

## Oklahoma State University's Diversity, Equity and Inclusion Plan

OSU's Commitment to Diversity, Equity and Inclusion Statement 2

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## OSU's Commitment to Diversity, Equity and Inclusion

At Oklahoma State University, Diversity, Equity and Inclusion (DEI) matter. Providing a wide range of ways to understand and engage with the world, identifying opportunities and creating solutions are core to our mission as a land-grant university. We fulfill our mission and enrich our campus community by maintaining a welcoming and inclusive environment that appreciates, values and fosters a sense of belonging for all.

### The definitions of these three key words are important as our campus embraces

**DEI. Diversity** means a variety of different and unique identities, characteristics, experiences and perspectives. **Equity** is defined as making available to everyone what they need to succeed by increasing access, resources and opportunities for all — especially for those who are underrepresented and have been historically disadvantaged. **Inclusion** is what we do. Inclusion creates a welcoming culture where differences are celebrated and everyone is valued, respected and able to reach their full potential.

We also humbly recognize there are events in the university's 130-year history that at times have not upheld these values; however, we are continually working toward a future that instills pride for all in our community.

**Incidents of social injustice** — both historical and recent — unfortunately exist within our society but are not welcome on the OSU campus. While the First Amendment allows considerable latitude with respect to free speech, we denounce acts, behavior, language or symbols representing or reflecting intolerance or discrimination towards any subpopulation affiliated with our University. OSU pledges to support and reinforce diversity, equity and inclusion efforts as they are significant to our campus culture and mission, and improve the quality of life for all.



We use the term UUM (underrepresented, underserved, or marginalized) to broaden our reach and more accurately describe the community of students we serve.

“Underrepresented” are racial, ethnic, and gender groups we are required by federal and state law to track based on historical protected class status. This includes: African American/Black, Hispanic/Latinx, Native American/Alaskan Native, Native Hawaiian/Other Pacific Islander, Asian American, and two or more races, man, woman, transgender man, and transgender woman.

“Underserved” is intended to reference groups we are required by law to track and report (such as international, veterans, military connected, people with disabilities, under-resourced and economically disadvantaged) as well as other social minority groups (such as LGBTQIA+, religious minorities, etc).

“Marginalized” includes people with intellectual disabilities, first-generation, non-traditional, parents, low-income, single-parent students, etc.

GOAL 1. Promote and further a campus climate of inclusion that celebrates individuals and groups for their unique contributions and inherent values.

Strategy 1-A: Create an inclusive and equitable campus environment and promote OSU's commitment to diversity, equity, and inclusion.

Critical Tasks:

- Develop a comprehensive plan to communicate OSU's institutional commitment to diversity, equity, and inclusion to internal and external constituencies. Emphasize the interconnected commitment academic freedom, free expression, and a safe, supportive, inclusive environment as articulated in the university's purpose and mission statement. (ongoing)
- Communicate institutional definitions of diversity, equity, and inclusion. Define diversity broadly to communicate the importance of all individuals, communities, and perspectives in achieving an inclusive campus community and articulate the importance of ensuring equity through population-specific initiatives designed to address patterned disparities. (ongoing)
- Chronicle the history of diversity, equity, and inclusion initiatives and milestones at OSU. Designate the Division of Institutional Diversity as the central repository for current and former diversity, equity, and inclusion-related reports (e.g., campus climate surveys, action plans, listening sessions and task force recommendations). Use the history and repository to honor the efforts to date, learn from past efforts, and introduce the campus to these proud traditions.
- Develop a campus map of DEI resources, offices and safe spaces on the OSU campuses. (Summer 2021)
- Create and implement an annual "Diversity week" campus wide. (2021-2022)
- Host an Annual Diversity Summit that brings together campus-wide diversity stakeholders to learn about and discuss the most recent objectives. (2022-2023)
- Create Land Acknowledgement statements for all OSU campuses. (ongoing)
- Provide planning, resources, and support to central and collegiate leadership to make existing buildings, classrooms, performance halls and labs more accessible for people with disabilities.
- Provide guidelines/maps for all event spaces on campus, such the Student Union, Alumni Center, and Wes Watkins Center to provide an inclusive experience for people with disabilities, such as ramps to stages, interpreters for individuals who are deaf, video captioning, gender-neutral bathrooms. (Fall 2021)

Strategy 1-B: Provide bias training for all students, faculty, and staff

Critical Tasks:

- Institute a mandatory meaningful, experiential, and robust bias training for students, faculty, and staff annually and develop a system for annual review for bias training materials. Include or create a separate training that is suited to the cultural knowledge

and experiences of international students. (Implemented in Fall 2020 for employees and Spring 2021 for students). (Appendix A)

### Strategy 1-C: Establish a multicultural center

Critical Tasks:

#### **Short Term: (Fall 2021)**

- Create a gathering place in the Student Union to serve as multicultural space for students.
- Continue discussions with SGA Multicultural Affairs Committee (MAC) and other students to determine the space needs of multicultural students.
- Decrease barriers to meeting spaces by creating easy access to conversations with Meeting and Conference Services and university catering.

#### **Long Term: (approx. 5 years)**

- Create a multicultural center (new building or largely renovated space) that is centrally located and accessible to all.

Strategy 1-D: Support personal and campus safety by developing and strengthening programs that enhance trust between the OSU Police Department and the campus community, including students from UUM populations.

Critical Tasks:

- Expand the OSU Police Department's Community Outreach division to include a team focused on DEI engagement and inclusion. This team would work in partnership with campus programs, colleges and student organizations to build stronger relationships and enhance trust with all students. This would include dialogues for the police to better understand the OSU communities as well as discussions to better educate the community on the police force. (in place by Fall 2021)
- Continue training, and presentations to colleges, departments, and student groups explaining the roles of OSU Police Department and the many resources available to students.
- Continue to hold, as well as promote, the Citizens Academy for Students and Citizens Academy for Faculty and Staff.

**GOAL 2: Recruit, Retain, and Advance a Diverse Campus Community of Faculty, Staff and Students**

**FACULTY and STAFF**

Strategy Faculty & Staff 2-A: Improve hiring practices to ensure diverse and equitable hiring to better serve students from UUM groups

Critical Tasks:

- Create a DEI-focused web-based dashboard for hiring with an FTE “Equity Advocate” within HR or Institutional Diversity to manage the dashboard and resources. (Launch Spring 2022)
  - Clarify existing policy & procedures including providing international hiring timeline & resources.
  - Create a series of Best Practice tools including: Centralized guidance, training opportunities, templates for job descriptions/advertisements; templates for EEO & DEI statements; recruiting source listing; application material scoring Rubrics
- Senior Inclusion Officer and/or HR representative should meet with all search committees at their first meeting to review EEO policies.
- Mandate Search Committee Training that is facilitated live (virtual or in-person) by Equity Advocate or Work-Life Liaison. (Launch Spring 2022)
- Approve & install guidelines for a “Dual Career Hiring Initiatives for an Accompanying Academic Partner.” (draft Appendix B)
- Create cohesive cohorts for UUM faculty hired in predetermined timeframes to emphasize mindful diversity-centered hiring practices and foster a sense of immediate community of peers. This should include an on-boarding training for new cohorts, a formal mentoring program utilizing established faculty, an introduction to the University and Stillwater communities, and a welcome reception every year for new UUM faculty and staff.
- Create a Work-life Liaison Program in coordination with the OSU Alumni Association with a package of resource provided to new hires and their partners upon joining OSU. (Fall 2021)

Strategy Faculty & Staff 2-B: Empower & support DEI activities and UUM faculty and staff

Critical Tasks:

- Use the National Center for Faculty Development and Diversity to help support faculty and staff (2021-2022)
- Provide professional development for department heads on creating and sustaining an inclusive culture. (2021-2022)
- Review faculty and staff performance evaluation processes.
- Identify, recognize, and reward faculty and staff pedagogy and student support activities that support DEI. (more detail Appendix C)

Strategy Faculty & Staff 2-C: Explore opportunities to work within our communities (and especially in Stillwater) to provide more services and resources for faculty and staff from UUM groups.

Critical Tasks:

- Build Inclusive Entrepreneurship Partnership (Begin Fall 2021)

- STW Chamber: Business Development program is drafted
- Establish participation/partnership/committee

## UNDERGRADUATE STUDENTS

Strategy Undergraduate Students 2-A: Clearly communicate our commitment to diversity, equity and inclusion via university programs, services and awards

### Critical Tasks:

- Identify on campus and off campus events (multicultural days, leadership camps and programs, summer symposium, camp college, president's receptions, speaker series, etc.) and communicate this information broadly to all students. (2021-2022)
- Maximize, streamline, extend and advertise existing OSU DEI programming efforts to meet students' needs better (Begin 2021-2022)
- Increase awareness of and participation in University, College, Department and Related Organization awards and recognition programs. (Begin 2021 – 2022)
  - As appropriate, include a student awards/recognition section on every College/Department, the OSU Alumni Association, OSU Foundation webpage and the OSU Campus Link student organization system. Optimize Google Search parameters to ensure visibility.
  - Develop and communicate best practices guidance reflecting inclusive practices in determining award criteria, submission requirements, and review processes to address unintentional barriers and biases.
- Develop and institutionalize planning guidelines to ensure that all campus programs, presentation, activities, services, and events are inclusive and accessible. (Fall 2021)

Strategy Undergraduate Students 2-B: Build on existing campus and community resources to recruit and retain UUM students

### Critical Tasks:

- Develop a strategic admission, recruitment, marketing, and communication plan highlighting OSU's diversity, equity and inclusion efforts (Appendix E). (2021-2022)
- Develop course-specific summer bridge programs to support underprepared students in developing strong foundational knowledge required for excellence in the gateway courses. (Begin Summer 2022)
- Develop Cowboy Welcome Week programming/events to highlight multicultural resources. (Summer 2022)
- Develop First Year Success programming and curriculum to ensure a positive transition for students. (Begin Fall 2021)
- Expose incoming UUM students (first-year and transfer) to research opportunities during the first year in the program to reinforce conceptual understanding and improve performance. (Begin Fall 2021)

- Provide proactive, early support designed to help new students succeed in their first semester mid-terms (ongoing)
- Evaluate and further develop academic college retention efforts. Use curricular analytics, identify barriers within courses and majors that prevent students from completing courses and degrees in a timely fashion. (ongoing)
- Increase the support for active military and veteran students. (ongoing)
  - Provide an out-of-state tuition waiver for Active Duty Service Members and their Dependents, and active duty veterans.
  - Develop a system that will help departments and colleges to offer American Council on Education recommended military credit.
  - Develop an OSU military transfer guide for students.

Strategy Undergraduate Students 2-C: Use a student-centered systemic approach to identify, create, and enhance student support programs for UUM students.

Critical Tasks:

- Design and implement targeted marketing, communication and outreach to broaden awareness and increase use of student support services by students. (Fall 2021)
- Provide Additional Support Services for students past the first year including structural support through a dedicated office, and financial support and training through the colleges.
- Increase students' use of supplemental instruction, tutoring support, academic coaching and other university services that support academic success. Teach students effective study and metacognitive strategies designed to develop academic resilience, and smooth transition into college. Focus on course-specific concepts that students are likely to struggle with in passing the course. (Begin Fall 2021)
- Coordinate mentoring and advising opportunities on how to meet academic expectations and standards as well as preparation toward career aspirations. (Begin Summer 2021)
- Increase students' access to reliable and affordable technology needed to support academic success. (ongoing)
  - Provide long-term laptop and WiFi hotspot rentals for students.
  - Provide short-term technology resources for students to address gaps while they are transitioning as a new OSU student (or example – students who are in the process of setting up utilities including internet).
  - Partner with support organizations such as Oklahoma ABLE Tech to provide students with technology resources.
  - Create centralized location that tracks and maintains technology for students' needs

Strategy Undergraduate Students 2-D: Ensure easily accessible reports regarding student academic success by UUM status.

Critical Tasks:

- Define student success so that it can be measured and ensure that each college and division is collecting similar data on student success so that it can be compared. (Ongoing)
- Review First-Year success data and student engagement to determine student needs and how they reflect student success/retention. (Ongoing)
- Develop goals to reduce the “opportunity gap” between students from UUM backgrounds with an initial goal to reduce the “opportunity gap” to -11%. (Ongoing)
- Pull data on the number of UUM students with at least 100 hours earned and a 2.5 GPA or greater who are no longer enrolled at OSU and have not completed their degree at another institution. (2021-2022)
- Ensure reports with these data points are accessible to all campus partners and the public: Rates for UUM students concerning university averages: First-year retention, GPA, Percentage of hours completed, and Graduation rates. (ongoing)
- Review metrics for UUM students in relation to participation levels in various resource-providing programs to gauge different initiatives effectiveness. (2021-2022)

Strategy Undergraduate Students 2-E: Increase financial support for more students, with attention to students in UUM populations.

Critical Tasks:

- Focus private fundraising efforts through purposeful campaign development and implementation to meet additional needs of UUM students; including food insecurities, internship opportunities, housing, study abroad, etc.
  - Enhance data to better identify and engage UUM populations of alumni and donors. Identify gaps and datapoints that could be helpful to raise funds for UUM populations.
  - Continue to enhance Development efforts in fundraising for UUM populations while factoring in applicable state and federal law, university policy, and donor passion.
  - Include a focus on financial resources for international students.
  - Include a focus on financial resources for domestic students.
- Promote/increase FAFSA applications via strategic communication from the Division of Institutional Diversity and OSU Communications. (2021-2022)
- Increase and maximize scholarships and funding for UUM students. Improve scholarship utilization by identifying and addressing unintentional barriers to access, including updating restrictive agreements, providing access to data for decision making, and increasing student awareness of scholarship opportunities. (Begin 2021-2022)

Strategy Undergraduate Students 2-F: Develop and enhance services for UUM students related to individual well-being, and personal and professional success.

Critical Tasks:

- Expand and strengthen counseling services UUM students including counseling groups for students of color, LGBTQ+, first-generation students, etc. and develop ways to reduce stigma in receiving counseling services within various cultures
- Provide programs and support addressing the basic needs of UUM students who lack financial resources for every day items.
- Staff the food pantry for afterhours access, provide alternative locations for better access, incorporate professional wear, move to larger and more discrete location, provide mobile meal service to colleges, rename the term "pantry" to avoid negative stigma.
- Identify and utilize financial literacy skills development opportunities specific to the needs of UUM students'; Research and evaluate existing financial literacy education available to students; Determine groups currently served, and opportunities to expand to additional groups of UUM students.
- Increase awareness and use of career services by UUM students. (Appendix F)

GRADUATE STUDENTS

Strategy Graduate Students 2-A: Evaluate and enhance existing campus resources to increase the number of UUM graduate students on campus.

Critical Tasks:

- Hire a full-time diversity, equity and inclusion director in the Graduate College to support UUM graduate students and assist student recruitment through Graduate College staff involvement in direct recruitment and financial provision.
- Evaluate existing graduate student recruitment and retention programs, policies, and practices to determine if they are achieving their desired effects. Use data gathered from qualitative and quantitative formative, process, and outcome evaluations to provide continuous improvement.
- Secure funding to increase recruitment and retention of UUM graduate students.

Strategy Graduate Students 2-B: Focus more broadly on retention, including access to financial support, affordable housing, flexible class scheduling to accommodate working students, and inclusive community.

Critical Tasks:

- Provide free or reduced cost access to graduate and professional school test prep materials and programs.
- Continue to provide support, community, and networking opportunities to UUM graduate students through the Graduate College.
- Create a peer mentorship program for UUM graduate students to foster community, networking, and support.
- Design and provide additional programs for UUM populations with greater

disparities in recruitment, retention, and completion.

- Engage graduate programs/colleges, directors of graduate students, graduate coordinators, and others to expand financial support for graduate students beyond recruitment-only funds to retention funds in order to support diversity, equity, and inclusion efforts and goals.

Strategy Graduate Students 2-C: Implement research-informed programs to decrease intergroup disparities among doctoral candidates who complete degree within six years.

Critical Tasks:

- Expand Graduate College programs for UUM graduate students to include orientation programs and ongoing programs that address timely issues of professional development and academic success.
- Develop programs and resources that educate about academic policies and resources, PhD culture, norms and requirements, as well as the hidden curriculum and unwritten rules of higher education.
- Implement effective mentoring programs and practices to support UUM graduate and professional students.

DRAFT

GOAL 3: Integrate Diversity, Equity and Inclusion into core academic missions of teaching, research, service and extension

## TEACHING AND CURRICULUM

Strategy 3-A: Create a tiered and comprehensive inclusive pedagogy training program for faculty and staff that will provide faculty tools to infuse diversity and inclusion principles throughout the curriculum.

### Critical Tasks:

- Create a Central Inclusive Education Resource Depository on the ITLE website and Canvas that focuses on Inclusive Education and includes best practices, inclusive pedagogy tools, and links to training programs for faculty and students (Create Summer 2021; Launch Fall 2021)
- Establish a framework for aligning online course delivery with an inclusive, student-centered mission to promote effective learning for all learners, regardless of disability status.
- Hire an inclusive pedagogy specialist within ITLE to assist colleges and faculty on developing their courses with inclusive pedagogy and to oversee the three tiered program. (Appendix D)
- Tier 1: Inclusive Pedagogy Workshop (Summer 2021 pilot; Fall 2021 launch; Fall 2022 required)
- Tier 2: Inclusive Pedagogy Excellence Program (develop Summer/Fall 2021; Pilot Spring 2022; Launch Fall 2022)
- Tier 3 – Inclusive Pedagogy Subject Deep Dive Working Groups (Create Fall 2021; Pilot Spring 2022; Launch Fall 2022)

Strategy 3-B: Invest in diversity, equity and inclusion-specific course and embed diversity, equity and inclusion content across the curriculum to increase opportunities that advance student diversity, equity and inclusion knowledge and skills

### Critical Tasks

- Develop and implement a for-credit and non-credit undergraduate and graduate Diversity, Equity, and Inclusion (DEI) Certificate (Appendix G)
- Redevelop the 'D' designation for general education (Send to Faculty Council Fall 2021; New requirements implemented Fall 2022)
  - Redefine the criteria for general education related to diversity to include diversity, equity, and inclusion.
  - Create a communication plan through general education website and social media to promote the importance of DEI in general education to students and parents (Fall 2021)
  - Shorten the review cycle for 'D' course renewal to three years

- Require faculty teaching 'D' courses to complete inclusive classroom training. All faculty will receive information about their upcoming 'D' course and timeline for training the semester prior (Pilot Spring 2022; Launch Fall 2022)

## RESEARCH AND SERVICE

Strategy 3-C: Recognize and value diversity, equity and inclusion-related research and scholarship through formal and informal processes

### Critical Tasks:

- Support campus-wide symposia in diversity, equity and inclusion-related areas of strength that bring national leaders together with faculty, staff, and students. Use the opportunities to advance scholarship, campus awareness, and recruitment of faculty, staff and students.
- Strengthen the network of campus scholars engaged in diversity, equity and inclusion-related research by investing in culturally inclusive gatherings
- Implement a program aligned with the University of Michigan's National Center for Institutional Diversity's Diversity Scholars Network to create a "scholarly community committed to advancing understandings of historical and contemporary social issues related to identity, difference, culture, representation, power, oppression, and inequality- as they occur and affect individuals, groups, communities, and institutions."
- Communicate institutional support for and give equitable credit for international scholarship and globalized research. Integrate the proposed guidelines for recognizing and rewarding international and globalized research for promotion and tenure.
- Create internal funding opportunities that could support diversity and inclusion research/scholarship and service activities.
- Build and strengthen research, service, and innovation partnerships with minority serving institutions.

## EXTENSION

Strategy 3-D: Provide research- based programs through extension and university outreach programs that are relevant and accessible to all.

### Critical Tasks:

- Implement an Outreach and Engagement Council with broad university representation. The Council can recommend best practices and provide resources that support universal program design (equal access to learning and opportunity to succeed), accessibility and educational equity for programs offered by OSU to external participants and communities. The Council could also evaluate impact, which is sometimes difficult to do for individual activities and could be more meaningful if somehow integrated across activities.

GOAL 4. Enhance campus-wide diversity, equity, and inclusion accountability, effectiveness, collaboration, and communication.

Strategy 4-A: Enhance institutional, unit, and individual accountability for achieving diversity, equity, and inclusion-related outcomes.

Critical Tasks:

- Establish diversity, equity, and inclusion officers and committees within every college and division who meet regularly (Complete by Fall 2021) (for example: Senior Inclusion Officer Example Appendix H)
- Require central administrative units to integrate diversity, equity, and inclusion-related goals, strategies, and metrics in their unit strategic planning
- Provide resources, tools and support to central and collegiate leadership to develop effective, measurable plans (e.g., model templates, key metrics and data sources for faculty/staff composition and retention, student success metrics, diversity, equity, and inclusion climate survey profiles; campus training, coaching, and facilitation resources to assist with plan development, clear accountability structures and processes).
- Achieve and maintain a diverse University leadership team. A diverse leadership team sends a powerful message to our students who need mentors and role models with shared experiences and an understanding of our diverse student body.

Strategy 4-B: Develop a system for administering campus climate surveys

Critical Tasks:

- Administer the campus climate surveys every 4 years (with artifact collection) with the option of a mid-term (2-year) survey. This began in 2020-2021.
- Create a committee of student/faculty/staff reviewers to vet all DEI surveys, specifically evolving demographic terms (co-chaired by University Assessment and Testing and Division for Institutional Diversity). (Fall 2021)
- Work with OSU Communications to release appropriate survey data through OSU News.

Strategy 4-C: Provide mechanisms for students, faculty, and staff from UUM groups to provide active and consistent feedback and input.

Critical Tasks:

- Hold intentional ongoing listening session facilitated by Dialogues for Change.
- Use the Annual Diversity Summit to discuss and collaborate/partner on the work of respective groups across campus. (Launch 2022-2023)

- Identify how the information from mechanisms for gathering feedback will be used and identify who the information is for and what purpose it will be used for.
- Design and create a Student DEI Committee (Fall 2021)

Strategy 4-D: Enhance diversity, equity, and inclusion-related central communications and marketing of diversity, equity, and inclusion commitments and events.

- Strategically position the OSU Calendar as the campus repository to collect diversity, equity and inclusion-related events and programs. Education campus on entering diversity, equity and inclusion-related events and inform about the use of diversity, equity and inclusion-specific tags to search for events (Summer 2021).
- Develop strategies to publicize diversity, equity and inclusion events using new and existing communication strategies. Enhance access to existing diversity, equity and inclusion-related listservs that are fed by the OSU Events Calendar. Explore new methods for reaching students, including an RSS feed of diversity, equity and inclusion events and developing a social media strategy for Division of Diversity, Equity and Inclusion accounts that coordinate with the OSU's institutional social media strategy.
- Create a collaborative campus response process for responding swiftly, compassionately, and effectively to diversity, equity and inclusion-related incidents on or off-campus (Summer 2021).

## Diversity, Equity and Inclusion Task Force and Committee Membership

### TASK FORCE

#### Faculty and Staff

- Leon McClinton, Co-Chair (Director, Housing and Residential Life)
- Jeanette Mendez, Co-Chair (Vice Provost)
- Lorinda Schrammel (Director, Talent Development in Human Resources) co-chair committee #1
- Lex Smith Washington (Associate Professor of Management, Inclusion Officer for Spears School of Business), co-chair committee #1
- Adrienne Redmond-Sanogo (Associate Dean for Education and Human Sciences), co-chair committee #2
- Clyde Wilson (Assistant Vice President for Institutional Diversity, Director of TRIO Programs), co-chair committee #2
- Tashia Cheves (Coordinator of Student Retention, Spears School of Business), co-chair committee #3
- Josh Taylor (Assistant Director for Center for Ethical Leadership), co-chair committee #3
- Cynda Clary (Associate Dean, Ferguson College of Agriculture), co-chair committee #4
- Jawauna Harding, (Senior Coordinator for Career Services) co-chair committee #4
- Chad Blew (Director, Scholarships and Financial Aid)
- Awilda Rodriguez Carrion (Associate Professor of Architecture)
- Karen Chen (Assistant Vice President of Enrollment Management)
- John Mark Day (Director, Leadership and Campus Life)
- Udaya DeSilva (Associate Professor Animal and Food Sciences)
- Lisa Dobson, M.S. Ed (Student Accessibility Services)
- Kasey Dunn (Athletics, Football Offensive Coordinator)
- Christie Hawkins (Associate Vice President of Administration and Finance, Director of IRA)
- Doug Hallenbeck (Vice President for Student Affairs)
- Trisha Chaparala Lyonsi (International Employment and Tax Coordinator, School of Global Studies and Partnerships)
- Leon Jones (OSU Police Chief)
- Amber Manning-Ouellette (Assistant Professor in School of Educational Foundations, Leadership and Aviation)
- Brenda Morales (Director LSAMP, Division of Institutional Diversity)
- Elizabeth Payne (Director, Center for Sovereign Nations)
- Emonica "Nekki" Reagan-Neeley (Assistant Vice President for Community Engagement and Student Services at OSU-Tulsa)

#### Students

- Destinee Adams (Ok State Stand United organizer)
- Miko Brandon (Center for Sovereign Nations)

- Derrick Brown (rep. of Black Graduate Student Association)
- Madison Camper (Vice President of Afro-AM)
- LaTayla Dean (Afro-Am President)
- Brenden Determann II (OSU NAACP, Ok State Stand United organizer)
- Payton Dougherty (SGA Supreme Court Chief Justice, Ok State Stand United organizer)
- Sarah Michelle Hayes (Student Veterans Association President)
- Jaden Kasitz (Student Government Association President)
- Allison Meredith (Asian American Student Association President)
- Jessica Meza (Hispanic Student Association President)
- Samuel Pushparaj (Graduate and Professional Student Government Association President)
- Gregory Samuel (past AASBA President, Ok State Stand United organizer)
- Kazi Sharif (International Student Organization President)
- Anjali Sweetman (Oklahoma State Queers & Allies President)
- Sean Tolbert (SSB Ambassadors, Ok State Stand United organizer)

#### Alumni

- Blaire Atkinson (President OSU Foundation)
- Justin Biassou, Seattle (SSB)
- Jocelyn Flores, Houston (SSB)
- Sonja Hughes, Oklahoma City (CAS)
- Omar Ibarra, Chapel Hill, NC (EHS)
- Steven Johnson, Managing Partner, Fairmont Advisors, LLC
- Rob McInturf (President, OSU Alumni Association)
- Ann Oglesby, Bartlesville, VP, Energy Research & Innovation, Phillips 66 Company (SSB)
- Amairani Perez (Hispanic Resource Center Coordinator - Tulsa City-County Library)

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## WORKING COMMITTEES

Four areas of concentration were identified for enhanced impact on Oklahoma State University's continued efforts to achieve inclusive excellence. Task force members provided guidance/feedback on the work of all four committees. The committees are currently outlined as follows:

### Committee 1: Faculty and Staff

- Lorinda Schrammel, Director, Talent Development in Human Resources, co-chair
- Lex Smith Washington, Associate Professor of Management, Inclusion Officer for Spears School of Business, co-chair
- Justin Biassou (alumni)
- Courtney Brown, Ag Leadership & Education Doctoral Student
- George Bruschi, Assistant Professor, Department of Integrative Biology
- John Mark Day, Director, Leadership and Campus Life

- Payton Dougherty, SGA Supreme Court Chief Justice, Ok State Stand United organizer
- Steven Johnson, Alumni; Managing Partner, Fairmont Advisors, LLC
- Joey Keel, OSU-HR
- Kim Loeffert, Assistant Professor Greenwood School of Music, Faculty Fellow for Diversity and Equity, College of Arts and Sciences
- Chris Ormsbee, Associate Provost and Director, ITLE
- Samuel Pushparaj, Graduate and Professional Student Government Association President
- Denise Weaver, Office of Academic Affairs
- Brandy Wells, Assistant Professor of History

#### Committee 2: Student Recruitment and Retention

- Adrienne Redmond-Sanogo, Associate Dean for Education and Human Sciences, co-chair
- Clyde Wilson Assistant Vice President for Institutional Diversity, Director of TRIO Programs, co-chair
- Chad Blew, Director, Scholarships and Financial Aid
- Madison Camper, Vice President for Afro-Am
- Karen Chen, Assistant Vice President of Enrollment Management
- LaTayla Dean, Afro-am President
- Brenden Determann II, OSU NAACP, Ok State Stand United organizer
- Christie Hawkins, Associate Vice President of Administration and Finance, Director of IRA
- Ebonie Hill, Coordinator Academic Support Center, Honors College
- Omar Ibarra, Alumni, MPH Candidate at the University of North Carolina - Chapel Hill
- Jonathan Johnson, Coordinator, Transition and Retention Communications, Brand Management
- Allison Meredith, Asian American Student Association President
- Rob McInturf, President, OSU Alumni Association
- Brenda Morales, Director LSAMP, Division of Institutional Diversity
- Jacinta Mutambuki, Assistant Professor of Chemistry
- Moises Echeverria, President & CEO, The Oklahoma Center for Community and Justice

#### Committee 3: Campus Climate

- Tashia Cheves, Coordinator for Student Retention, Spears School of Business
- Josh Taylor, Assistant Director for Center for Ethical Leadership
- Irissa Baxter, Coordinator of Women's and LGBTQ Affairs, Division of Institutional Diversity
- Ryan Chung, Director University Assessment and Testing
- Abbey Davis, Director Eastin Center, Spears School of Business
- Melissa Echols, Student Activities Officer, Leadership and Campus Life
- Kathryn Gage, Executive Director, Student Affairs
- Doug Hallenbeck, Vice President for Student Affairs

- Kelve Hunger, Assistant Director, University Assessment and Testing
- Jackson Landrum, Director Equal Opportunity and Title IX Coordinator
- Andrew McGee, Student Activities Officer, Leadership and Campus Life
- Jessica Meza, Hispanic Student Association President
- Tami Moore, Associate Professor in School of Educational Foundations, Leadership and Aviation
- Johnny Robinson, Director of Fraternity and Sorority Affairs
- Sky Rogers, Assistant Director, Center for Sovereign Nations
- Megan Ruby (GPGSA)
- Gregory Samuel, past AASBA President, Ok State Stand United organizer
- Yokolanda Speight, Diversity and Inclusion Coordinator, College of Engineering, Architecture and Technology
- Erica Townsend-Bell, Director, African Studies and Associate Professor of Political Science
- Jose Uscanga-Aguirre, Director of International Programs, Ferguson College of Agriculture
- Landon Wolf, OSU Football
- Derrick Brown, rep. of Black Graduate Student Association

#### Committee 4: Support for UUM Students

- Cynda Clary, Associate Dean, Ferguson College of Agriculture, co-chair
- Jawauna Harding, Senior Coordinator for Career Services, co-chair
- Bianca Boyd, Career Counseling and Assessment Coordinator, Career Services
- Brandie Chandler, Clinical Counselor, Counseling Services
- Jayme Ferrell, Senior Director of Principal Gifts, OSU Foundation
- Jocelyn Flores (alumni)
- Sonja Hughes (alumni)
- Leon Jones, OSU Police Chief
- Jaden Kasitz, Student Government Association President
- Rob Lofton, Associate Director, Scholarships and Financial Aid
- Amber Manning-Ouellette, Assistant Professor in School of Educational Foundations, Leadership and Aviation
- Aleigha Mariott, Director and Title IX Coordinator, Student Support and Conduct
- Sean Tolbert, SSB Ambassadors, Ok State Stand United organizer
- Jean Van Delinder Senior Associate Dean, Graduate College
- Trisha Chaparala Iyonsi, International Employment and Tax Coordinator, School of Global Studies and Partnerships

#### Committee 5: OSU-Tulsa Development and Implementation

- Amairani Perez , alumni (Hispanic Resource Center Coordinator - Tulsa City-County Library), co-chair
- Emonica "Nekki" Reagan-Neeley, Assistant Vice President for Community Engagement and Student Services at OSU-Tulsa, co-chair