### AGENDA
Expanded Leadership Forum (ELF)
October 27 2020 • 9:00 – 10:30 AM • Zoom

https://csuchico.zoom.us/j/82949036856?pwd=RkRLMnlILbVRDSDl4TkNwNVhrN2NKUT09
Meeting ID: 829 4903 6856
Passcode: 341388

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Presenter(s)</th>
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</table>
| 9:00 – 9:15 | Miscellaneous & Announcements  
  • UBC October 30 from 8 am to 10 am  
  • Sampling Student Affairs: Freshman Care Packages  
  • Faculty Office Use Protocols for AY 20-21  
  • Spring Bookstore Adoptions Update  
  • Go Virtual Winter Intersession  
  • Announcements                  | Betsy Deb Dave Kathy Kathy |
| 9:15 – 9:30 | @RealRTP FLC & Action Now: Recruiting and Hiring                      | Michelle, Brian, & Deb |
| 9:30 – 9:50 | GI 2025: CSU data, Chico State data, DFW dashboard                    | Kate & Chiara         |
| 9:50 – 10:15 | RCE: New Ways and New Opportunities                                   | Clare                 |
| 10:15 – 10:30 | Q&A                                                                   |                       |

**Parking Lot**
- Adelante Grant Update after October 1
- CSU 4+1
- Guidance on Recruiting Internal MPPs such as Associate Deans
- Our AB 1460 plans
- Getting to know Enrollment Management Services & Strategic Planning
- MLIB's work on an EM data base
- COVID Impacts: Workload and burnout
ELF Meeting Notes
October 27, 2020

UBC Meeting Reminder
• UBC on Friday, October 30, 8-10 am
• Questions can be sent to Academic Senate in advance. Requests have already been submitted resulting in a presentation from IRES/AA.
• Sherman will facilitate a “thought game” related to our University budget.

Freshman Care Packages and More...
• Student Affairs mailed 2,313 care packages to our Freshmen that included drinking canister, booklet, message from President Hutchinson.
• Action News reported on our Organic Farm to Pantry (year-long program).
• SLL is signing people up to dance with an arrow sign pointing out the ballot drop box at the BMU. The schedule is almost full!

Faculty Office Use Protocols for AY 2020-21
• Updated version has been approved and was emailed out. Also posted on VPAA’s website: https://www.csuchico.edu/vpaa/announcements/index.shtml

Spring Bookstore Adoptions Update
• Follett system reporting 40% of our courses have adopted course materials (courses, not sections).
• Someone (chairs, department ASC, faculty) need to go in and enter “no course materials to adopted” or, there is an option that indicates “TBD” if faculty have not decided.
• Takes up to 24 hours to be viewed in the system.
• Concierge account allows you to adopt the same course materials across sections.
• If materials are not purchased through Follett, how do those materials get entered? Fernandes will follow up and find out.

Go Virtual Winter Intersession
• Winter session is only for those faculty who were unable to participate in the summer sessions.
• Call and applications are on the Go Virtual website: https://www.csuchico.edu/tlp/go-virtual/

@RealRTP FLC and “Action Now:” Recruiting and Hiring
https://www.csuchico.edu/fdev/_assets/documents/realrtp-callforapplications.pdf
• New recruitment group looking at what can be done this recruitment cycle. (Tracy Butts, Annie Adamian, Al Schademan, Shawn Bates, Chunyan Song, Michelle Morris, and Seema Sehrawat)
• Offering recommendations and will consult for search committees or to be on the search committee.
• Goal is to help early career diverse faculty thrive and be retained long-term.
• @RealRTP faculty learning community can take up to 16 (already have several applications).
• Encourage faculty to apply by November 12.
• Opportunity this year with a smaller group of T/T searches (8) to try out some new practices.
• Provost may fail a search if the pool is not diverse enough. Time to do more than just talk about it.
• Think about new ways to actively recruit a more diverse pool. The “normal” postings have not been working.
• Provost strongly recommends that chairs who are searching this year reach out to Morris to consult and possibly place one of the @RealRTP Committee members on the search committee to diversify the committee.
• OAPL pays for the Chronicle of Higher Education ads and boosts it through the diversity options the CHE has available.
• Interpersonal contacts are another great way to enhance our pools.

GI 2025: CSU data, Chico State data, DFW dashboard
• McCarthy shared highlights from the CSU GI 2025 report for our campus and the system.
• DFW Dashboard is not yet live: https://www.csuchico.edu/fdev/homepage/faculty-dashboard.shtml
  o Some confusion about what equity gaps are...so information has been added.
  o Resources are needed to assist faculty—adding to website.
  o FDEV is working on creating those resources, including a FLC focuses on strategies to lower the equity gap.
  o There are concerns about who has access to the data.
  o This tool is being recognized at the CSU level.

RCE: New Ways and Opportunities
• Van Ness presented ideas for how RCE can help departments develop new paths to degrees.
• MBA online is a perfect example.
• Different ways to provide new opportunities for students: short format, stackable, career-long curriculum, etc.
• Way to use self-support to bridge a budget gap and create employment opportunities.
• Matriculated students do participate on committees that determine how fees are distributed.
• RCE fund distribution:

Chico State Theatre
• Doing a world premiere of Breathe: Portraits from a Pandemic
  Tickets https://www.showtix4u.com/event-details/40362 that will be streamed via the internet.
This document replaces previous campus guidance for use of faculty offices and equivalent library policies. It does not apply to staff working on campus, who are tracked through the existing Return to Campus process. Appendix C of the University return to campus plan still applies to research spaces, support spaces, department/college/complementary unit offices, and teaching spaces involving more than one person at a time. It is effective immediately through May 31, 2021. Faculty should continue to follow these guidelines beyond May 31, 2021 if it has not been updated or replaced.

Faculty who already have permission to come to campus based on form 2 or form 3 approvals may continue to use those permissions unless individually notified otherwise.

Faculty, when working alone, are permitted to use their assigned offices or appropriate teaching spaces (e.g. labs, classrooms, studios) for the following:

- Accessing materials/equipment.
- Teaching synchronous classes, including lectures, discussions, office hours, and similar activities.
- Developing educational resources and materials that cannot be done efficiently or effectively from another location.
- Research or creative activities that cannot be done efficiently or effectively from another location (offices only; research and other work spaces continue to require a form 1/3 review).
- Glenn Hall remains closed and in low HVAC mode. Faculty wishing to access offices in Glenn Hall for picking up materials should contact their Dean.

Faculty use of offices, classrooms, and other teaching spaces for these purposes does not require additional approval. For any other space needs please work with your dean.

To mitigate risk during office use:

- Faculty must log their name, employee number, arrival time, departure time, and room number for each visit longer than 2 hours. Enter your building use information here.
- Faculty may NOT come into campus buildings until they have completed “COVID-19 in the Workplace” training in CSULearn.
- Faculty who come in only occasionally and for less than two hours at a time need not log their visits.
- Faculty who wish to be in campus buildings for more than 5 hours on any single day or more than 3 days in any single week need prior approval from their dean.
• Only faculty assigned to a given office may enter that office. No students, staff, other faculty, or visitors are allowed.
• For faculty who share offices:
  o Each should have a unique workspace, and wipe down all common surfaces (e.g. doorknobs, shared surfaces) at the beginning and end of each visit.
  o Only one person may be in any faculty office at any time. Individuals must arrange to stagger their visits to the office.
• Faculty should wear face coverings in all campus spaces outside of their offices, use hallways/stairwells to transit to and from office only, follow posted COVID-19 pedestrian markings, and maintain social distancing in hallways.
• Faculty who need to use elevators should travel one person per car unless otherwise posted.
• If faculty find it impossible to maintain social distancing, they should exit the space and report the conditions to their department chair and dean.
• Faculty should follow campus COVID safety guidelines, and check for updates regularly.
• Faculty should be aware that, since building occupancy is very low, indoor temperatures should acceptable but may not been heated or cooled as they are when we are at normal occupancy.
• Faculty should be aware that restrooms and high-touch surfaces are cleaned twice every eight-hour shift.
@RealRTP Learning Community: Navigating the Academy as a Diverse Teacher-Scholar 2020-2021

The purpose of the @RealRTP learning community is to provide support for diverse early career faculty to successfully navigate the retention, tenure, and promotion process, develop a sense of belonging and network of colleagues toward enhancing their Chico experience, and envision and explore their potential for leadership positions at later career stages. Topics will include managing microaggressions in and outside of the classroom, navigating the scholarly demands of career advancement with teaching and service responsibilities impacted by invisible labor/cultural taxation levied on diverse teacher-scholars, identifying mentors for professional and personal growth, career considerations in light of the COVID-19 pandemic, positioning oneself for future leadership roles (e.g., chair, dean, center director, provost) and additional needs as identified by participants. The program will be facilitated by Michelle Morris, Faculty Diversity Officer and Professor, Department of Nutrition and Food Science.

**Dates:** The learning community will meet via Zoom on the following six Fridays, 1:00-3:00 p.m. Attendance is required.

November 20, 2020  
December 18, 2020  
February 19, 2021  
March 26, 2021  
April 16, 2021  
May 14, 2021

**Deliverables:** (a) be prepared for and actively participate in each of the six meetings, with some reading and projects expected between sessions, (b) complete a post-learning community survey and interview.

**Payment:** Faculty who attend all sessions of the @RealRTP learning community and complete associated deliverables will receive $1000 in taxable income.

**How to Apply:** Complete this brief [application](#) by November 12, 2020. Notification of acceptance will be sent no later than November 16. The first session will be held November 20. Please hold all session dates on your calendar. This learning community is designed to address the needs of diverse early career teacher-scholars, so priority will be given to recent tenure-track faculty hires representing diverse disciplines and identities. Thank you for your interest.

Questions: Contact Michelle Morris (mrmorris@csuchico.edu) for questions related to this learning community.
Graduation Initiative 2025 Leads to Record Highs in Student Achievement

(October 23, 2020) – Student achievement throughout the California State University (CSU) as measured by graduation rates has increased to an all-time high under Graduation Initiative 2025. This data was shared today with the CSU community by Executive Vice Chancellor Dr. Loren J. Blanchard during a live-streamed university-wide event.

Graduation Initiative 2025 is the university’s flagship effort to increase graduation rates, eliminate equity gaps in degree completion and meet California's workforce needs. Some of the data Blanchard shared included:

- The four-year graduation rate for first-time students increased to 31% compared to the prior year.
- The six-year graduation rate for first-time students remained at 62%.
- First-time students are taking a higher average of units per term (14.64) than ever before.

The university has made even greater year-over-year progress with transfer students:

- The two-year graduation rate for transfer students has increased to 44%, just shy of the 45% goal targeted for 2025.
• The four-year graduation rate for transfer students has increased to 79%.

“The record achievements of CSU students is a testament to their persistence and flexibility in navigating the pivot to virtual instruction and support made necessary by the ongoing pandemic,” said CSU Chancellor Timothy P. White. “It is also a reflection of the hard work and dedication of our faculty and staff who overcame unprecedented challenges to advance the university’s mission.”

The CSU also continues to make progress toward Graduation Initiative 2025’s other key goal: eliminating equity gaps. While all students are graduating at higher rates, equity gaps have also narrowed year over year; the gap between underrepresented minority students and their peers decreased from 11.1 to 10.5 percentage points and the gap between students who receive Pell Grants and their peers narrowed from 10.2 to 9.3 percentage points.

Graduation Initiative 2025 was launched by White in 2015 and this year marks the final progress report under his leadership, with White retiring from his role as chancellor in early January 2021. Under White, the CSU experienced record gains:

• The four-year graduation rate for first-time students increased from 19% to 31%.
• The six-year graduation rate for first-time students increased from 57% to 62%.
• The two-year graduation rate for transfer students increased from 31% to 44%.
• The four-year graduation rate for transfer students increased from 73% to 79%.

Another notable milestone especially relevant during the Covid-19 pandemic: The CSU recorded a record retention rate, with 85.5% of 2019’s first-year students returning to campus for the fall 2020 term.

“I have never been more proud of our students for the extraordinary determination they have demonstrated by continuing to persevere and make progress toward that life-changing CSU degree,” stated White.

Final data from the 2019-20 academic year will be presented to CSU’s trustees during the November 2020 Board of Trustees meeting.

# # #

About the California State University

The California State University is the largest system of four-year higher education in the country, with 23 campuses, 53,000 faculty and staff and 482,000 students. Half of the CSU’s students transfer from California community colleges. Created in 1960, the mission of the CSU is to provide high-quality, affordable education to meet the ever-changing needs of California. With its commitment to quality, opportunity, and student success, the CSU is renowned for superb teaching, innovative research and for producing job-ready graduates. Each year, the CSU awards more than 125,000 degrees. One in every 20 Americans holding a college degree is a graduate of the CSU and our alumni are 3.8 million strong. Connect with and learn more about the CSU in the CSU NewsCenter.
Graduation Initiative 2025
Preliminary Progress Update

Are you on track to meet your goals?

2015

2025

calstate.edu/dashboard
In September 2016, the CSU launched Graduation Initiative 2025, establishing ambitious goals to facilitate our students’ path to a high-quality college degree and committing us to eliminate equity gaps between historically underserved students and their peers. When we achieve these goals, the CSU will stand alone as a national leader in student success for the most diverse student body in the nation.

Fulfilling the Graduation Initiative requires us to consistently measure progress and take stock of our efforts to identify barriers that delay or prevent our students’ timely completion of a high-quality degree. To support this process, the CSU Student Success Dashboard (calstate.edu/dashboard) has leveraged degree completion data through summer 2020 to measure system and campus progress toward our 2025 goals. The 2020 graduation rates cited herein may increase very slightly in the coming weeks as campuses submit additional degree counts.

This report offers a preliminary glimpse of how Chico State is progressing toward its 2025 goals. The formidable challenges associated with the global health crisis have heightened the collective imperative to better support our students and promote equitable opportunities for timely degree completion. We encourage you to share this report broadly and engage your campus community in a deeper internal assessment of progress toward meeting your Graduation Initiative goals.

**Chico State Progress Summary**

Four years into this initiative, Chico State is making good progress toward half of its goals and limited progress toward the others.

<table>
<thead>
<tr>
<th>First-time Student 4-Year Graduation Rate</th>
<th>Transfer 2-Year Graduation Rate</th>
<th>URM Equity Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Progress</td>
<td>Good Progress</td>
<td>Limited Progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First-time Student 6-Year Graduation Rate</th>
<th>Transfer 4-Year Graduation Rate</th>
<th>Pell Equity Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited Progress</td>
<td>Good Progress</td>
<td>Limited Progress</td>
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</table>

Gauge values were determined as follows: For each goal, an interim target was set by extrapolating a straight line from the 2010 (6-year first-time students, URM and Pell Gaps), 2012 (4-year first-time students and transfers), or 2014 (2-year transfers) cohorts to their respective 2025 goals. The current rates (for the 2014, 2016 or 2018 cohorts) were then compared to the interim targets, and the gauges were set as:

- Green if the graduation rate or gap was less than 1 percentage point below the interim target
- Yellow if the graduation rate or gap was between 1 and 3 percentage points below the interim target
- Red if the graduation rate or gap was more than 3 percentage points below the interim target
Chico State is making good progress toward its 2025 goal that 41% of all first-time students graduate within 4 years.

The four-year graduation rate for the first-time student cohort beginning in 2015 was among the highest in Chico State's history. The preliminary 4-year first-time student graduation rate for the 2016 cohort (33.4%) nearly meets the interim target (33.6%) set by drawing a straight-line projection from the 2012 graduation rate to the 2025 goal (see dashboard chart below).

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Grad Rate</th>
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<tbody>
<tr>
<td>2014-2018</td>
<td>29.3%</td>
</tr>
<tr>
<td>2015-2019</td>
<td>33.1%</td>
</tr>
<tr>
<td>2016-2020</td>
<td>33.4%</td>
</tr>
<tr>
<td>2025 Goal</td>
<td>41.0%</td>
</tr>
</tbody>
</table>

The fact that Chico State's current 4-year first-time student graduation rate is only slightly below the interim target indicates that the university is making good progress toward its goal.
First-time Student 6-Year Graduation Goal

Chico State is making limited progress toward its 2025 goal that 74% of all first-time students graduate within 6 years.

Six-year graduation rates for the first-time student cohorts beginning in 2012 and 2013 were 66.3% and 67.4%, respectively. The preliminary 6-year first-time student graduation rate for the 2014 cohort (65.0%) is considerably lower than the interim target (70.9%) set by drawing a straight-line projection from the 2010 graduation rate to the 2025 goal (see dashboard chart below).

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Grad Rate</th>
</tr>
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<tbody>
<tr>
<td>2012-2018</td>
<td>66.3%</td>
</tr>
<tr>
<td>2013-2019</td>
<td>67.4%</td>
</tr>
<tr>
<td>2014-2020</td>
<td>65.0%</td>
</tr>
<tr>
<td><strong>2025 Goal</strong></td>
<td><strong>74.0%</strong></td>
</tr>
</tbody>
</table>

The fact that Chico State's current 6-year first-time student graduation rate is 5.9 percentage points lower than the interim target suggests that the university is making limited progress toward its goal.
Chico State is making good progress toward its 2025 goal that 43% of all transfers graduate within 2 years.

Two-year graduation rates for the transfer cohorts beginning in 2016 and 2017 were 39.0% and 41.9%, respectively. The preliminary 2-year transfer graduation rate for the 2018 cohort (40.8%) exceeds the interim target (37.3%) set by drawing a straight-line projection from the 2014 graduation rate to the 2025 goal (see dashboard chart below).

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Grad Rate</th>
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<tbody>
<tr>
<td>2016-2018</td>
<td>39.0%</td>
</tr>
<tr>
<td>2017-2019</td>
<td>41.9%</td>
</tr>
<tr>
<td>2018-2020</td>
<td>40.8%</td>
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<tr>
<td><strong>2025 Goal</strong></td>
<td><strong>43.0%</strong></td>
</tr>
</tbody>
</table>

The fact that Chico State's current 2-year transfer graduation rate is 3.5 percentage points above the interim target indicates that the university is making good progress toward its goal.
Chico State is making good progress toward its 2025 goal that 86% of all transfers graduate within 4 years.

The four-year graduation rate for the transfer cohort beginning in 2015 was among the highest in Chico State's history. The preliminary 4-year transfer graduation rate for the 2016 cohort (81.3%) is higher than the most recent graduation rate and matches the interim target (81.3%) set by drawing a straight-line projection from the 2012 graduation rate to the 2025 goal (see dashboard chart below).

<table>
<thead>
<tr>
<th>Cohort</th>
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<tbody>
<tr>
<td>2014-2018</td>
<td>78.6%</td>
</tr>
<tr>
<td>2015-2019</td>
<td>79.2%</td>
</tr>
<tr>
<td>2016-2020</td>
<td>81.3%</td>
</tr>
<tr>
<td>2025 Goal</td>
<td>86.0%</td>
</tr>
</tbody>
</table>

The fact that Chico State's current 4-year transfer graduation rate falls exactly at the interim target indicates that the university is making good progress toward its goal.
Chico State is making limited progress toward its 2025 goal of eliminating the gap between the percentage of URM and Non-URM freshmen who graduate within 6 years.

The gap between URM and Non-URM students who graduated within 6 years was 7.4 percentage points for the freshmen cohort beginning in 2012. The preliminary URM equity gap for the 2014 cohort (8.1 percentage points) exceeds the interim target (3.4 percentage points) set by drawing a straight-line projection from the 2010 gap to the 2025 goal (0 percentage point gap).

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Grad Rate Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2018</td>
<td>7.4 points</td>
</tr>
<tr>
<td>2013-2019</td>
<td>11.9 points</td>
</tr>
<tr>
<td>2014-2020</td>
<td>8.1 points</td>
</tr>
<tr>
<td>2025 Goal</td>
<td>0 points</td>
</tr>
</tbody>
</table>

The fact that Chico State's current URM equity gap is 4.7 percentage points greater than the interim target suggests that the university is making limited progress toward its 2025 goal.

*URM (underrepresented minority) students are students who self-identify as African American, Latinx, or American Indian. All other students were classified as Non-Underrepresented Minority (Non-URM).
Pell Equity Gap Goal

Chico State is making limited progress toward its 2025 goal of eliminating the gap between the percentage of Pell recipient and Non-Pell recipient freshmen who graduate within 6 years.

The gap between Pell and Non-Pell students who graduated within 6 years was 8.8 percentage points for the freshmen cohort beginning in 2012. The preliminary Pell equity gap for the 2014 cohort (9.5 percentage points) exceeds the interim target (5.0 percentage points) set by drawing a straight-line projection from the 2010 gap to the 2025 goal (0 percentage point gap).

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Grad Rate Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2018</td>
<td>8.8 points</td>
</tr>
<tr>
<td>2013-2019</td>
<td>12.4 points</td>
</tr>
<tr>
<td>2014-2020</td>
<td>9.5 points</td>
</tr>
<tr>
<td>2025 Goal</td>
<td>0 points</td>
</tr>
</tbody>
</table>

The fact that Chico State's current Pell equity gap is 4.5 percentage points larger than the interim target suggests that the university is making limited progress toward its 2025 goal.

*Pell students are students who received a Pell grant in their first term of enrollment. All other students are classified as Not Pell.*