

Metropolitan  
State University



**University Diversity Plan for Discussion  
Diversity Summit October 12, 2011**

*Respectfully submitted by Sue K. Hammersmith, President, September 30, 2011  
This University Diversity Plan will be further fleshed out in the coming year.*

## Development of the Plan

Activities during the 2010-2011 academic year laid much of the creative groundwork for the development of this plan. These activities included (but were not limited to) the following:

1. In fall 2010, the President Cabinet reviewed MnSCU's Diversity Plan, recommendations previously prepared by the Anti-Racism Leadership Team, and their own areas' activities and efforts to meet the objectives of the MnSCU Plan. The President stressed that this work is the responsibility of every division, college, office, and level of the University. Each Cabinet member was asked to articulate the activities by which his or her area of responsibility had aligned or would align its activities with the MnSCU diversity goals and the President's framework.

This exercise demonstrated that an impressive amount of activity and programming was underway across the University to address issues of diversity and inclusion, cultural competency, equity, and anti-racism. These efforts included curricular design and course content, professional development activities, cultural programming, student recruitment and retention programs, business practices, and a number of committees and working groups. These activities, however, were not particularly coordinated across units, were not widely reported on or known about by the larger University community, and were not consistently assessed and evaluated in terms of strategic effectiveness.

In short, this exercise demonstrated that although the University had not yet developed an integrated organizational strategy for articulating or carrying out its goals, there was a significant level of interest, commitment, experience, and expertise on which to draw in developing the organizational strategy. In early 2011, the President and Cabinet drafted a University Diversity Plan with three overarching goals and circulated it for review and feedback by the larger University community and governing groups.

2. Also in fall 2010, a new Diversity Learning Task Force was formed with leadership and participation from both Student Affairs and Academic Affairs. This Task Force planned and conducted a rich array of integrated programming throughout the year designed to take a more holistic approach to issues of diversity and social justice than had characterized earlier years' cultural programming. More than 800 attendees took advantage of these programs, and the programs brought community leadership into the programs as well. Major events included:
  - a. Cultural Programming Town Hall (60 attended)
  - b. State of the Community Panel of community leaders (83 attended)
  - c. Empowering Communities, with local non-profits (85 attended)
  - d. Bullied, which focused on anti-GLBT bullying in K-12 education (120 attended)
  - e. Ireland, dealing with the Irish Diaspora and its influence on the US (71 attended)
  - f. Immigration, dealing with SB1070 (112 attended)
  - g. Dream Keeper, a film and discussion about Native American experience (31 attended)

- h. Genocide Awareness, with a panel of experts on genocide (46 attended)
- i. Global Food and Fashion, a celebratory event at the Minneapolis Global Market (200+ attended)

The Diversity Learning Task Force further planned cultural programming for the 2011-12 academic year; including a major fall semester 2011 diversity conference, the Baobab Conference.

3. The President experimented with redeploying professional development resources that previously had been expended on the Anti-Racism Leadership Team's annual two-day anti-racism training and used those resources instead to sponsor faculty, staff, and student attendance at an array of local professional development activities addressing issues of race and white privilege. These included:
  - a. Minneapolis YWCA "It's Time to Talk" event (27 attended)
  - b. "Bringing It Home: Difficult Dialogue about Race" (91 attended)
  - c. Overcoming Racism Conference in St. Paul (18 attended)
  - d. American Indian Conference (6 attended)
  - e. 12<sup>th</sup> Annual White Privilege Conference in Minneapolis (30 attended)

As a result of this redirection of resources and connection with these local events, Metropolitan State was invited to host the fall 2011 Overcoming Racism Conference which will enable more faculty, staff, and students to attend.

4. The President's Cabinet participated in an IDI (Intercultural Development Inventory) assessment and workshop as well as an Intercultural Conflict Communication assessment and workshop. And throughout the year, the President and/or the Chief Diversity Officer (Truly Webb) met with interest groups, caucuses, and advisory groups to discuss issues or concerns related to matters of diversity and/or racism and to promote open dialogue.
5. The Anti-Racism Leadership Team and the Diversity Learning Task Force developed new awards to recognize faculty or staff leadership with respect to antiracism and awarded its first such award at the spring 2011 Global Food and Fashion event. The Anti-Racism Leadership Team also administered a 2011 Campus Climate survey, following earlier Campus Climate surveys administered in 2005 and 2008. Results will be presented at the fall 2011 Diversity Summit.
6. In May 2011, the University held a day-long Diversity Planning Retreat. Twenty-nine faculty, staff, and administrators participated. Invitees included representatives from IFO, MSUAASF, AFSCME, MAPE, MMA, IMAC, ARLT, Black Caucus, Asian Caucus, American Indian Advisory Council, Provost, Academic Deans Council, Student Affairs, CCBL, Human Resources, EOD Office, University Advancement, and Student Senate. Participants are listed in Appendix A.

These representatives met with the President to further articulate and strategically develop the overarching institutional goals that had previously been identified by moving through a series of inquiries.

- a. Why is this important?
- b. What are our baseline assessments and benchmarks?
- c. What are our “bright spots”?
- d. What are our priorities for improvement?
- e. What specific strategies will we pursue (including responsibility, timeline, and resource allocation)?
- f. What are our measures, performance targets, and timelines?

As a result of this planning retreat:

- a. The three University goal statements were refined and a fourth goal statement adopted. Strategies were identified for each goal, as well as key questions for discussion at the fall 2011 Diversity Summit. The University Diversity Plan was revised to incorporate these changes and to document the process of development.
  - b. The group planned for a Diversity Summit to be held in fall 2011. This Diversity Summit will introduce the four Metropolitan State University Diversity Plan goals and will invite members of the University community to become actively involved in strategies to bring about our fulfillment of these goals.
  - c. The group also recommended formation of a University Diversity Council to oversee implementation of this Diversity Plan and to provide more enduring leadership and coordination of diversity learning and antiracism efforts.
7. In September 2011, 21 members of the Diversity Planning Retreat group reconvened to review the revised University Diversity Plan and to plan for the Diversity Summit. The plan was revised again to incorporate changes identified at that session, and this document is the result. Participants are listed in Appendix B.
  8. Broad-based input will be solicited from the University community during a Diversity Summit to be held on October 12, 2011, and through online input. The University Diversity Plan will be further fleshed out in the coming year, and each division/unit of the University will be asked to develop or identify its own strategies for carrying out the goals of this plan.

# Metropolitan State University Diversity Plan 2011-2014

## Part 1. Introduction

Metropolitan State University was founded to meet the needs of underserved populations within the Twin Cities metropolitan area. The University's mission, vision, and core values all call for the University to meet the needs of diverse students, underserved communities, and students of color in a manner that is inclusive, engaged, respectful, and equitable.

### ***Mission***

*Metropolitan State University is a comprehensive urban university committed to meeting the higher education needs of the Twin Cities and greater metropolitan population. The university will provide accessible, high quality liberal arts, professional and graduate education to the citizens and communities of the metropolitan area, with continued emphasis on underserved groups, including adults and communities of color. Within the context of lifelong learning, the university will build upon its national reputation for innovative student-centered programs that enable students from diverse backgrounds to achieve their educational goals. The university is committed to academic excellence and community partnerships through curriculum, teaching, scholarship, and services designed to support an urban mission.*

### ***Vision***

*Metropolitan State University, a member of the Minnesota State Colleges and Universities, will be the premier urban, public, comprehensive System University in the Twin Cities metropolitan area and will focus on providing high-quality, affordable educational programs and services in a student-centered environment. The faculty, staff, and students of Metropolitan State will reflect the area's rich diversity, build a culturally competent and antiracist learning community, and demonstrate an unwavering commitment to civic engagement.*

### ***Core Values***

*The following core values form the foundation and identity of the Metropolitan State University community:*

*Excellence  
Diversity and Inclusion  
Engagement  
Open, Respectful Climate  
Integrity*

Metropolitan State University, located on multiple campuses in the seven-county Twin Cities metropolitan region, has made substantial progress in fulfilling the commitment conveyed in its mission, vision, and core values:

- Metropolitan State enjoys the most diverse student body of any university in the state; 32% are people of color, and 77% are from underrepresented populations (i.e., students of color, American Indian, first-generation college students, or Pell-grant-eligible students).
- Metropolitan State is the only MnSCU institution to have achieved virtual equity in the *Measuring Up* graduation rates of its underrepresented students and others.
- Approximately 25% of Metropolitan State's faculty and staff are men and women of color.
- Metropolitan State has invested significantly in cultural programming, retention efforts, and antiracism training to promote equity and effectiveness in serving a diverse student body.
- Compared with students at other universities in Minnesota and across the nation, Metropolitan State students are much more likely to report on their NSSE surveys that diverse perspectives (different races, religions, genders, political beliefs, etc.) are included in class discussions and/or writing assignments.
- Metropolitan State students also are more likely than other students in Minnesota to have had serious conversations with students of a different race or ethnicity than their own (according to NSSE survey results).
- Metropolitan State has pioneered the development of academic programs that are especially designed to meet the needs of a diverse society, such as the distinctive educational models found in the Urban Teacher Program, the Social Work Program, and the Advanced Dental Therapy program.

At the same time, much remains to be done. The 2005 and 2006 Campus Climate Surveys, focus groups held by the Anti-Racism Leadership Team and resulting report and recommendations (issued in 2009), the 2009 Valuing People Survey, and the 2009 National Survey of Student Engagement (NSSE) all indicate that there are important opportunities for improvement:

- The Campus Climate Surveys show that students of color are relatively disadvantaged with respect to what they experience in terms of an equitable and respectful campus climate. They acknowledge that Metropolitan State is more hospitable to underrepresented and underserved<sup>i</sup> populations than other organizations in the Twin Cities region but indicate that we still have not reached our goals.

- The Valuing People Survey shows that there are significant issues of respect and civility among our employees, and indicates opportunities for improvement.
- The NSSE results show that even though our students and alumni anecdotally brag about the opportunity Metropolitan State offers students to associate with and learn from others of a different race, ethnicity, or cultural heritage, nearly half report that they have never or only sometimes had serious conversations with students of a different race or ethnicity.
- Incidental reports received by the Affirmative Action Office indicate that students are still experiencing racially or culturally insensitive or offensive interactions with faculty, staff, or other students.
- Focus groups that were conducted to follow up on the 2006 Campus Climate Survey provide further information about and evidence of the experiences of our students and employees of color, and indicate significant opportunities for improvement.

***The purpose of this University Diversity Plan is to transform Metropolitan State University into the organization that all other urban and metropolitan universities aspire to emulate, by mobilizing the entire organization to promote diversity and inclusion, cultural competency, and equity across the entire institution.*** For the purposes of this plan, we will use the definitions provided by the University of California-Berkeley's "Strategic Plan for Equity, Inclusion, and Diversity: Pathway to Excellence 2009" (pp. 33-34):

**"Diversity** includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad definition includes not only race, ethnicity, and gender . . . but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values."

**"Inclusion** is the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people."

**"Cultural Competency** is a set of academic and interpersonal skills that allow individuals to increase their understanding, sensitivity, appreciation, and responsiveness to cultural differences and the interactions resulting from them. . . . Cultural competence refers to an ability to interact effectively with people of different cultures. Cultural competence comprises four components: (a) Awareness of one's own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) Cross-cultural skills."

**“Equity** is the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.”

As Figure 1 illustrates, these themes are mutually interrelated but refer to slightly different aspects of a complex enterprise.

- Diversity and inclusion refer to the *organization as a whole*.
- Cultural competency refers more to the *knowledge and ability of individuals* that enable them to interact effectively with those of other cultures.
- Equity refers to the *results* obtained for our students, employees, and other participants.

Refer to Figure 1, on the following page.

None of these themes can be considered in isolation, as all are necessary to achieve the model of success to which we aspire. Recognizing these subtle differences enables us to more clearly identify strategies to pursue on each front, and to anticipate how strategies undertaken with respect to one theme may support and enhance progress toward another.

**FIGURE 1. Related but Distinguishable Dimensions of Diversity**



**“Diversity”** refers to **differences among people within the organization**, including race, ethnicity, gender, gender expression, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, physical appearance, values, and worldviews.

**“Inclusion”** refers to an **organizational climate** in which any individual or group can feel welcomed, respected, supported, and valued to fully participate, which embraces differences and offers respect for all.

**“Cultural Competency”** refers to **academic and interpersonal skill development of individuals** that allows them to interact effectively with people of different cultures. It includes self-awareness, attitudes, knowledge, and personal skills.

**“Equity”** refers to fair treatment, participation, and advancement **for all groups**.

## Part 2. Goals and Strategies

This Diversity Plan identifies four overarching goals that the institution should strive to accomplish in the coming years:

**Goal 1:** Work to better serve and recruit students and employees who represent the rich racial, cultural, and (personal) experiential diversity of the Twin Cities.

**Goal 2:** Achieve workplace and learning environments in which students and employees from underrepresented groups feel valued, respected and welcomed and in which they all have equitable opportunities to participate and succeed.

**Goal 3:** Provide opportunities to develop graduates and employees who have the skills and cultural competency required to successfully navigate and lead in a racially, economically, and culturally diverse world.

**Goal 4:** Create a learning community and workplace that encourages an understanding of anti-racist theory and practices in an institution of higher education that promotes civic engagement, community building, and success of all members.

A strategy for rolling out this plan includes the following steps:

1. Roll out the plan at a University Diversity Summit on October 12, 2011. Gather input and indications of interest from the University community.
2. Form a President's Diversity Council that reports to the President and is charged to oversee, coordinate, assess, and publicize implementation of the University Diversity Plan. This Diversity Council will:
  - a. Coordinate with existing working groups to support and systematize institutional strategy.
  - b. Promote professional development/educational opportunities for members of the University community to develop cultural competency and to learn about antiracist theory and practices.
  - c. Identify baseline measures and monitor progress pertaining to the goals.
  - d. Compile a biennial diversity report and Diversity Plan update.
3. Move the Diversity Learning Task Force from task force status to a more enduring status as a subcommittee of the President's Diversity Council, i.e., the Diversity Learning Subcommittee.
4. Revise the charge of the Anti-Racism Leadership Team (which was originally established as an advisory body to the President) to establish a President's Diversity Council Anti-

Racism Education Subcommittee, with a charge to promote student and employee learning about anti-racist theory and practices.

5. Challenge each division, unit, and program of the University and every stakeholder group (faculty, staff and students) to develop its own plan and strategies in support of these institutional goals as appropriate to its own particular area and scope of responsibilities. Appendix C provides a more detailed overview of the goals and strategies that were reported in 2010-2011.

During fall semester 2011, each division or college should update the materials it submitted last year and identify measures it will use to assess these efforts. The results will be synthesized and included as Part 4 of this plan. It is expected that these materials will be further updated and integrated into the University Diversity Plan during 2011-2012 and 2012-2013.

6. Develop a program of assessment to inform the University community about matters of diversity, inclusion, cultural competence, and equity.

### **Part 3. Goal-Specific Baseline Assessments and Strategies**

**Goal 1: Work to better serve and recruit students and employees who represent the rich racial, cultural, and (personal) experiential diversity of the Twin Cities.**

#### **Baseline Assessment:**

1. Affirmative Action Plan contains assessment data.
2. What data do we have available about our student body? (e.g., race/ethnicity, age, ADA status, veterans status, economic diversity)

#### **Strategies:**

1. Increase recruitment and retention of diverse students and employees to achieve at least minimum representation of underserved groups with (proportionate to their numbers in the Twin Cities) with an emphasis on people of color.
2. Create an inclusive, engaging environment that is welcoming to diverse populations and ensures access to campus facilities, resources, information technology, communication, and materials.
3. Achieve an affordable cost of attendance for all students by increasing scholarships, grants, and other forms of financial aid.

**Questions for Discussion:**

1. What is the biggest hurdle you have experienced in coming to Metropolitan State University?
2. What keeps you at Metropolitan State?
3. What can we do to better serve and recruit students and employees who represent the rich racial, cultural, and (personal) experiential diversity of the Twin Cities?

**Goal 2: Achieve workplace and learning environments in which students and employees from underrepresented groups feel valued, respected and welcomed and in which they all have equitable opportunities to participate and succeed.**

**Baseline Assessment:**

1. Campus Climate and Valuing People Surveys provide quantitative baseline data for various student and employee groups.
2. Campus Climate focus groups conducted by the ARLT in 2008 provide qualitative baseline assessment for various student and employee groups.
3. EOD complaints and HR complaints provide additional information about employees' and students' experiences of the Metropolitan State University learning and workplace environments.
4. An "Equity Scorecard" analysis would provide a baseline assessment of student participation and achievement by race and ethnicity.

**Strategies:**

1. Provide a diversity-friendly working environment and classroom environment that enables students and employees from diverse communities to feel valued, respected, welcome, and able to succeed.
2. Find ways to enable students who cannot currently afford personal computers and internet access to have off-campus access to computers and internet access.
3. Develop strategies to address areas of inequity identified by the "Equity Scorecard" assessment which are determined to be of highest priority.

**Questions for Discussion:**

1. What should be included in our Equity Scorecard?

2. What would make you feel more valued and respected in the workplace (for employees) or in the classroom (for students)? What are the elements of a welcoming workplace and learning environment?
3. How could we ensure all students have off-campus access to computers and internet access?

**Goal 3: Provide opportunities to develop graduates and employees who have the skills and cultural competency required to successfully navigate and lead in a racially, economically, and culturally diverse world.**

**Baseline Assessment:**

1. The 2008 and 2011 Campus Climate Surveys provide valuable information about diverse students' and diverse employees' experiences at Metropolitan State.
2. The IDI (Intercultural Development Inventory) provides baseline assessment of Cabinet members and of law enforcement majors.
3. Are there other baseline assessments?

**Strategies:**

1. Assess the cultural competency of our students and employees and compare results with prior assessments and other institutions, with the goal of continuous improvement. This is about behavior, not attitude.
2. Integrate cultural competency knowledge and practices into the design and delivery of programs, curriculum, and in employees' and students' professional development. Stress the professional development of cultural competence in every department so it resonates for staff, and promote compliance with mandatory 1.B.1 training.
3. Develop resources to promote and improve cultural competence in the learning environment and in the workplace (focusing assets on behaviors).

**Questions for Discussion:**

1. What cultural competency would you like to develop or do you think need to be developed at Metropolitan State?
2. What are the best ways for you to do that?
3. How can the university empower you to build your knowledge and skills in this field?

**Goal 4: Create a learning community and workplace that encourages an understanding of anti-racist theory and practices in an institution of higher education that promotes civic engagement, community building, and success of all members.**

**Baseline Assessment:**

1. The IDI (Intercultural Development Inventory) has been used with the President's Cabinet and all law enforcement and criminal justice majors.
2. Are there other baseline assessments?

**Strategies:**

1. Ask employees and students to make a personal commitment to learn about antiracist theory and practices and to begin practicing antiracism in your area of responsibility.
2. Charge the new Anti-Racism Education Subcommittee of the Diversity Council to provide opportunities to learn about antiracist theory and practices in professional development programs for faculty, staff, and students (e.g., new employee orientation, faculty conferences), and to monitor participation and evaluate effectiveness.
3. Assist the University in acquiring learning materials and modules pertaining to antiracist theory and practice, including those pertaining to multicultural organizational development.

**Questions for Discussion:**

1. What is anti-racism to you?
2. Is increasing diversity as a goal sufficient anti-racism practice?
3. In what ways could Metropolitan State strengthen its' commitment and actions toward its vision of building an antiracist community?

## TOOL NINE: NEXT STEPS

**Organizational Strategy:** Diversity Plan to transform Metropolitan State University mobilizing the entire organization to promote diversity and inclusion, cultural competency, and equity across the entire institution.

**Date:** Sept. 30, 2011

Activity	Responsible person(s)	Time frame	Description of tasks; comments
Diversity Planning Retreat Follow-Up Meeting	T. Webb, C. Stanton	9/30/11	Planning retreat participants will review revised diversity plan, questions for discussion at Diversity Summit, and make assignments for Diversity Summit
Diversity Summit for Metro State students, faculty, and staff	Diversity Planning Retreat Group	10/12/11	President presents Diversity Plan. Group members host four stations (1 per goal); ARLT provides data from Campus Climate survey for each station. Group members host four focus groups (1 per goal) using questions provided. Results are submitted to EOD office for compilation.
Support professional development of students, faculty, and staff	S. Hammersmith, T. Webb, C. Stanton, Student Senate	Fall Semester 2011	"It's Time to Talk," Baobab Conference, Overcoming Racism Conference, Diversity Learning Task Force activities and events
Analyze results of 2011 Campus Climate Survey	P. Spies, M. Vang, C. DeVore	Fall semester 2011	Statistical analysis of quantitative data. Qualitative analysis of comments. Review of prior survey results. Write-up of 2011 results.
Form President's Diversity Council	S. Hammersmith, T. Webb	Fall semester 2011	Write charge, identify membership,
Each division and college develops its own diversity plan	Division heads and deans	Fall Semester 2011	Divisions and colleges update the materials they submitted in spring 2011; identifies assessment measures; and assigns responsibility and timelines to promote diversity and inclusion, cultural competency, and equity with their respective units within the university.
Form Diversity Learning Subcommittee and Anti-Racism Education Subcommittee	President's Diversity Council	Jan.-Mar. 2012	Development of committee charges and identification of core membership.
Plan future activities to promote diversity and inclusion, cultural competency, and equity	Diversity Council Subcommittees, divisions, and colleges	Jan.-May 2012	Plan activities appropriate to each group's charge for 2012-13 and beyond
Schedule assessment and updates of Diversity Plan	Diversity Council	Spring semester 2012	

## Appendix A. Attendees at May 2011 Diversity Planning Retreat

Ann Leja	Interim Dean, College of Nursing & Health Sciences
Aureliano DeSoto	Associate Professor, Ethnic Studies
Carolyn Tatum	Staff, College of Arts & Sciences
Cynthia DeVore	Director, Institutional Research
Daniel Abebe	Dean, First College and Interim Dean, College of Professional Studies
Deb Vos	Chief Operating Officer, University Advancement
Gary Seiler	Interim Provost and Vice President, Academic Affairs
James Shelton	Assistant Professor, College of Professional Studies
Jennifer Otley	Assistant Director, Human Resources
Jill Sondergaard	Career Specialist, Pathways Program
Jodi Bantley	Community Service-Learning Coordinator
Joyce Bredesen	Assistant Professor, College of Nursing & Health Sciences
Kelley Eubanks	Interim Gateway Student Services Director
Kristine Ramos-Walker	TRiO Upward Bound Coordinator
KuoDi Jian	Assistant Professor, Computer Science
Maggie Lorenz	Staff, Student Affairs
Marla Hyatt	Reconciliation Officer, Financial Management
Monir Johnson	Academic Advisor, School of Law Enforcement & Criminal Justice
Nantawan Lewis	Professor, Religious Students/Ethnic Studies
Pauline Danforth	Academic Advising, College of Arts & Sciences
Sue Amos Palmer	Director, Publications & News Services
Tamara Merkouris	Interim Judicial Affairs Officer, Student Affairs
Vesna Hampel-Kozar	Director, Counseling & Career Services
Victor Cole	Academic Internship Coordinator
Yolonda Rogers	TRiO Upward Bound Counselor
Truly Webb	Interim Director, Affirmative Action
Cecilia Stanton	Dean of Students, Student Affairs
Linda Martinez	International Admissions Advisor
Sue Hammersmith	President

## Appendix B. Attendees at September 2011 Diversity Summit Planning Session

Stephanie Miller	Director, Human Resources
Maggie Lorenz	Interim American Indian Admissions Counselor & Retention Specialist
Sidney Gardner	Multicultural Coordinator, GLBT
Aureliano DeSoto	Associate Professor, Ethnic Studies
Jill Sondergaard	Career Specialist, Pathways Program
Gary Seiler	Interim Provost and Vice President, Academic Affairs
Deb Vos	Chief Operating Officer, University Advancement
Jodi Bantley	Community Service-Learning Coordinator
James Shelton	Assistant Professor, College of Professional Studies
Kelley Eubanks	Assistant Professor, College of Professional Studies
Nantawan Lewis	Professor, Religious Students/Ethnic Studies
Joyce Bredesen	Assistant Professor, College of Nursing & Health Sciences
Marla Hyatt	Reconciliation Officer, Financial Management
Sue Amos Palmer	Director, Publications & News Services
Cynthia DeVore	Director, Institutional Research
Victor Cole	Academic Internship Coordinator
Lupe Sanchez	Office Manager, EEOD
Tamara Merkouris	Interim Judicial Affairs Officer, Student Affairs
Vesna Hampel-Kozar	Director, Counseling & Career Services
Sue Hammersmith	President
Truly Webb	Director, Affirmative Action