hour for staff and faculty?). I would also like us to take a look at the structures that make it challenging to collaborate or co-teach across disciplines (such as course release and course credit structures).

## ***Campus kitchen and garden***

Providing genuine resources to students for community building. My idea for this, while seemingly radical, is to build a kitchen and organic garden in the central part of campus, open 7 a.m. to midnight that would allow faculty and students to build





meals and eat together; teaching cooking to students, a skill about 90% (according to my survey in University Life Courses) do not yet have; a “home” atmosphere where students can actually meet other students and have meaningful experiences around one of the most culturally binding elements—food; and prepare meals with long family-style tables. I saw this at (I think) Sarah Lawrence and Stanford and it works to keep kids off the proverbial streets and provide a meaningful experience. Think of the multicultural possibilities for cuisine of different ethnicities.

### ***Health center reimaged***

Overcoming our negative reputation as a “party school.” We have come a long way but I still believe that there are steps that we can take to continue our positive forward movement. Ensuring that mental health services are available to students. I worked nine years at the health center and even though the medical staff tried, there were not enough resources to handle the need. The downfall to trying to support the mental health needs was that the average student, who also pays the health fee, is not able to use the services at the health center because the wait is so long or no appointments are available. The Counseling Center did not have the medical staff available to prescribe needed medications. I believe a combined facility, with both health and behavioral health providers is needed. This would be difficult as the health center is self-funded, but needs have changed, with more veterans with post traumatic stress disorder and students, who in the past may not have been able to go to college, now able to attend with assistance. Maybe it is time to change the funding of this facility.

### ***Classroom safety***

The recent incident about a potential threat on campus brought to light that I have no way of securing my classroom.

I’d like to see each classroom have the ability to be secured from the inside with some form of locking mechanism. I teach in multiple classrooms that may have different styles of doors. Each room should be equipped with a lock should the unfortunate need for it arise.

### ***No cars allowed***

Alternative transportation. Perhaps use UC Davis as a model? They don’t allow freshman to have vehicles and there’s a strong support of alternative transportation in the community.

### ***‘Adopt a hungry student’ food scholarship***

So much is happening around the world that we need to incorporate into the core content of what is taught. We need to continue to nurture an ecosystem of global information for all to have access to and enjoy. I still can’t get over that we have students in Chico that live out of cars and don’t have enough food to eat (that image continues to haunt me). I think we should build an “adopt a student” program for these students and find willing alumni who will support (sign me up). I know this question was meant to be high level but if one student is truly going hungry in Chico, that is not acceptable.

### ***Combine divisions and colleges***

In the 21st century, we tend to see student learning more holistically, and that could be facilitated by combining Academic and Student Affairs in one division, with integration of academic and student support services, and perhaps some movement of some units into Business and Finance. Also, the importance of leadership and currency in new technologies on the academic and administrative sides is too critical to all the campus, not to have a division of technology led by a VP who can work with the cabinet as you transform

classrooms, the virtual side of the campus, business processes, etc. Right now, I don't think we have the expertise and leadership needed in Academic Technology, and for the time being, that could be built under the provost, but ideally all parts of the technology future—including academic and administrative—would benefit from bringing in a leader who has expertise with that kind of model.

### ***Reconsider seven colleges***

This campus simply doesn't need seven separate college administrations, all other investments should be driven by strategic planning, implementation strategies, and academic planning as a subset of the strategic plan. We need to invest in our University community—to create collaboration, teamwork, and trust. Not enough space to share ideas here, but they include on- and off-campus community building. University fund-raising—which I know is already something you are working on. We've lost years here. And it could be built with strong campus support. You have so much ahead of you as president, and I am confident that you will weigh all the advice and ideas coming your way to set solid priorities and achieve them with enthusiasm and vision.

### ***Improve awareness of support for students***

Another challenge that I think we could address without too much financial investment is in improving the communication between the faculty and the student support programs. There is a whole alphabet soup of programs out there (EOP, MESA, CSSC, REACH and so forth) that most of us know very little about. Many of our students may be in those programs. Through those programs, they may have access to the resources they need to succeed in our classes, but they may not be using those resources in the most effective ways. One way to approach this would be to

allow faculty to see in PeopleSoft which of our students are in which programs and give us contact information for the staff people who administer them. Another thing that could help is if someone could write up a cheat sheet for faculty on what the different programs are, their missions, who they serve, and who to contact.

### ***University of volunteers***

I think every employee could volunteer for some committee or in the classroom, to see how the other side lives. I feel like there is little crossover between the academic and administrative sides and it would be neat to blend those lines a little.

### ***Tobacco-free campus***

Chico State has six designated smoking areas on campus. While having designated smoking areas for smokers helps to limit smoking to only these areas, I am writing in hopes that you will consider removing all smoking areas from CSU, Chico, and make us a tobacco-free campus. Designated smoking areas on campus still put nonsmoking students and faculty at risk for exposure to secondhand smoke, and ultimately accommodate a dangerous and unhealthy behavior. As a tobacco-free campus, CSU, Chico would be further prioritizing the health of all students and faculty, as well as decreasing litter generated from cigarette butts, therefore increasing the beauty and health of our campus.

### ***Group night classes***

More blue lights, more lights on campus, and more police patrols after night classes. Group all night classes in buildings that are nearer to the parking garages so that there is less of a walk alone in the dark to one's car, or so that students can walk to their cars in groups.

*Edited for brevity and clarity*





### ***Serve the entire North State***

Create an office or center at Chico State whose purpose would be to oversee research, development, outreach, and service in Northern California counties. I would title it something along the lines of “Northern California Consortium for Rural Communities.” The goal of the center would be to investigate the needs of each county or community with University researchers and identify programs or projects that could be facilitated through collaboration with Chico State faculty and students, community college students, and members of the community to focus on integrating high school students into the solution. The office would eventually oversee and gather all research that is happening on campus about rural communities and research based in our service area. It would be a place for people to gather and share their research and their solutions for any issue they may find in the service area. Imagine Chico State students developing and facilitating summer camp programs in STEM studies, or environmental studies for fifth and sixth graders in Chester. Or agriculture students developing new irrigation systems for Grindstone Rancheria in Glenn County. Imagine community gardens throughout Northern California planned and planted by Chico State students and tended by middle school children. Imagine Chico State students researching and designing an innovative after-school program that would serve as a mentoring program, study session, and after-school enrichment program for at-risk youth. Imagine a high schooler in Alturas getting tutored in physics by a Chico State student in a virtual tutoring lab here on campus. Imagine Chico State nutrition students providing healthy cooking classes to high school students on Saturdays.

### ***‘I am Chico’***

Marketing, marketing, marketing! Get the word out about Chico State: “I am Chico,” “We are Chico.” We need to define Chico

and tell people about it. Done right, it would overpower the negative. We need to tell others who we really are. A major marketing campaign is needed! Look at what GCU (Grand Canyon University) has done: commercials during TV NBA games, etc. They also have a strong online presence. Their campus and school are booming, and they are/were a very small private Christian campus. Chico would have so much more to market! I would love to be a part of that!

### ***Celebrate research with the city***

We are known as a successful educational entity, but I believe there is a lack of awareness of all the phenomenal research that is taking place. Perhaps there could be an open house week of sorts where we invite local community members, governmental officials, and the news media to demonstrate the important work taking place on this campus that has potential local and worldwide implications. This could be promoted like the local Farm City Celebration ([www.farmcity.com](http://www.farmcity.com)). It would have the potential to not only raise awareness but potentially to generate more funding.

### ***Student publishers***

We should look into providing students and faculty a platform to digitally publish, something like a digital press. This type of project could be student-run and facilitated with a Special Collections internship. Students need access to real-world work experiences; running an online press, processing digital collections, and publishing online exhibits are all excellent resume builders.

## ***Expand efforts to prevent sexual assault***

I'm concerned about sexual assault. I probably will teach 200 female, first-year students this year. If the trends are what we think they are, then 40 to 50 of them will be raped or sexually assaulted before they graduate. We put a lot of resources into complying with Title IX and developing the kinds of policies mandated by the federal government, but complying with policy is not the same thing as working together to put a stop to this scourge on our campus. Lately I've been asking myself what would happen if we dedicated the same resources to the prevention of sexual assault as we do to cleaning up leaves? What if we had a dedicated staff with access to the latest technology and a sense of mission that we cannot allow one sexual assault to be ignored for a single day?

## ***Rental bike racks***

Create an option for students to rent bikes from self-serve racks.

## ***Teach students to be good neighbors***

Have a website for neighborhoods to request volunteers for neighborhood projects. How can the University teach students to be good neighbors? Dan Herbert's certificate program piloted in fall 2016 is an excellent first step in helping students understand their roles and responsibilities as renters. Should it be mandatory? Students are disrespectful to neighbors and families, mean behavior, partying with disregard to families and children, littering of yards, and speeding up and down residential streets. A neighbor reported feeling like a "den mother."

## ***Digital archives project for students***

The future of libraries is not in print materials because these have all been moving toward digital formats. Most millennial college students want digital materials, available immediately. This means investing our resources in providing access to broader online databases and e-books. The real future of libraries in higher education is in teaching information literacy and in archives. Special Collections houses materials for all of northeastern California and are working to make sure those hard copy materials are digital and available from anywhere in the world on the web. Special Collections could be the start of a Northeastern California Preservation Center, where we can teach students to care for rare and unique materials in a variety of formats (audio-visual, books, maps), and migrate those materials to digital format.

## ***Chico Proud***

The disrespect to our beautiful communities that our students show in the surrounding areas of the campus [is a challenge]. By this, I mean the amount of beer cans, boxes, bottles etc. And behavior that is spread out all around campus, as if this was a poor country with no resources or education. Suggestion: Let's begin a campaign that students lead, that stands for "Chico Proud" and encourages students to be proud of their University. Proud in a clean and respect-for-the-community way, proud of the academics, proud of the immense volunteer involvement, etc.

*Edited for brevity and clarity*





### STRENGTHS

Chico State is an immersive experience and students coming here have heard about the “community” that is our campus and want to be a part of it. This leads to strong connections between students and between students with faculty and staff. Nurturing and valuing these connections is something we do well. Chico State is a place where students come and feel empowered to “find” themselves. They are supported in ways that help them explore new ideas, ideologies, and ways of being.

Chico State is a teaching school, which, I think, really means something. Our primary responsibility is to our students, and doing everything we can as educators to help students learn is a core value for many here on campus. Chico State students in many disciplines are known for being socially confident, theoretically competent but with a practical, can-do attitude, open and supportive of others, helpful and dynamic, and service oriented.

Chico State has great students, dedicated faculty and staff, and a wonderful campus community. Our students are afforded a number of opportunities to excel academically, professionally, personally, and civically. Faculty are also afforded the opportunity to grow professionally. We have been very clear about our stated commitments to sustainability and diversity, our commitment to serve as the cultural hub of the North State, and our desire to educate the whole student.

Home plate for Chico State is this: a residential university where students expect to interact with tenure-line, teacher-scholar faculty face-to-face in classrooms, offices, and academic organizations (which do not have to pay rent to use University space).

Our location is our biggest advantage over other CSUs—a residential campus, close proximity to the outdoors, both agriculture and scenic wild environments, close proximity to the city of Chico, not too rural but not too big. Regarding safety, I don’t know the numbers, but our students should be safer here than on many other campuses. Strengths I consider from my perspective are the range and variety of major programs

### Selected quotes from the online survey, edited for brevity and clarity.

and studies, including arts, humanities, sciences, computer areas (both hard and soft programs), and engineering. In a place like Chico, the role of the University in intellectual and cultural offerings is critically important.

Smaller class size so more interaction with students. Good relationships with community so that service-learning opportunities benefit students and community. Beautiful location.

Our strength is our ability to reach a diverse student population. It is really incredible to see the wide range of socio-economic backgrounds at our University. I’m proud to be a part of it.

Being a Hispanic-Serving Institution—I have watched the numbers of students of color and particularly Hispanic students rise in the two GE literature courses I teach, and I have been proud of their success and engagement with Chico State. This year, I can already see the impact of diversity in both my classes—it leads to rich discussion and appreciation of each other.

We have a nationally distinguished sustainability program that is multifaceted and touches innovations in instruction, facilities management, food services, energy, and many other things. We have an Institute for Sustainable Development. We have a GE Pathways program that deans and provosts at an American Association of Colleges & Universities institute I attended knew about before I mentioned it as worthy of imitation (they were impressed and spoke in hushed tones).

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***“Chico State is a place where students come and feel empowered to ‘find’ themselves.”***

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### CHALLENGES

I think there is an overall lack of trust on campus. Not just of the administration, but of all of us. I think many programs and people have felt vulnerable because of a lack of transparency and therefore do not feel secure. This has led to decisions that are based more on self-preservation and less on what is right or what is important or even creative and challenging. Chico State has lost its mission and vision. I think many faculty and staff do a great job working and dedicating themselves to their individual programs but lack a sense of collective pride and understanding of where their efforts are going or what they will become.

There is a lack of funding. Many buildings and facilities are falling apart. They are dirty and dilapidated. The first impression of campus seems like a mix of new and very old. Of course, there will always be budget issues and a lack of funding, however, the lack of funding seems to have defined us. We—faculty, staff, and administrators—lost our pride and as a result do not seem to care to do our part to maintain a positive, healthy, organized, neat, and tidy image. I believe what we present to the world is a reflection of how we feel inside, and based on the condition of many classrooms and buildings around campus, we don’t feel very good about ourselves.

As a student, I felt loved and supported. As a faculty member, not so much. I am adjunct faculty, and I have felt like I am invisible to the administration but not to my students. Every year I see hundreds of students; I educate on a semester-to-semester basis more students than the average tenure-track professor. I take my job as or more seriously than my (tenure-track) colleagues, yet I feel like a contract worker.

Many students have personal or academic challenges, and there are not enough support or resources for these challenges. I have discovered that many of my students are the first in their family to attend college and many don’t have any idea how to plan out a reasonable schedule, that includes working with the prerequisites for classes or avoiding class conflicts. There is a disconnect between the pathways, the general advising, and the faculty advising. Many of

my students are also supporting families, and it is challenging to help them with their academics with so much uncertainty or turmoil in their lives. Finally, many students are working 30 hours a week, which makes it challenging to focus on academics.

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It is entirely unacceptable that as a member of this community Chico State has now stopped allowing community groups use of facilities without payment. This is outrageous and has deeply hurt campus and the community. Tell me in what universe this is appropriate. As a faculty member participating in a community project, I am forced to draw on community spaces and resources instead of campus ones.

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We have three main challenges: 1) Our students are not well-prepared for college-level work, and our faculty are not well-positioned to accommodate their needs without simply lowering the difficulty of work. The first and best answer—which allows for a number of solutions—is smaller class sizes, which are funding challenges, of course. 2) Shared governance and administration-faculty communication have broken down in substantive ways and have affected morale. I am very hopeful that the new administration will dramatically alter the dynamic. This survey and the listening tour are good steps in the right direction, and the initial messages from the president's office have been encouraging, as is the general scuttlebutt on campus. 3) GE and other requirements are highly restrictive for faculty and students. Streamlining, simplifying, and diminishing these out-of-major requirements would allow for more substantive work within majors.

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I wish we would invest in people in IT instead of products or at least make support for people the priority.

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Staff compensation and morale. Yes, the recent raises have helped. But staff salaries are still too low. Starting mature, experienced people at minimum wage hurts them economically and is, frankly, insulting. Chico State staff jobs were once highly prized locally. Staff need and deserve not only more money but meaningful pats on the back from the top of the structure on down. Not only awards, but words.

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We need to renew a sense of trust, we need to take a hard look at our history of how we compensate staff, and we need to create lasting institutions that will ensure both a return and a perpetuation of shared governance. We face the challenge of shrinking tenure density (all the hiring of 100 “new” faculty over the last three years did was put us at about negative six tenure-track faculty from when we started the “audacious” hiring plan, so we're still sinking). Lecturers feel like second-class citizens and can be made to feel that by both tenured faculty and staff. Few on campus have any trust in HR—moving it under VPBF made that unit a campus pariah.

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Make our campus one that invites the larger public to be a part of it—without charging them an arm and a leg. Executive Order 1000 says we need to recoup value—Humboldt State reads that to mean any sort of civic or cultural contribution, and we can say the same thing. We should celebrate the facilities that we have and showcase our campus to the North State.

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We need to reduce the number of colleges (merge some) to reduce silo effect that still is a problem. Despite talk of reducing the silo problem, it remains a problem. It's time to revisit campus reorganization. Reduce the number of administrators and get vice administrators back in the classroom. A dangerous precedent set by the last interim provost who made vice deans full-time administrators who no longer teach. Should be 2/2 load like a department chair.

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There needs to be a clear understanding of the costs and benefits of programs in relation to the University mission. Programs that do not generate large student numbers may have important academic and sociological roles, and therefore must be supported. Particularly, an examination of how graduate programs are funded is required.

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We have a great welcoming culture, but I feel like the supportiveness tends to drop off as a student progresses. We depend a lot on their majors providing support, but the rest of the University could increase in that area. We do not have a strong academic culture amongst our students. Although there are pockets of high academic achievement and focus, there are large groups of students

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who seem to view their cocurricular, extracurricular, and even their social lives as being more important than academics to them. Sometimes I feel that those with a strong academic focus are made to feel out-of-place or exceptional rather than the norm.

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Lack of meaningful support for and inclusion of lecturers—your largest and, in terms of actual impacts on students, your most influential faculty base. Lecturers are excluded from most training, grants, conferences, and other opportunities. Why? Often these are your most qualified people to teach a topic and your most effective educators.

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We have to rebuild trust. We need a transparent budget process. We need to have a plan for serving international students (consider allocating money to colleges that have the heaviest enrollment to offer support classes or supplemental instruction). We need to examine the University curriculum by department to find unintended obstacles to graduation.

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Supporting faculty in ways that make them feel valued. This can be beyond financial compensation. Things like having good equipment, faculty spaces for taking a break, washing a dish, etc. (This is particularly important since we were all required to remove any small appliances from our offices by risk management). Letting us choose the color of paint for our office—not making everything three shades of beige. Acknowledging achievements like promotion.

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The faculty are struggling with workload. We have a demanding student population, many of whom do not come prepared for the rigors of college. A 4/4 load, with 35-plus students per class does not set the faculty up for success when trying to help and teach these students. It also does not allow for much in the way of research productivity. While this is a teaching-first institution, research and service are also a priority. I think most faculty struggle with managing these demands and feel stretched thin on all fronts.

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### INVEST

We invest our resources in our strengths and in the vision of who we are to become.

Students—smaller class sizes; support for underserved students; support for writing skills, financial aid, counseling services. I can't say too much about how we need more counselors and support for the mental health of everyone on our campus. Years of low morale and high workloads have bred stress-related behaviors that need therapy.

Faculty and students—invest in the core element of this institution: teaching. Class sizes cannot get any larger and should, for pedagogical reasons, get smaller. Continue the equity project. Many adjunct faculty like myself, who design their own curricula, are misclassified. Tenured professors are still experiencing compression and inversion.

I am teaching at another campus because Chico will not allocate resources to support a strong digital security program, although the present and future needs for computing-security people is obvious and federally well-funded. Other campuses are more responsive in filling foreseen needs and preparing graduates who can fulfill those needs. What are the jobs of the present and jobs of the future? Where are the shortfalls? These questions should be asked when Chico State plans for the future. We need to remember that our mission is to provide a competent workforce for the future and graduates who can be hired.

Improving student success creates a virtuous cycle (better student success leads to better applicants, which leads to better student success) and should be a primary focus. We need better data on factors affecting student success. We need better use of data to promote student success, better scheduling, more resources for what students need instead of what faculty want to do, better advising, etc. We need better and more professional development for faculty, and we need to pay lecturers to do professional development.

We need to change the mindset from student failure being a student problem to being a faculty problem. I think we should be maximizing our location advantage

## Selected quotes from the online survey, edited for brevity and clarity.

and work on the weaknesses that detract from that advantage. Programs that are important to our region should be emphasized (ag and nursing already are, but have we looked to see what else is really important to the region?). For instance, online programs to support distant students in regionally important degrees need to be supported, but general programs for students from anywhere probably shouldn't (no location advantage). By increasing faculty and staff diversity, we are attracting lots of high-quality minority applicants and need to make sure these students succeed. Sustainability should remain a focus.

Fill vacant positions. Develop ways to run the University more efficiently. We process too much paper; we spend too much time developing data and not enough time thinking and acting on it.

More support of joint enterprise in and around town and throughout the North State. Redding is crying out for more, way more, from us.

As the new Chico State president, please invest some of your time (a valuable resource) to listening and understanding, as you are doing now. Don't stop doing this. Meet regularly with different groups of people, do not surround yourself with yes men/women and lap dogs who will not speak truth to power. Consult widely before making big decisions and even some little ones.

We should invest in things that will enhance student learning. Small class sizes, suitable lab equipment, wise investments in technology (not just technology for the sake of technology), modern learning environments, and tenure-track faculty with the necessary expertise to facilitate student learning.

I believe we have spent far too much money on making the outside of our school look good, while the internal workings have suffered. A state-of-the-art building does not ensure innovative teaching and learning, nor relationship and network building. Spend less on the outside image of the school and spend more on developing the depth of the faculty and their connection to one another and

administration. We must heal this divide with intense attention to what matters—learning.

The sense of connectedness between disciplines is at an all-time low from the perspective of students. Getting rid of or highly modifying the pathways, which have radically hurt the arts and humanities on campus, and finding a system that nourishes the whole student educational experience rather than giving them particles of knowledge.

Class size reduction, especially in writing intensive courses, where we were promised no more than 20 students but has never been held to.

Hire an independent human resources consultant to review staff compensation, and HR practices over the past eight years. If warranted, use that consultant's findings to appropriately class people, appropriately compensate people, and allow hiring managers to take outside experience into account when hiring people new to campus. Make IRPs a part of the annual review process so that staff see some reward for taking on enlarged responsibilities. Hire a provost who understands both Chico State's ethos and culture and also understands the teacher-scholar model. Then give that provost the charge—and the resources—to really create opportunities to be teacher-scholars.

I would like to see investment in internationalization. And interdisciplinary programs that are around campus should be funded, rather than squashed by the needs of departments and colleges. Lecturers need to be made more part of department life. This requires investment in average weighted teaching units for curriculum development and participation in department governance. We are becoming more reliant on them as being simply cheap, full-time-equivalent-student generators.

We need to invest in the health and well-being of our workforce and students. We have lovely buildings, but we need to invest in all of these people who are there to support, teach, and invest in our students. Thank you to speaking to the bullying that has been a real issue, as has been the good

ol' boys club of double standards. It is so important that minority voices are heard and not discredited and there is room for disagreement. That is an investment of time—not so much money.

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We need updated classrooms and facilities for teaching and research, particularly in Butte and Holt halls, and to build up our faculty following three budget crises. Also, more resources could go to faculty research and our campus graduate programs. Graduate students really need greater financial support, especially offering funding to attract top-notch grad students, which is a real problem. Finally, I'd like to see better custodial services. After the cutbacks eight years ago, FMS lost a lot of staff, and its morale has been really low; they are stretched to the max. They are really great folks who work hard, and we could not do our jobs without them.

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We really need to change the hearts and minds of faculty who arrive believing that they have to fail 40% of their students in order to claim they have high standards. This attitude simply isn't supported by research in teaching and learning. Title IX: commit resources to the protection and support of students.

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Why don't we have a commitment to staff and faculty wellness on our campus? Despite the fact that employer encouragement of employee fitness has been shown to enhance work quality and productivity, our campus has done an abysmal job of promoting wellness. Our campus has a beautiful new WREC facility. If memberships were fully subsidized

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***“Develop ways to run the University more efficiently. We process too much paper, we spend too much time developing data and not enough time thinking and acting on it.”***

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for staff and faculty at the WREC, I think it would have a huge effect on morale, wellness, and productivity. The efforts toward graduation rates are critical both for our students and to meet state mandates. And, we need to grow areas where we are unique and strong, and have the opportunity to expand. If we look at our region, we need to continue to nourish and develop the College of Agriculture. We have an incredible University Farm. It makes us unique in the CSU, which has only four colleges of agriculture. All of them are full. All of them have little room to grow. With the increasing focus and challenges related to food production, distribution, environmental issues, and public policy issues, Chico State is strongly positioned to be a leader in that discussion regionally, on a statewide basis, and nationally.

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Invest in faculty and research. We have enough students.

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We should invest resources into achieving a 3/3 load or smaller class sizes. I think this is preferable to offering competitive course releases, which sets faculty in competition with one another and creates resentment within departments.

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Allow part-time faculty to take courses for free or observe other classes. Support our faculty to help students get access to job opportunities and create relationships outside of Chico. Host more conferences. Host more networking events.

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New science building. There is currently simply not enough space to support physical sciences on this campus. The new building for physical science must be much larger than the current building. It must have room for growth that naturally occurs with successful programs and it must be inclusive of more than just chemistry and biology. Faculty need good research spaces that are close to quiet offices. To give smaller departments like physics and geosciences old space in Holt Hall will be like inheriting old shoes while others get new shoes. It will be very disappointing to those of us who have looked forward to a new building for a very long time.

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Provide funding to keep labs open so students can work after hours. Our students

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in ECC are constantly complaining that they do not have enough time in the labs to complete their projects.

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We have got to do a better job with our relationship to the community. Recruitment begins with K-12 students who visit our campus for various events and activities. We need to respect experts in the community whether they have PhDs or not, and use this expertise to better our instruction and methods in our teaching. The regional community is also a great potential source of funding, but I fear that many have felt put off by the climate of the University.

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The sessions on bullying were much needed based upon the large turnouts. We need to practice basic civility, so more workshops on equity in the workplace and communication would be welcome.

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We should hire more tenure-track faculty and diverse tenure-track faculty, and we should create a system that converts long-serving lecturers into tenure track. This is just good management; proven employees should be retained, and lecturer performance is the most vetted in the system. The expense to search nationally for all the hires we need is too prohibitive. It might be possible to create teaching tenure, for example. Or it seems like a great idea to convert the RTP focus so that faculty make a five-year plan (that targets their emphasis, like teaching, research or service) and then they demonstrate what they have done in their five-year review. This could be an easy way to let any faculty (of whatever rank) emphasize teaching if they want to or something else.

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The Student Center—the finances section—is not user-friendly. It is not easy for students or parents to determine what they are being charged, how much and when they owe, or what financial aid has or will disburse. This is the first point of contact for students and parents. We do not send paper invoices for current charges. The Student Center is a mess. I challenge the new vice president for business and finance to look at 20 random accounts throughout the semester—in the Student Center as the student sees them—and be able to understand the account status.

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### STRENGTHS

We have a great community! The support staff on campus are amazing! The atmosphere on campus is one of hard work, affirmation, and support of others. There are many perks to working on campus, such as fee waiver, great benefit packages, and the beautiful atmosphere. I really enjoy being a part of something so much bigger than myself.

Strong campus community in a small town. I think it is also a strength that we have a new cabinet—new vice president for business and finance, new provost, fairly new vice president for university advancement and a new president. I think the campus needed some fresh minds and new ideas to help revive our staff and faculty.

The shared goal of student success is pervasive on this campus; that is always at the forefront of programs, policies, and procedures. Additionally, the layer of service to our community that is threaded through both curricular and cocurricular experiences for students is to be commended.

The sense of community and pride in the University is like none I have known or felt elsewhere. The enthusiasm to ensure that our students have a positive experience. Our beautiful campus, the people, the community.

As a recent 2014 graduate, I was delighted with the professionalism and focus of our professors. They worked me hard, and I truly feel so much smarter about the world around me. I have also established lifelong friends. Our efforts in diversity outreach and understanding are phenomenal. Our country is going through some scary and volatile times. Although our economy has improved for most, with data showing low unemployment, the racist rhetoric and violence are at a scary level that we cannot ignore. Education is the only way to maintain relative peace in the world.

Our employees are awesome! There are great people who work together and strive to be excellent. So many areas collaborate together and put the interest of the University and our students first. We

### Selected quotes from the online survey, edited for brevity and clarity.

share with each other, we laugh together, we cry together, we push through the hard times together, we celebrate the good times together. We rally when we need to rally.

There is a collaborative, positive nature among most employees. There are opportunities for personal and professional growth. There are visible efforts to promote diversity and reach under-represented students and groups, such as Hispanics (becoming a Hispanic-Serving Institution).

We know who we are in terms of dedication to community service and sustainability.

Long-standing reputation for academics and beauty, although tarnished in recent years! I would contend that Chico State is still one of the jewels of Chico. Steeped in history, surrounded by good people with North State values. This institution is still the cornerstone that makes Chico a desirable place to live and work. And for this we should all be proud!

I believe we have an excellent sense of pride in our campus and our work, across both faculty and staff. I feel like there is a real sense of community and caring on campus and I truly believe that most employees strive to the best of their ability to always be productive in a way that will best serve our students. I have had many jobs in my life, from cab driver to business owner to administrative work in the judicial system, and I have never before worked in a place that seems to have such a thorough sense of “family.” I am always proud to say I have the privilege of working here with so many wonderful people.

Chico State has built a sense of community among its students. Long after college, we still proudly wear Chico State gear, and when we see each other, anywhere in the world, we find it an occasion to share a word, story, or beverage. Chico State, despite the struggles, still holds a position of reverence both inside and outside our local community. It is also still highly regarded by a plethora of industries worldwide as well.

### CHALLENGES

More resources would significantly bolster efforts to create a safer, more inclusive campus, and would boost morale, sustainability, and energy for this work. Our efforts to promote diversity have not successfully made students of color feel safer and more included on campus. I believe that the campus is committed to celebrating diversity, but it seems that more resources, research, and efforts need to be made across campus to develop stronger supports, particularly for students of color, and to cultivate stronger allyship from white members of the campus community.

Programs on this campus are relatively siloed. It makes collaboration and cohesion across campus feel difficult and slow-rolling, and does not keep us as apprised of what other members of campus are doing and how we can best support each other.

We are tied into some antiquated systems for reward and promotion. We need to reward excellence and innovation and not be afraid to outgrow old systems for the new ones.

Some of our Information Resources departments are dangerously short-staffed. Some services that the campus depends on being available 24/7 are maintained by single individuals.

Can we please just stop blaming HR for all the problems on campus? The campus community needs to understand that we are mandated by policies and procedures from both the state and Chancellor’s Office. It is beyond frustrating to have people be irritated and carry a certain tone with you every time you have a conversation with them. I love my job and my coworkers. I think the campus needs to start thinking of everyone as their “coworkers.” Just because you work in a different department or division doesn’t mean that we are not all coworkers; we are all working toward a common goal—the students.

What I hope will come with new administration is a sense of unity for staff, faculty, and administration. For everyone to feel connected and that they matter, the shared purpose (student success) is there, but

focus on staff and faculty success could be improved.

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Our facilities and equipment are aging. O'Connell Hall is now 24 years old. Most of the furnishings and a good part of the equipment is that old as well. Langdon and Plumas halls date back to the mid- to late-1960s. So does the equipment. It is hard to teach current technology with equipment approaching 50 years old.

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Something needs to be done about HR processes. It's just so difficult to get raises, promotions, etc. There is no excuse for that, and it's demoralizing. Also, we're all overloaded, and we need a way to hire more people and pay them appropriately for their skills and abilities. The policy of restricting new hires to the base of the salary range ensures that we won't be able to hire or retain good people. It's incredibly short-sighted.

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Healing a wounded population. The events of the past few years have left lasting scars and created an environment of distrust and unhappiness at a level that is shocking even for those who worked through the furloughs, budget crises, and downsizing with seemingly no reasonable provocation consideration of consequences. Correcting our campus culture and rebuilding a trust in each other and in administration is the first step.

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The Student Health Center feels very isolated. We are physically isolated and often forgotten. Health care is so specific and different from what the rest of the campus does that I think it is sometimes easier to "leave us alone" than deal with us, and that makes our staff feel unappreciated. We need to see our leaders, and have them in the building, asking us questions, and showing their support directly. Also, we are extremely underpaid. Our staff can't easily be replaced, and we are highly trained experts and we have failed recruitments several times a year because of our poor salary offers.

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One of the biggest challenges I see is growing our enrollment without also growing our student services divisions. In the short time I have been on campus the expectations of students and their families

have increased greatly. We have a diverse student population, which is a goal of the administration, but we need to build a support structure to enhance the success of those students. The research is showing that students today arrive on campuses nationwide with multiple underlying issues, often mental health diagnoses, drug or alcohol abuse, eating disorders, attention deficit diagnoses, and histories of adverse childhood experiences, all of which can greatly impact their college performance.

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We have individual pockets of positivity, but as a whole, the institution has become increasingly siloed. No one knows what anyone else is doing, and there is no central location for sharing efforts, which means that a lot of us are probably investing way too much time in spinning our wheels repeating work that is being done elsewhere. We honestly have to be better communicators (and sharers) in order to better support our faculty and students.

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I would like to be reminded of and feel the solid foundation of our purpose (students, staff, faculty, administration) every day, everywhere on campus. I would like to see staff, faculty, and administration model the behavior we want our students to emulate. I would like to feel more connected and more able to support the efforts of others on campus.

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The campus is entrenched in the buddy system. The same staff are routinely selected for hiring committees, and they become a force to make selections that could be biased or send the culture of Chico in a direction they wish to control. Pay is still a huge factor and completely out of range when compared to the community college system.

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I would like to see raises given based on your work performances and your length of employment so that employees don't have to move around campus in search for higher paid positions. If you like your job and are good at it, the department should be able to give you a raise based on your work performance.

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In preparing the institution to be a Hispanic-Serving Institution and to support a more diverse student population, we

need to provide orientations, training, and professional development opportunities on how to understand and meet the needs of a changing student population. Most of the time, I encounter individuals who want to better support diversity but are at a loss at what this really means.

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There are many challenges that an educational institution faces. One of these challenges is the age-old presence of opposing politics and personalities. I witnessed staff and faculty be discriminated against, bullied, harassed, and simply treated unfairly because they were not liked by persons in power. Additionally, when the victim attempts to confront the bullies and harassers, they are, at times, further and more forcefully oppressed in an attempt to silence their voice. We cannot allow that behavior to continue.

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More courses need to be updated to modern standards that integrate technology. This would benefit students in the current job market.

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Budget, budget, budget. Is it time to revisit the distribution of funds to divisions?

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It is always a challenge to keep 15,000 students pointed in the right direction. Binge drinking, conflicts with University police and city police, and vandalism are a result of this concentration of youth. I think it is the biggest challenge.

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Enrollment is now becoming too high and is impacting the quality of life of the community. I would like to see a service-learning component somehow included in every major. Doing this would definitely be a positive step.

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***One of the biggest challenges I see is growing our enrollment without also growing our student services divisions.***

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### INVEST

Rethink the number of programs and departments within Academic Affairs. Merge Human Resources and Faculty Affairs. Too much duplication of effort with similar tasks such as recruitment, background check, benefits, new hire paperwork, Visa status, etc. Revisit the old faculty/staff affairs model from the '90s. Continue to be open, honest, and transparent at multiple forums. Stand firm in regard to change and hold people accountable for their actions to not let the masses be dragged down by their bitterness or negative attitudes. Continue the mantra we are "one" University and clearly define our mission to serve the students of this University.

Our diversity efforts should be bolstered on campus, and resources would help with those efforts. This includes hiring more student staff, professional staff, and faculty of color on campus, as well as supporting programs that seek to develop more student leaders of color, stronger white allies, and a more educated and aware campus community. It would also be great to see all buildings on campus have gender-inclusive restrooms.

We need to pave out our goals and values, and move toward them, marking milestones as we go. We need to celebrate our achievements and recognize our innovative leaders. We need to not be afraid.

Improving the quality of education for our students; hiring enough faculty and staff to prevent bottlenecks to graduation, improving technology where needed. In many areas, because of funding, the ability to offer enough quality labs shortchanges the students' enhanced learning, class sizes, and the pressure to move students through in four years.

Continued focus on student wellness, in particular mental wellness, is paramount. We also need to continue to focus on safety for our students and make sure that our incoming students are educated on issues around rape and consent, binge drinking, and personal responsibility. Our male students need to be part of this conversation!

## Selected quotes from the online survey, edited for brevity and clarity.

I think we need to invest in a self-examination of the Chico Experience. What are our traditions that are shared across the divisions, from class to class, from alumni to new students? These should define and demonstrate our campus values from the classroom to the BMU and beyond, and should be a part of what makes the Chico Experience unique and intentional.

I feel that our resources should be utilized in expanding our educational infrastructure. The Arts and Humanities Building is the first educational improvement since O'Connell in 1992. Yes the BMU, WREC, and Student Services are wonderful, but educational space is what our customers, our students, come here for.

Technology and funding for raises, reclasses, and additional positions to better serve students, staff, and faculty so we can continue the "Chico Way." We have had numerous PeopleSoft programmer vacancies for almost two years and we are rapidly falling behind in technology. Chico has always been a leader and innovator when it comes to PeopleSoft and the ways we are able to be proactive instead of reactive.

As hard as it may be, we need to invest our resources everywhere on campus. Students need state-of-the-art learning tools and the means to graduate in four years (for example: more general ed courses). Both staff and faculty need to be held accountable for making sure our students succeed and to be compensated with a living wage. Meager staff wage increases do not cover cost-of-living increases and barely cover the increase in costs of health benefits and parking permit costs. Staff should not have to be responsible for requesting in range progression or reclassification reviews. The paperwork for these requests is too much. This should be a supervisor's responsibility based on annual performance reviews. Supervisors should be held accountable for not completing annual performance reviews. I believe my last performance review was in 2012.

I'd like to see a program to assist employees in career growth—too often we are left to try to figure out why we didn't get a job on campus or how we get the necessary skills

to increase our knowledge to make us more marketable for a higher level job.

We need to figure out how to embrace the future while letting go of the past. With the new leadership we have an amazing opportunity, but not if the past administration's faults are held on to. The constant bad-mouthing of the different divisions, staff, faculty, the administration, and the unions by everyone has really divided this great institution. It is sad that so much slander and posturing has taken place that all sides are timid to engage in productive dialogue.

Classroom technology is sorely lacking. We need more classrooms with larger capacity and better equipment for our students. This investment would alleviate many problems: schedule building, professor and student productivity, better use of campus facilities, a smoother process for enrollment, and better class times.

We need a new health center. This building is ancient, the model is antiquated and doesn't allow for proper triage and treatment of our patients. The Sacramento, San Marcos and San Jose CSU campuses have all built new health centers that properly address the current needs of students, and I would love to see Chico State follow suit.

More sections of required courses need to be offered to help students graduate on time. Too many courses have long wait lists.

Ten hours a day in the summer is horrible and a punishment to most of us. How do we maintain our families and homes, and have a healthy lifestyle when we have to be here sitting at a desk (which most studies say is the worst thing we can be doing) for 10 hours? And a lot of us have to commute up to 30 miles to work here. So add two hours on top of the 10 and then you have to get up an hour before that to get ready and try to wake up. Please, please, stop the madness.

We desperately need to work on "deferred" maintenance on our buildings. We've been so busy making the outside of the campus look great that we've neglected the interiors of our buildings. We need to make all classroom mediated!

Business operational efficiency should be included as a strategic priority associated with sustainability. We should be analyzing and modeling efficiency to our students in all areas of our organization. Yes, when we build buildings, yes through waste reduction and recycling, and yes through operating efficiently. How many places and pieces of paper are used? How many approvals? Do we really need a piece of paper with a wet signature? Have regulatory requirements been implemented in a way that works well for students and employees?

Standing desks (sitting all day is horrible for a person's body); funding for staff professional development (conferences, training, etc.); staff raises; gym assistance for those that want to join an off-campus gym to get or stay healthy. Just some thoughts. Morale needs a kick in the pants—anything that will help with that would be money well spent. Then, of course, our students and student-centered programs should be given priority, as that is why we are all here.

Celebrating the student and University accomplishments on a consistent basis to acknowledge far and wide what positive things are happening at the University.

Establish a first-year, live-in requirement to help students build a healthy culture. Tear down or change Whitney to host nursing and honors majors to help change that culture.

More time should be spent on posting academically positive videos and images to social media.

Reduce workload—move forms to electronic signatures with tracking between departments (travel/key shop/ID card). Move Foundation closer to campus. Move student time cards and faculty time cards to an online system. Give faculty a travel credit card with a cap of their professional development amount. Adaptable reporting tools for dean's offices, departments, and coordinators to create the reports they need to do their jobs. Reduce temporary jobs. Create step increases for pay. Create a standardized campus formula for faculty and staff job titles indicating levels of pay

(more pay for time in, degrees received, experience).

Invest in creating programs that encourage and incentivize physical activity in staff members. Invest in making the WREC affordable for more than just students. Invest in incentivizing better eating habits. Invest in greater efforts to create a more sustainable campus (via jobs, more receptacles, departmental incentives, programs).

If we were to take that money spent on outside contractors and invest it within the FMS trades group, we could expand our workforce with people and tools to complete quality state projects at a fraction of the cost we are spending for these outside contractors.

Academic technologies to help our students get done in an efficient time frame. The cost for the students is so high, if we can get them out in four years, their debt will be much smaller. Making sure we have the best technical tools, I believe, will greatly improve students' lives and success rates.

More campus police for better enforcement of campus policies and for a safer environment. More daytime roving custodians for academic buildings' bathroom cleanups. Better products and training for the custodians.

Teambuilding and staff wellness—give us a chance to regain our strength, and we will have more to serve our students with.

Increase law enforcement and UPD presence on campus. Besides parking lots for writing tickets, there should be regular patrols of stairwells, paths, etc.

Investing resources in healthy programming, night and weekend events, campus initiatives and student space, and other on-campus places for students to stay on campus after hours. Many students report a feeling of connectedness but often gain their friendships at house parties (on and off campus), off-campus concerts and raves, and other downtown events with increased risky drinking opportunities. Invest in the creation of a strong campus lounge, hangout for students, programming

space for clubs, a place where students can order late-night food, play video games, pool, ping-pong, dance, be engaged positively.

I think it should be mandatory for students to report first-destination data when they graduate, so resources should be directed toward making that a robust system. Students and parents want to know that the education that they are investing in is directed to tangible, terrific outcomes, and we need better data.

More professional development of staff below the MPP level. Supervisory certificate training and manager training for staff who wish to move up. Better qualified IT staff are a high priority. You can't effectively run a campus of this size without competent IT staff in strategic areas of student support and faculty support.

We need to become one team. Right now it feels like each department is against each other.

Keep staff on campus by creating career path opportunities (Be aware of level 1 jobs with no level 2 in the department or division, or where the level 2 is filled with off-campus candidates.) Keep staff in the job where they are most valuable by giving within-grade increases.

The recruitment and retention of diverse faculty and staff of color. Restoring the presence of First Nations on campus and honoring the historical commitment to the community. I know some of this is in the works, but want to emphasize its importance. Increase the support infrastructures for first-generation students of color.

***“Teambuilding and staff wellness—give us a chance to regain our strength, and we will have more to serve our students with.”***

## Student Responses

### STRENGTHS

Student involvement is definitely one of our strengths. Chico State really lends itself to help students find their voices and use them. We are increasingly becoming a more diverse campus, but we are not there yet!

The campus is beautiful. Many professors and instructors are invested in our learning and success, and it's great to see efforts toward a smaller environmental footprint.

Diversity, research opportunities, flexibility, and great staff!

Decent staff and job training.

Commitment to teaching, student involvement, and student activism.

The professors. Campus beauty.

Overall, I think Chico State has great teachers. From my experience, the vast majority of my teachers have been very helpful and have shown that they care about their students.

Chico State has strong relationships with the community. We are known for civic engagement. Our Town Hall reaches out to the community. Our community reaches out to our students.

Our new one-day move-in to the residence halls was awesome. The volunteer turnout was amazing.

Class sizes are kept to a low number for better teacher-to-student relationships. Wide variety of major options. Inclusiveness is valued. Blackboard is organized and makes class run smoothly.

Open, friendly, great staff, lots of social and developmental opportunities, flexible, clean, green, the new book buyback program and more rental options

One strength is letting the public know how much the campus supports racial diversity and its minority groups.

Chico is a true college town. As a grad

### Selected quotes from the online survey, edited for brevity and clarity.

student who did not attend Chico as an undergrad, it has felt both welcoming and intimidating. All the Chico people (students who live here/came as freshmen/are from here) know all about the town. It can feel like a secret club you can't get into.

Beautiful campus, great programs, supportive community, nice facilities, excellent professors, intimate friendly vibe. Communication with students is very good, and there are many resources for us to tap into. Campus activities are very welcoming and well organized. Instant sense of belonging and community from day one. All my professors know me by name the first week of classes! That's amazing and rare in a college setting.

I'm not sure what Chico's strength is, but it's not engineering. I had very high expectations for my engineering classes, but now I'm a little confused and disappointed. The first engineering class I took, MECH 140 was great! We designed and built a machine for a purpose and it was so fun and hands-on and comprehensive and rewarding at the end when it worked!

***“Chico State has strong relationships with the community. We are known for civic engagement.”***

### CHALLENGES

I think the main challenge for Chico State is fitting into the surrounding community in a nonintrusive and respectful manner. As the University grows, there is more and more conflict between students and long-term members of the community who call this place home. I think that students need to be given a much stronger message that they are guests of this community and should act as such. Too many students come to Chico and automatically want to behave as though they own the city. This kind of behavior should not be accepted or ignored by the University, as it creates an antagonistic relationship between Chico community members and students.

We have a diverse student body but are lost in finding ways to make meaningful efforts to make us feel at home. Behind the love and pride we have in this institution, there is still a sense of separation, of disconnect. I especially feel this in my major department, which at its core is about multicultural inclusion and acceptance, but boasts an almost 100% Caucasian faculty rate. That is a problem. Some of us are still struggling to feel understood, and in the many discussions we've had, the fear of disclosing immigration status has stopped many of us from seeking help from programs or faculty. We have a strong movement of organized undocumented students trying to help Chico State fulfill its vision and priorities for the Northern California region it claims to be proud of serving, but I sometimes feel like our efforts and concerns are seen as trivial.

The small number of professors, in my graduate program of social work at least, combined with a total lack of teachers aides or at least essay readers, forces the program to compromise the quality of my education. We are mostly assigned group paper assignments, which does not adequately prepare us to do longer individual assignments that many of us will face in our careers. As I interned at an agency last year, I saw the consequences of this unfold in the form of recent graduates struggling to fulfill their job descriptions.

Although many parties still take place every year, Chico State has come a long way from its “party school” past. However, the

reputation that we uphold has changed little over the years. This is important because it influences the students that decide to attend or not to attend this University. Chico State has so much more to offer, and I know administrators have been working hard to promote this.

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Rarely do students graduate in four years. Too many general education requirements that relate to nothing and distract from my skill focus. Unorganized administration that messes up schedules, and unrealistic advising that keeps students longer.

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I am very sorry to say but I think our campus has many challenges. One of them is our lack of mental health support for students. There needs to be a place where students who are struggling feel safe to go, where they can actually get help and not be punished for seeking it. Students should not be asked to leave campus to get help.

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I think academic advising should be required and assigned. I have yet to meet with an advisor who had time to actually help me. No one cares to or is willing. I find this extremely frustrating. I switched majors, so my original advisor can't help me and my new major [advisor] tells me to go to my assigned advisor which leaves me with no one.

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There have been multiple times I have had a lab class where we had to pretend we had the supplies needed for lab because we couldn't afford them. I'll tell you, it's very difficult to learn anything when pretending to use a plant we don't have in lab, or pretending to dissect an animal we couldn't afford. I feel like my money has been wasted on my "education."

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More GE class times offered or bigger class sizes so we can get them done within four years. Support staff not answering phone calls or treating students kindly in person (in student services, scholarship office, various departments).

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Help end its 1980s "party school" reputation that still tarnishes this college. It turns many prospective students away from Chico State, which is unfair since this college has great programs and a lot to offer at a very reasonable price. Get the word out better on the specific unique programs this school offers that many don't know about.

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## INVEST

Sustainable development! Cannot stress this enough! Public relations, research opportunities, staff treatment, renewable energy, divestment from fossil fuels, waste management, infrastructure, environmentally friendly and respectful landscaping, drought adaptations! All of these fit under sustainable development in one way or another. And all are so important for this University!

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Given that our region is a farming community, and given Chico's pledge to serve this community, I am still baffled by the lack of targeted resources for the children of first-generation immigrants. Historically, our farming economy has been elevated on the backs of our parents and yet it is hard to find their children in our campus. Most of the undocumented students who are active in our school tend to be from Southern California. We need Chico State to make a statement and open a Dream Resource Center in an effort to help guide undocumented students and the citizen students of undocumented parents who are the backbone of agriculture in California.

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I firmly believe that satisfied professors who have doable workloads with an adequate number of supportive staff would positively affect the quality of my education. Last semester, there was one course for which we did not get an adjunct professor until two weeks before the first week of school. This person was perilously unprepared to teach a graduate course, in my opinion violated the social work code of ethics consistently throughout the semester, and furthermore appeared to be unhappy in her role as course instructor. I believe that if resources were put toward hiring enough full-time faculty and offering a better salary to adjunct professors, this problem would not have occurred. We would have seen either better-qualified candidates applying for a part-time position such as that one, or a full-time faculty member could have taught that class.

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Security cameras and warning signs about the cameras around bike racks. There have been far too many bikes stolen, and the campus police department can't and doesn't really do anything about it. Even if the cameras weren't functional (which they absolutely

should be), it might be some sort of deterrent for the bike thieves. There is an entire Facebook page dedicated toward catching thieves and retrieving bikes, and I feel as though the campus itself should be involved in preventative measures since such a large number of bikes are stolen on campus each semester.

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How about moving away from watering the administration building's lawn while acting high and mighty about conserving water in the drought? "Brown is the new green!" except for when it makes the people at the top look less pretty; they don't have to cut back like the rest.

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How about a pedestrian bridge or tunnel over or under Warner Street, where it runs through campus? Solar panels on the roofs? Engineering lab equipment that has been calibrated after 1970? Toward cracking down on teachers and student groups who violate the University fee policy by charging us for required class resources and services like lab manuals, kits, homework grading, the like. Maybe you can just dump all the extra money you got on lowering our tuition? That would be great.

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We need to have more mental health support for students. Mental health affects one in four people and is very common among students. Money should go to having the proper supplies, tools, and materials for all classes. Money should be spent on having educated professors who know their subject and care about their students' education.

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More parking! I can't express enough how important this is. I have had to miss class on more than one occasion due to the lack of parking. This is crucial.

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### STRENGTHS

Beautiful campus, very approachable reputation for students and parents, faculty and staff are active in the community with a love for Chico and an understanding of the economic benefits of the University locally and regionally.

Dedication of faculty and staff. We have some very strong programs and some that need bolstering. However, the faculty and staff in all units (including administrative units) seem focused on serving students.

The campus has a unique opportunity to reclaim the town-gown relations once enjoyed. A residential campus allows for close ties with the students, truly a strength.

Use of the campus used to be enjoyed by all. Bring back things like the Special Olympics, Fun Without Alcohol fair, and other previous celebrations that brought the community into the campus. Stop charging for camps and room use for field trips that bring future students to campus. The campus beauty is a special asset. Keep it green and open.

The University contributes greatly to the intellectual, cultural, and artistic health of the community. Chico State's economic impact can be seen in the city's vibrant downtown. I appreciate the University as a nexus of teaching and learning, and greatly value its variety of lectures, visiting scholars, and artists.

Economic engine, jobs generator, human resource producer, pride creator.

Educating people is a good cause. It appears that you are succeeding by the alumni reviews periodically. The energy in the town is healthy, young, bright, seeking a better future.

Strong academic programs. Great, caring, dedicated faculty. Proactive in dealing with alcohol, drugs, and student problems. Supportive programs for diverse students. Friendly, welcoming campus and community. Graduates are highly sought after by employers. Pride in attending.

### Selected quotes from the online survey, edited for brevity and clarity.

Commitment to learning and placing students first. Long tradition of campus and community. Physical environment allows for ideation, thoughtfulness, learning, and personal growth. Energetic, new president who knows Chico, so a diminished learning curve to fast-track change.

### CHALLENGES

A very inward-facing, insular attitude about the campus and its role and responsibilities toward the community. A lack of investment over the years in policing student neighborhoods, which has significantly contributed to their physical and environmental decline. A resistance to come to the community table with resources. Lack of transparency and communication on campus.

President Hutchinson's reputation for strong leadership will do much to change this perception, but consistency in direction and effort will be critical factors to her success. Once she has built a strong leadership team, her visible support of that team and a consistent message from the entire team is critical.

Put HR back under the provost. Streamline in-range and reclass requests. It should never be HR's decision. If the funding is there, if the department requests it, and the VP agrees, make it happen! Don't let HR be a roadblock department, make it truly be a "customer service" department to aid your best assets: faculty and staff. This is a culture that needs immediate attention. There are many excellent employees in HR. Encourage them to understand a new administration wants to help employees, not punish them. Find the money for raises for staff. Hire for positions that have sat unfilled for too long. Take the pressure off of your dedicated employees.

During my time at Chico State (1996-2014), I saw an unfortunate decline in student enrollment, course offerings, and extracurricular activities such as lectures, symposia, and visiting speakers—particularly in my last five or so years on campus. From my perspective, revitalizing those extracurricular activities would greatly

enhance the University experience.

I think in a college town we have so many people coming here from all different areas of the state and beyond. With such political tension at this day and age, we need to create a culture on campus that is all-inclusive and non-discriminative to people of color, people of faith, or queer and gender-nonconforming people. This starts with the groups on campus such as Christian Challenge, the Gender & Sexuality Equity Center, or the Cross-Cultural Leadership Center. I know there are other organizations that do activist work, but we need to make them more visible. We need to make them known to all Chico State students and Butte College students, even. With events like the International Fair that happened in spring 2016, we can further implement cultural diversity and open students' eyes to cultural celebration and liberation from discriminative ideology.

Non-connection with the community; political approach is viewed as very liberal; student "party" scene can sometimes be detrimental to public services (i.e. draws police, fire, code enforcement, etc. resources away from "normal" routines to focus on the student housing areas).

Party history. I think the school needs to keep its small town/college town feel. I love that we are competitive with every university in the country but I don't want to get so large that we lose the charm and beauty of what Chico State has always been. I think we need to work with our Greek system to cut down on social media ( videos and info ) that show parties and out-of-control behavior. My daughter monitors some of the Greek Facebook and Instagram pages and has seen Chico "win" the best party award on more than one occasion.

College graduation rates. Crime around campus and within Chico. Declining state funding. Faculty who are not up to date on ways that technology can enhance and promote learning. Global, country, and state recognition. Internships that help students make their assimilation into the workforce more successful.

Party reputation. There needs to be a recruitment program to California high

schools (involve area alums?). Kids need to hear about Chico. Alums are quiet, they need to feel proud! I am just finding out that people I know went to Chico—prominent members of my community. They need to be called on to spread the message about how great Chico is! The kids want to connect with students and feel excited about going to college and Chico! It would be an excellent opportunity.

The practice of tenure is out of date and should be done away with. The University needs to be able to have talented faculty in the right areas of needs. You may have five great tenured professors in an area that only needs two, whereas you need three more great professors in a growing or thriving area. Tenure inhibits the ability to adapt to market needs quickly. Our society has changed, and our education system absolutely must become more agile.

Party school reputation still exists but is better. “The good time” needs to shift to more positive outlets. We are in a beautiful and resource-rich environment. Utilizing the outdoors and serving others and the community are great outlets. In fact, research on quality of life, happiness, etc. show how both of these activities improve how we feel, handle stress, and live longer.

Young people have an easy time making bad choices. The choice to stay in school, the choice to act poorly. Popular society today seems to aim kids into a ditch. Positive people need to step up and act as bumpers and guard rails.

## INVEST

Bridging on-campus divides and removing the veritable fence around campus that separates “us” from “them.” Getting hands dirty when it comes to increasing the standards and quality of life for students living off campus. Organizing services and specialties for access by local businesses and organizations.

Our main focus must be on service to students. This will require funds to be directed to academic areas that need bolstering. At the same time, the administrative support areas should be

reviewed for strengths and weaknesses. Many are suffering from short staffing due to budget issues. Addressing the issues of workload and respect for faculty and staff will require that some funds be allocated to resolving these issues

With teaching and learning as the University’s core mission and purpose, I believe resources should stem from, be defined by, and support that mission.

As good things happen, tell all our publics and the world in a variety of ways. We have a great public information office. Our media and media technology folks are the best. KCHO (NSPR) could consider us at least a part of the general public that public radio is designed to report on and serve as real stories and programs, not just event announcements and various deadlines.

I believe we could create more of a proactive and strategic online presence or initiative. Through social media such as LinkedIn, Facebook and Twitter, our Wildcats can share more proud moments. Post impressive stats, accomplishments, and community projects. Boast about students of the month or professors in the news, etc. Must be short, impactful content, consistent, and tracked.

I believe that Chico could have more of an outreach in key zip codes and neighborhoods, so that they hear about us, loud and proud. Do off-sites, fairs, workshops sharing Wildcat intent, culture, and value. Visit schools, get a calendar going, commit. Counselors in my daughter’s high school frowned upon Chico in comparison to other schools when my daughter was sharing her choices, and the sad thing about it is I believe they didn’t even know why. Counselors get comfortable, complacent. They recommend the same to all. Let’s remind them who we are and how we’re different.

I think we should invest in student programs. Sure they have money, but it seems to be a tight budget where everyone is looking for donations. CAVE has a donation page, Greek organizations have donations far more than any organizations on campus that strive for social progress. AS programs and organizations affiliated

with the Chico State campus need to have adequate funding in order to thrive and spread their messages. Plus with more funding would come more employment or internship opportunities, which in turn means more experience opportunities for Chico State students. If we invest in student-run programs, we invest in our youth’s future.

More faculty, smaller class sizes. First-class library. Staff.

Providing students with opportunities to get more involved with the local community to create a sense of responsibility and belonging.

Education without application is not very helpful for society. Encourage hands-on activity in the field.

Project-based learning that spans all colleges.

Build into students such that they are creative, innovative learners. They will need to evolve in the workforce faster and more often than prior generations. People that enjoy learning will be more sustainable in the marketplace, live longer and better lives.

***“With such political tension at this day and age, we need to create a culture on campus that is all-inclusive and non-discriminative to people of color, people of faith, or queer and gender-nonconforming people.”***

# Keep the conversation going...

Your feedback is important to this ongoing conversation. Please share your thoughts and ideas at *PresidentListening@csuchico.edu*



*The Listening Tour serves as a guide as we chart a course for the future of Chico State.*



**T O D A Y D E C I D E S T O M O R R O W**

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