Forward and Acknowledgments

The Administration of Northwestern Oklahoma State University determined that Diversity Awareness and Action should be a significant component of the institutional Strategic Plan. The strategic action plan, which was developed by representative stakeholders from each university department, reflects the ongoing efforts of university faculty, staff, students, and administrators to enrich the lives of the NWOSU multi-campus community culturally, socially, and educationally.

Specifically, in regard to the issues of diversity, the NWOSU community respects and understands that it is only through continued exposure to and acceptance of the many facets of difference that an individual will function successfully within a global environment. Further, the NWOSU campus community desires to provide multiple outreach venues to its service area communities and professional practitioners in efforts to instruct and engage the diverse populations which reside and work within northwest Oklahoma, the Oklahoma panhandle, the Texas panhandle and southern Kansas.

Finally, the NWOSU service area has experienced the effects of population changes in part of its service area as a result of the growth in the oil and gas industry, further it has seen a rapid increase in the first and second generation Hispanic/Latino(a) immigrant population. This specific population increase is the result of a growth in the vertical integration of agri-business concerns and oil and gas exploration throughout the southern Great Plains. The demographic mosaic of this geographic region is a micro-reflection of the continued population redistribution being experienced through-out the southern tier of the United States. For all of these reasons, the NWOSU community works to further its strategic objective of improving the diversity experience on each of its campuses and across the academic continuum. The various sections of this report will highlight activities and events that have aided in creating a climate of acceptance of the differences among and between members of the NWOSU community. The Diversity Committee wishes to thank all who have contributed their time and documentation efforts toward the production of this university report, and especially wishes to thank the senior administration for their ongoing support of diversity throughout the NWOSU service area communities and campuses.

Respectfully,

Kay Decker, Ed.D. Professor of Sociology
Chair of Social Sciences Department
Chair of NWOSU Diversity Committee
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NWOSU Diversity Report 2012-2013
Diversity Committee Membership
&
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Northwestern Oklahoma State University
Diversity Committee Membership

The Diversity Committee is comprised of faculty and staff from several departments within the campus community. The membership is listed below.

- Dr. Kay Decker, Chair of Diversity Committee
  Chair of the Social Sciences Department and Professor of Sociology
- Mr. Brad Franz, Vice President of Students and of Enrollment Management
- Mr. Paul Mathis, Assistant Professor Education
- Dr. Colleen Golightly, Assistant Professor of Education
- Dr. Francisco Martinez, Associate Professor of Spanish
- Dr. Steven Mackie, Assistant Professor of Education
- Dr. Karen Linstrum, Associate Professor of Psychology
- Susan Jeffries, Director of Libraries
- Ms. Cindy Martindale, Instructor of Nursing
- Ms. Julie Lehr, International Students Coordinator

Heritage Committee

The Heritage Committee is responsible for developing and scheduling specific events and activities which focus on Cultural Heritage issues and Diversity. The membership is comprised of staff and faculty at all campus locations. The members include:

- Mr. Brad Franz, Vice President of Students and Enrollment Management
- Dr. Deena Fisher, Dean of the Woodward Campus
- Dr. Wayne McMillan, Dean of the Enid Campus
- Lori Coonrod, Coordinator of Student Services, Enid Campus
- Charley Burns, Events Coordinator, Woodward Campus
- Susan Jeffries, Director of Libraries
Special Events and Awareness Campaign Issues
Sponsored and Developed by
Diversity Committee Members

The membership of the university Diversity Committee and Heritage Sub-Committee includes faculty, staff and administration. The committee undertakes the goal of bringing Diversity Related Activities to campus and facilitates training activities and increased awareness of diversity issues within the classroom and student activities settings.

✓ The Diversity Committee met September 14, 2012 for its fall meeting. See attached agenda as Exhibit A. The Diversity Committee met on March 28, 2013 for its spring meeting. See attached agenda as Exhibit B.

✓ Dr. Kay Decker met with the each academic department throughout the school year to discuss demographic changes, student population characteristics, faculty recruitment and other issues related to diversity. Additional information about the needs of minority students was provided to this group as well.

✓ Dr. Francisco Martinez and Dr. Kay Decker presented a faculty and staff training about Cross Cultural Communications and NWOSU Student Demographics on April 18, 2013.

✓ The Heritage Month Committee, led by Vice President Brad Franz, coordinated the Black History month activities, Hispanic Awareness month activities, American Indian History month activities and Women’s History month activities for all three NWOSU campuses during the 2012-2013 academic year.

✓ The Diversity Committee developed the criteria for NWOSU administration to reference in awarding outstanding diversity support/awareness recognition to staff and faculty. It also maintains a file of all diversity events or activities which are supported, developed, or practiced by members of the NWOSU community and develop the annual Diversity Report. Further, the Diversity Committee developed the new University Diversity Plan which will be implemented beginning in July, 2012.

✓ Diversity Committee members were recognized at the annual Faculty/Staff Recognition Ceremony and those faculty and staff who exhibited exceptional engagement with regard to diversity awareness were recognized by the Diversity Committee in November, 2012.

✓ A number of speakers and activities across all three campuses highlighted the issues of diversity throughout the academic year. Among these included the Presidential Lecture Series, the Cultural Heritage Lecture Series, the Archaeological Lectures associated with the NWOSU Museum of Natural History, the Social Work Department’s Issues and Awareness Events held throughout the year, guest authors present throughout the year sponsored by the Social Sciences, English and Foreign Languages departments, and numerous other events sponsored by the Heritage Committee, various departments and student organizations throughout the academic year.
Heritage Celebration Series

Hispanic Heritage Month
is Sept. 15–Oct. 15, 2012

Monday, Oct. 15 @ 7:00 pm
Alva–CH 107, IE 129
Woodward–W 114, W 147
Enid–Rm. 220 Ponca City–Rm. 135
Speaker: David Castillo

“The Economic Impact of the Hispanic Community in Northwest Oklahoma”

David Castillo has lived in Oklahoma City all his life. He is a high school Graduate from Classen High School. After High school he attended University of Central Oklahoma where he received a B.S. in Education.

He taught in the Oklahoma State Career Tech system for 14 years and also been a business owner for the past 20 years. He is President and CEO of the Greater Oklahoma City Hispanic Chamber of Commerce. David was elect as the first Hispanic to serve on the Oklahoma City Public School Board. He is also a member of the National Association of Latino Elected Officials and appointed as a member of Advancement of Hispanic Students in Higher Education Task Force.
Native American Heritage Month

"The Cheyenne Way of Life"

Date: Monday, November 19, 2012
Time: 7:00 p.m.
Locations: Alva: CH 107
Enid: E 226
Woodward: W 114
Ponca City: PC 135

Guest Speaker: Minoma Littlehawk-Sills

Minoma Littlehawk-Sills was born in Perryton, Texas and raised in Oklahoma. She is a Cheyenne, a member of the Cheyenne and Arapaho Tribes. She was raised by her Cheyenne grandparents, the late Daniel Warren Big Foot Littlehawk and the late Leah Bear Head. She is a mother two and a grandmother of two. She currently resides in Seiling, Oklahoma with her husband Irvin Sills. After becoming an empty nester in 2004, she pursued an education and career.

She is a former employee of the Washita Battlefield National Historic Site and she has worked for the Little Bighorn National Monument. Ms. Littlehawk has been a featured speaker on Cheyenne life for Northwestern's Oklahoma Northwest class taught by Dr. Deena Fisher, where she is very appreciated and highly praised.

Minoma says, "Sharing what it is like to be a descendent of Sandcreek, Washita, the Little Bighorn and other fights for survival, is an honor and blessing. I honor my ancestors by keeping them alive as I speak their names."
Heritage Celebration Series

February is
Black History Month

- February 18th @ 7:00 p.m.
- Alva-CH 107 • Woodward- Rm. 114 & IE 129
- Enid- Rm. 220 • Ponca City- Rm. 112

Speaker: Bruce T. Fisher
“Tracing Our Roots: African American Experiences in Oklahoma”

Bruce T. Fisher is the Curator for the African American exhibit at the Oklahoma History Center and son of civil rights pioneer, Ada Lois Sipuel Fisher. His presentation features his unique story-telling of the era plus rare film footage and interesting African American interviews and diaries.

Watch for Future Heritage Celebration Series events
Northwestern Oklahoma State University

Heritage Celebration Series

WOMEN'S HISTORY MONTH

Guest Speaker
Mary Buthman

Owner & Operator of Maria Raes Gourmet Foods

Wednesday, March 27th
5:00 to 6:00 p.m.

Alva IE129~Woodward 147
Enid 220~ Ponca City 127

Product Tasting On Each Campus Following Presentation!

In 1981, Mary opened Maria Raes Mexican Food restaurant in downtown Enid. She and her husband Mark ran the restaurant until 1987. She then began selling her original salsa to local grocery stores and expanded their product line to include 3 Levels of Salsa which are currently available in stores in Oklahoma, Kansas and Arkansas. Mary has a Bachelors degree in Journalism and Home Economics from the University of Central Oklahoma.
Diversity Training Information for NWOSU
Student Services/Administrative Staff/Faculty
Updated 4-25-2013

Mean ACT Scores NWOSU Service Area Counties/Statewide Mean 21.0 (2012)

<table>
<thead>
<tr>
<th>County</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>Alfalfa</td>
<td>20.9</td>
</tr>
<tr>
<td>Dewey</td>
<td>19.0</td>
</tr>
<tr>
<td>Garfield</td>
<td>21.6</td>
</tr>
<tr>
<td>Harper</td>
<td>19.9</td>
</tr>
<tr>
<td>Major</td>
<td>21.5</td>
</tr>
<tr>
<td>Woodward</td>
<td>19.3</td>
</tr>
<tr>
<td>Beaver</td>
<td>19.7</td>
</tr>
<tr>
<td>Ellis</td>
<td>20.2</td>
</tr>
<tr>
<td>Grant</td>
<td>19.6</td>
</tr>
<tr>
<td>Kay</td>
<td>21.2</td>
</tr>
<tr>
<td>Woods</td>
<td>19.7</td>
</tr>
</tbody>
</table>

Total Population for these 11 counties (18 years of age and younger) 41,713
Gender Breakdown
Female 49%
Male 51%

Ethnicity Percentages of 11 county region
Black=1.72%
American Indian=3.42%
Hispanic=8.9%
Beaver County has a 10.1% American Indian population
Harper County has an 18% Hispanic population

Median Household Income (MHI) for 11 county region=$41,265.00

Poorest County of the region=Kay County with MHI of $40,164.00
Wealthiest County of the region=Woodward County with MHI of $51,087.00

Percent of Oklahoma ACT Tested Graduates ready for College Level Work in 2012 =20%
Percent of Oklahoma high school graduates ready for College Algebra=37%
Percent of Oklahoma high school graduates ready for English Comp I=67%

1 in 5 Oklahoma children will live some portion of their childhood in poverty level conditions. 1 in 4 high school graduates in Oklahoma enter college living below the poverty line.

Underserved/low income students:
- Lack exposure to middle class cultural knowledge and values,
- Lack access to expensive technology and personal forms of reliable transportation,
- Lack funding for daily living expenses,
- Express concerns about how to buy food and pay rent,
- Express concerns about continual enrollment due to lack of personal funding,
- Experience losses or reductions in PELL grant availability due to federal budget cuts,
- Experience the necessity in working full time while attending school to survive,
- Experience the need to become self supporting as adolescents,
- Experience the loss of parental support,
- Require emotional support from staff and faculty.
Diversity Committee Meeting: September 14, 2012 at 2:00 p.m.
Agenda

1. Welcome! Call to order and record members present and absent.

2. Review purpose of Diversity Committee.

3. Brad Franz will share information about the Heritage Month Committee (events and members).

4. Review the new university Diversity Plan effective (2011 through 2015). Discuss actions that have been taken on the new plan and determine actions to be implemented this academic year, including the new online Diversity Awareness Training Program on Blackboard.

5. Discuss Annual Diversity Report and select faculty/staff members to be recognized at the annual Faculty and Staff Recognition Ceremony in November.

6. Ask for 2 committee members to develop the criteria for selection of a student leader to be given the President’s Award for Student Leadership in Diversity and Civic Engagement at the annual Foundation Awards Ceremony in the spring. This is part of the Alumni Week-End activities the end of April each year. The criteria need to be determined by the spring committee meeting.

7. Discuss the development of an incentive fund to be used by faculty and staff who wish to pursue research, attend conferences, make presentations, and design curriculum which will improve diversity awareness and engagement within the NWOSU community.

8. New Business

9. Adjourn
Diversity Committee Meeting

March 28, 2013 in EC 108 and ITV to Enid 210 12:30 to 1:30

1. Call to order and record members present and absent

2. Review Heritage Month activities for current academic year (Brad Franz)

3. Review Diversity Plan (Kay Decker)

4. Discuss Online Diversity Training Access on Blackboard and F2F Training (Frank Martinez)

5. Discuss Diversity Reporting for current Fiscal-Academic Year (Kay Decker)

6. Discuss NCATE regarding Diversity (Steven Mackie)

7. Discuss NCA regarding Diversity (Kay Decker) (Jesse Schroeder)

8. Upcoming Diversity Events—(Frank Martinez) (Brad Franz)

9. Selection of Student Diversity Awareness Award—bring your nominations with you to the meeting

10. Adjourn
NWOSU Diversity Report 2012-2013
University Strategic Plan
and
Diversity Program
Diversity Plan for Northwestern Oklahoma State University
2011-2015

Introduction

Northwestern Oklahoma State University published the Strategic plan, “Building a Community of Learners” in 2003. This plan established the formal Diversity Plan for the institution which established its initial definition of diversity and action plan directives. Since that time, Northwestern Oklahoma State University has undertaken another Strategic Planning Initiative which culminated in the publication of its new Strategic Plan “A Vision for Leadership” in 2010. Pursuant to the new strategic plan, the diversity plan and directives at Northwestern has continued to undergo evaluation and change.

A dynamic diversity program is an essential dimension of Northwestern’s pursuit of excellence. As the world continues to change, the Northwestern community has responded with a proactive approach for promoting diversity on its three campuses as evidenced by its mission statement “Northwestern Oklahoma State University provides quality educational and cultural opportunities to learners with diverse needs by cultivating ethical leadership, critical thinking, and fiscal responsibility”. Furthermore, students, faculty, staff, administrators and stakeholders realize that a diversity program involves continuous experimentation, assessment, and innovation. Specifically, Northwestern defines and embraces diversity in the following manner:

One of Northwestern’s Core Values focuses on diversity and states that “Northwestern will respect the individual rights of all persons”. Northwestern values the differences of every individual; promotes the expression of differing opinions and beliefs; appreciates the culture and backgrounds of each person; and treats every individual with respect.

Diversity is the presence and valued participation of individuals who differ and are similar by characteristics including race, age, ethnicity, gender identity or expression, national origin, human capacity, community affiliation, religious and spiritual identity, veteran status, sexual orientation, and socio-economic status. This definition guides the institutional climate academically, socially, individually, and economically. The Northwestern community considers diversity as an indispensable component of academic and personal excellence. Northwestern embraces the concept that a diverse learning environment fosters a rich civic learning and engagement process which prepares us to live in an increasingly globalized and complex world.

Strategic Directive #1:

As a key component of Northwestern’s first strategic direction, the institution will provide a broad-based collegiate experience designed to prepare students for leadership in a global society by expanding opportunities for students and faculty to study abroad; assisting our faculty, staff, and students in pursuing and developing relationships with underrepresented groups within our service region; and will provide opportunities to develop a broader global awareness by enhancing the general education curriculum.
Institutional Diversity Goals

The Diversity Committee, as part of its charge to enhance and address issues of diversity within the institutional framework, has established a set of goals which will drive specific diversity related initiatives for the coming four years. These goals include the following:

- Improve and support underrepresented groups at Northwestern’s multi-campus system through technology, quality communications, supportive services and programs and removal of barriers to access and affordability;

- Work to build the number of qualified minority faculty campus-wide;

- Provide opportunity in each administrative and academic unit to engage students and to educate faculty and staff about issues of globalization and human diversity;

- Improve the institution’s ability to accurately track the demographic characteristics of students, faculty and staff.

Institutional Diversity Initiatives

The Diversity Committee has established a set of overarching initiatives which will drive the implementation of diversity programs and opportunities for the coming four years as well as assist with assessment of diversity related strategies. These initiatives include the following:

- Encourage campus and community partnerships that build the educational pipeline of underrepresented groups;

- Establish the President’s Award for Student Leadership in Diversity and Civic Engagement;

- Make effective use of the First Generation Scholarship Program to assist first generation college students who attend Northwestern;

- Develop an improved “Position Announcements” recruitment process to support the institution’s efforts to attract a more diverse faculty and staff to the predominantly rural service region;

- Develop a faculty and staff incentive fund which would support the efforts of faculty and staff to pursue research, attend conferences, develop presentations, and design curricular changes which improve diversity awareness and engagement within the Northwestern campus community;

- Improve the university’s website to highlight campus and community diversity;
Create a faculty and staff online training certificate program to insure year-round access to cultural awareness and diversity training and education to all faculty and staff at their convenience as a means of encouraging inclusive excellence both in the classroom and beyond;

Establish an annual faculty development session each year to provide opportunity for promoting “Diversity Best Practices”;

Improving institutional effectiveness in regard to data capture and analysis across academic and administrative units;

Improve communications among and between academic and administrative units for the purposes of disseminating aggregated data collection.

Additionally, the Diversity Committee recommends that Northwestern continue its practice of recognizing faculty and staff contributions to diversity each year as part of the faculty and staff recognition ceremony. Furthermore, it is recommended that the Diversity Committee continue the publication of the Institution’s Annual Diversity Report in hardcopy format and begin offering it in digitized format as well.
Northwest Oklahoma Demographic Profile by County
(United States Census Bureau, 2010 Data Summary Files)

The following pages provide a brief overview of the demographic characteristics of the primary service area counties from which Northwestern Oklahoma State University annually recruits. The data also stipulate the expected demographic characteristics of incoming freshmen students in five years and ten years with all variables remaining constant. An Executive Summary offers an overview of the demographic information.

Executive Summary of Service Area Demographics

The ten counties in Oklahoma which are served by Northwestern Oklahoma State University range from very rural to urban. The service area counties of Northwestern Oklahoma State University fall among the sixty percent of the Great Plains counties which lost population from 2000 to 2010.

While each county has experienced a growth in the Hispanic/Latino population during the past twenty years, this minority group increase did not offset the total loss of population in these same counties. The American Indian and African American populations demonstrated a slight growth in the last ten years as well.

The total population for the ten northwest Oklahoma counties stands at 173,194 with Garfield County demonstrating the highest population at 60,580. The least populated county in northwest Oklahoma excluding the panhandle is Harper County with 3,685 residents. The average age of NWOSU’s service area stands at 40.3 years. Alfalfa County demonstrated the oldest median age at 45.3 years and Wood’s County’s median age stood at 31.4 years.

Northwest Oklahoma does not have a large racial and ethnic minority population compared to many other parts of the United States. The various racial and ethnic minority group population percentages of the total 10 county service region are listed as follows:

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>1.74%</td>
</tr>
<tr>
<td>American Indian</td>
<td>3.48%</td>
</tr>
<tr>
<td>Asian-American</td>
<td>0.45%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>7.17%</td>
</tr>
</tbody>
</table>

The American Indian population is heavily concentrated in Kay and Noble Counties (9.6% and 8.5% respectively) which are home to the Ponca, Tonkawa, Otoe-Missouria Tribes. The northwest counties of Alfalfa, Ellis, Harper, Woods and Woodward have very small American Indian populations which is the result of historical patterns of Indian removal during the latter half of the 1800s. The Oklahoma Panhandle and the far northwest counties in Oklahoma were not set aside for tribal relocation, and do not have designated Indian or Tribal lands at the current time.
Alfalfa County exhibits the highest percentage of African-Americans as a result of the small total countywide population and one large medium security correctional facility being located in that county. Garfield County follows closely behind in the percentage of African Americans (3.0%) and Woods County (3.3%) within the county population. Harper County exhibits the highest percentage of Hispanics with 17.5% of the total population claiming Hispanic ethnicity.

The English Language Learner (ELL) population continues to increase, as first generation Mexican immigrants locate in this region of the Great Plains. All educational institutions will experience increases in the number of students who are in need of academic remediation as a result of increases in immigration from Central American countries and because of rising child poverty rates across the region.

The median household income for the ten service area counties stands at $41,462 which is significantly below the national MHI and somewhat lower than the MHI for the state of Oklahoma. Housing and energy costs are less expensive in northwest Oklahoma than in most other regions of the United States, however, the region does exhibit salary and wage scales which are significantly lower in most professions. The pages immediately following this summary are excerpts from the United States Bureau of the Census-2010 Fact Sheets on the ten service area counties and are listed as Exhibit A of this section.
Northwestern Oklahoma State University
Summary of Student Demographics
Following this brief overview of student demographics are selected pages of the current NWOSU Fact Book (2011). These are attached as Exhibit A of this section.

Racial and Ethnic Minority Distributions
The racial and ethnic minority student enrollment at Northwestern Oklahoma State University falls below the minority population numbers within the general population of the service area counties. Historically, college attendance rates for American Indian, Hispanic/Latino, and African American students have been lower than their overall proportion of the general population. Recruitment and retention of ethnic minority students remains a major concern of college and university officials across the country. Like other universities across the country, Northwestern Oklahoma State University strives to attract racial and ethnic minorities in its recruitment and retention efforts. The student population distribution by racial and ethnic minority group is listed as percentages of the total NWOSU student population in 2005, 2009, 2011:

- **African-American**: 2005 data=4.00%, 2009 data=4.34%, 2011 data=4.76%
- **American Indian**: 2005 data=3.62%, 2009 data=5.91%, 2011 data=6.12%
- **Asian-American**: 2005 data=<1%, 2009 data=<1%, 2011 data=<1%
- **Hispanic/Latino**: 2005 data=3.19%, 2009 data=3.94%, 2011 data=5.50%
- **International Students**: 2005 data=2.52%, 2009 data=1.61%, 2011 data=2.20%

Gender, Age, and International Student Distributions

In regard to ADA, gender, and age distribution within the Northwestern student population, 5% of the NWOSU population requires ADA accommodations, 57% of the students at Northwestern Oklahoma State University are female and over half of the total student population of 2,067 is between the ages of 18 and 23. Northwestern Oklahoma State University does enroll a significant number of “second-chance” students who are 24 to 60 years of age. In 2011 there were 520 undergraduate students in this age
category. The university does have an active International Student Recruitment Program, and employs an International Student Advisor who assists foreign nationals with academic advisement and cultural transitioning. Currently, the university hosts approximately 70 students from many different countries.

**Minority Faculty and Minority Faculty Recruitment Issues**

According to the Office of Human Resources data on faculty racial and ethnic classification, the minority representation at NWOSU is as follows:

1. Non-Resident Alien 2
2. African American 3
3. American Indian or Alaskan Native 2
(15 faculty and staff claim American Indian ancestry, but are not on census rolls)
4. Asian or Pacific Islander 3
5. Hispanic/Latino 8
6. White non Hispanic 79

NWOSU is sensitive to the fact that all students need exposure to and engagement with minority ethnic faculty. Special emphasis is placed on recruitment of minority faculty within each department, however, the number of applicants who are willing to move to a small institution in an isolated region of the United States remains a challenge. Continued efforts and emphasis on minority recruitment is a high priority for the institution.

In terms of Gender Equity, NWOSU is proud of its accomplishments in terms of females in leadership roles across the institution. Currently, the University President is female and the Woodward Campus Dean is female.

Further, the traditionally male dominated academic programs in math and science (STEM) programs is heavily populated with female students.
<table>
<thead>
<tr>
<th>Fall</th>
<th>Asian #</th>
<th>Asian %</th>
<th>Black #</th>
<th>Black %</th>
<th>Hawaiian/Pac #</th>
<th>Hawaiian/Pac %</th>
<th>Hispanic #</th>
<th>Hispanic %</th>
<th>Native Amer #</th>
<th>Native Amer %</th>
<th>Int'l #</th>
<th>Int'l %</th>
<th>White #</th>
<th>White %</th>
<th>No Response #</th>
<th>No Response %</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>2007</td>
<td>12</td>
<td>0.59%</td>
<td>66</td>
<td>4.23%</td>
<td>0.00%</td>
<td></td>
<td>73</td>
<td>3.59%</td>
<td>100</td>
<td>4.92%</td>
<td>32</td>
<td>1.58%</td>
<td>1,728</td>
<td>85.08%</td>
<td>0.00%</td>
<td></td>
<td>2,031</td>
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<tr>
<td>2008</td>
<td>10</td>
<td>0.48%</td>
<td>95</td>
<td>4.58%</td>
<td>0.00%</td>
<td></td>
<td>81</td>
<td>3.90%</td>
<td>113</td>
<td>5.44%</td>
<td>28</td>
<td>1.35%</td>
<td>1,749</td>
<td>84.25%</td>
<td>0.00%</td>
<td></td>
<td>2,076</td>
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<tr>
<td>2009</td>
<td>9</td>
<td>0.40%</td>
<td>97</td>
<td>4.34%</td>
<td>4</td>
<td>0.18%</td>
<td>88</td>
<td>3.94%</td>
<td>132</td>
<td>5.91%</td>
<td>36</td>
<td>1.61%</td>
<td>1,784</td>
<td>79.89%</td>
<td>83</td>
<td>3.72%</td>
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<tr>
<td>2010</td>
<td>9</td>
<td>0.39%</td>
<td>106</td>
<td>4.61%</td>
<td>2</td>
<td>0.09%</td>
<td>108</td>
<td>4.69%</td>
<td>138</td>
<td>6.00%</td>
<td>46</td>
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<td>1,755</td>
<td>76.27%</td>
<td>137</td>
<td>5.95%</td>
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<tr>
<td>2011</td>
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<td>0.22%</td>
<td>108</td>
<td>4.76%</td>
<td>5</td>
<td>0.22%</td>
<td>125</td>
<td>5.50%</td>
<td>139</td>
<td>6.12%</td>
<td>50</td>
<td>2.20%</td>
<td>1,661</td>
<td>73.14%</td>
<td>178</td>
<td>7.84%</td>
<td>2,271</td>
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</table>
## Enrollment by Gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>Male</th>
<th>Percent</th>
<th>Number</th>
<th>Female</th>
<th>Percent</th>
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</tr>
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<tbody>
<tr>
<td>2007</td>
<td>796</td>
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<td>1,235</td>
<td>60.81%</td>
<td></td>
<td>2,031</td>
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<tr>
<td>2008</td>
<td>844</td>
<td>40.66%</td>
<td></td>
<td>1,232</td>
<td>59.34%</td>
<td></td>
<td>2,076</td>
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<tr>
<td>2009</td>
<td>947</td>
<td>42.41%</td>
<td></td>
<td>1,286</td>
<td>57.59%</td>
<td></td>
<td>2,233</td>
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<tr>
<td>2010</td>
<td>1,011</td>
<td>43.94%</td>
<td></td>
<td>1,290</td>
<td>56.06%</td>
<td></td>
<td>2,301</td>
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<td></td>
<td>1,296</td>
<td>57.07%</td>
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<td>2010</td>
<td>2011</td>
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<td></td>
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<td>------</td>
<td>------</td>
<td></td>
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</tr>
<tr>
<td>Freshman</td>
<td>523</td>
<td>570</td>
<td>657</td>
<td>726</td>
<td>735</td>
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<tr>
<td>Sophomore</td>
<td>305</td>
<td>313</td>
<td>331</td>
<td>341</td>
<td>358</td>
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<tr>
<td>Junior</td>
<td>397</td>
<td>393</td>
<td>430</td>
<td>414</td>
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<tr>
<td>Senior</td>
<td>476</td>
<td>473</td>
<td>489</td>
<td>530</td>
<td>536</td>
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<tr>
<td>Unclassified Undergraduate</td>
<td>87</td>
<td>87</td>
<td>85</td>
<td>105</td>
<td>62</td>
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<tr>
<td>Total Undergraduate</td>
<td>1,788</td>
<td>1,836</td>
<td>1,992</td>
<td>2,116</td>
<td>2,067</td>
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<tr>
<td>Graduate</td>
<td>184</td>
<td>179</td>
<td>166</td>
<td>125</td>
<td>125</td>
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<tr>
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<td>Total Graduate</td>
<td>243</td>
<td>240</td>
<td>241</td>
<td>185</td>
<td>204</td>
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<tr>
<td>Grand Total</td>
<td>2,031</td>
<td>2,076</td>
<td>2,233</td>
<td>2,301</td>
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# Undergraduate and Graduate/Post-Graduate Enrollment by Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
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<tbody>
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<td>UG</td>
<td>Grad.</td>
<td>UG</td>
<td>Grad.</td>
<td>UG</td>
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<tr>
<td>17 and below</td>
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<td>34</td>
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<td>27</td>
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<td>18 - 20</td>
<td>643</td>
<td>0</td>
<td>675</td>
<td>0</td>
<td>765</td>
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<td>21 - 23</td>
<td>583</td>
<td>16</td>
<td>603</td>
<td>21</td>
<td>626</td>
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<td>24 - 26</td>
<td>179</td>
<td>43</td>
<td>185</td>
<td>45</td>
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</tr>
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<td>27 - 29</td>
<td>80</td>
<td>24</td>
<td>70</td>
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<td>85</td>
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<td>30 - 39</td>
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<td>161</td>
</tr>
<tr>
<td>40 - 49</td>
<td>83</td>
<td>56</td>
<td>85</td>
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<td>80</td>
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<tr>
<td>50 - 59</td>
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<td>30</td>
<td>21</td>
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<td>60 and over</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Total</td>
<td>1,788</td>
<td>243</td>
<td>1,836</td>
<td>240</td>
<td>1,992</td>
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</table>

## Fall 2011

- **UG**
- **Grad.**
# FRESHMAN ACT COMPOSITE SCORES

<table>
<thead>
<tr>
<th>Composite Score</th>
<th>Fall 2007</th>
<th></th>
<th>Fall 2008</th>
<th></th>
<th>Fall 2009</th>
<th></th>
<th>Fall 2010</th>
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<tr>
<td></td>
<td>Number</td>
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<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
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</tr>
<tr>
<td>0 - 12</td>
<td>8</td>
<td>1.68%</td>
<td>6</td>
<td>1.16%</td>
<td>12</td>
<td>2.03%</td>
<td>5</td>
<td>0.78%</td>
<td>3</td>
<td>0.42%</td>
</tr>
<tr>
<td>13 - 14</td>
<td>33</td>
<td>6.95%</td>
<td>27</td>
<td>5.21%</td>
<td>34</td>
<td>5.74%</td>
<td>41</td>
<td>6.44%</td>
<td>26</td>
<td>3.68%</td>
</tr>
<tr>
<td>15 - 16</td>
<td>68</td>
<td>14.32%</td>
<td>74</td>
<td>14.29%</td>
<td>86</td>
<td>14.53%</td>
<td>91</td>
<td>14.29%</td>
<td>114</td>
<td>16.15%</td>
</tr>
<tr>
<td>17 - 18</td>
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<td>20.84%</td>
<td>114</td>
<td>22.01%</td>
<td>125</td>
<td>21.11%</td>
<td>134</td>
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<td>21.10%</td>
</tr>
<tr>
<td>19 - 20</td>
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<td>22.95%</td>
<td>115</td>
<td>22.20%</td>
<td>130</td>
<td>21.96%</td>
<td>142</td>
<td>22.29%</td>
<td>148</td>
<td>20.96%</td>
</tr>
<tr>
<td>21 - 22</td>
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<td>16.63%</td>
<td>90</td>
<td>17.37%</td>
<td>77</td>
<td>13.01%</td>
<td>102</td>
<td>16.01%</td>
<td>119</td>
<td>16.86%</td>
</tr>
<tr>
<td>23 - 24</td>
<td>36</td>
<td>7.58%</td>
<td>37</td>
<td>7.14%</td>
<td>63</td>
<td>10.64%</td>
<td>57</td>
<td>8.95%</td>
<td>75</td>
<td>10.62%</td>
</tr>
<tr>
<td>25 - 26</td>
<td>32</td>
<td>6.74%</td>
<td>33</td>
<td>6.37%</td>
<td>38</td>
<td>6.42%</td>
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<td>41</td>
<td>5.81%</td>
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<tr>
<td>27 - 28</td>
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<td>1.47%</td>
<td>15</td>
<td>2.90%</td>
<td>19</td>
<td>3.21%</td>
<td>18</td>
<td>2.83%</td>
<td>21</td>
<td>2.97%</td>
</tr>
<tr>
<td>29 - 30</td>
<td>2</td>
<td>0.42%</td>
<td>2</td>
<td>0.39%</td>
<td>7</td>
<td>1.18%</td>
<td>7</td>
<td>1.10%</td>
<td>5</td>
<td>0.71%</td>
</tr>
<tr>
<td>31 - 36</td>
<td>2</td>
<td>0.42%</td>
<td>5</td>
<td>0.97%</td>
<td>1</td>
<td>0.17%</td>
<td>6</td>
<td>0.94%</td>
<td>5</td>
<td>0.71%</td>
</tr>
</tbody>
</table>

Total Students on ACT Report: 475 (100.00%) 518 (100.00%) 592 (100.00%) 637 (100.00%) 706 (100.00%)

Average Composite ACT: 19.2 19.5 19.4 19.5 19.7

- Fall 2007
- Fall 2008
- Fall 2009
- Fall 2010
- Fall 2011
## Educational and General Fund Revenues by Source

### Cash Basis

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>State Appropriations</td>
<td>$10,446,696.00</td>
<td>$11,004,722.00</td>
<td>$10,139,662.00</td>
<td>$10,208,647.00</td>
<td>$10,208,467.00</td>
<td>$10,103,387.00</td>
</tr>
<tr>
<td>ARRA</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$824,071.00</td>
<td>$716,289.00</td>
<td>$-</td>
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<tr>
<td>Student Tuition &amp; Fees</td>
<td>$5,010,231.26</td>
<td>$5,333,676.17</td>
<td>$6,043,742.51</td>
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<td>$8,117,110.27</td>
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<tr>
<td>Other Revenue Sources</td>
<td>$555,600.47</td>
<td>$591,108.58</td>
<td>$786,344.58</td>
<td>$761,169.73</td>
<td>$914,996.69</td>
<td>$872,867.46</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$16,012,497.73</strong></td>
<td><strong>$16,929,506.75</strong></td>
<td><strong>$16,969,749.09</strong></td>
<td><strong>$18,276,849.50</strong></td>
<td><strong>$19,362,838.12</strong></td>
<td><strong>$19,093,364.73</strong></td>
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<tr>
<td><strong>Percentage Change</strong></td>
<td>10.97%</td>
<td>5.73%</td>
<td>0.24%</td>
<td>7.70%</td>
<td>5.94%</td>
<td>-1.39%</td>
</tr>
</tbody>
</table>

### Percentage Change of Revenues By Year

- **2006-2007:** 10.97%
- **2007-2008:** 5.73%
- **2008-2009:** 0.24%
- **2009-2010:** 7.70%
- **2010-2011:** 5.94%
- **2011-2012:** -1.39%

### 2011-2012 Revenues

- **State Approp. 53%**
- **Tuition & Fees 42%**
- **Other Rev. 5%**
NWOSU Diversity Report 2012-2013
School of Arts and Sciences Documentation
Faculty and Staff Diversity Documentation Guide  
Academic Year 2012-2013  
Please type your responses into the boxes provided.

<table>
<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>Dr. Mike Knedler</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Department Name</td>
<td>School of Arts and Sciences</td>
</tr>
<tr>
<td>Primary Campus Location (check one)</td>
<td>Alva Enid Woodward</td>
</tr>
</tbody>
</table>

Diversity is referred to as differences among people in a given population that can include, but is not limited to: Ethnicity, Race, Gender, Age, Religion, National Origin, Language, Socio-Economic Vulnerability, Exceptionalities and Sexual Orientation.

**Category 1**  
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

- Attended the Black History Month lecture by Dr. Bruce Fisher on February  
- Attended performance of Chinese acrobats sponsored by the Northwest Oklahoma Concert Series  
- Attended the Title III faculty development Summer Institute that addressed issues for underprepared students  
- Co-chaired HLC self-study sub-committee on mission and diversity  
- Attended HLC peer-review training that included components on diversity

**Category 2**  
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

- In fall 2012 I taught General Humanities I which included a review of ancient cultures from prehistoric times through ancient Egypt, Mesopotamia, Greece, Rome and the Middle Ages. I incorporated tracking diversity of thought among those societies about individual and societal relationships to themselves and other cultures, as well as tracking spiritual development and the ways people have expressed themselves through the arts.  
- In spring 2013 I taught one session for the Leadership Northwestern class on “Developing Organizational Vision.” Part of the class was devoted to a discussion of Martin Luther King’s “I Have a Dream” speech in the context of fulfillment of his vision.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kdecker@nwoSU.edu (due 4-26-13)
Faculty and Staff Diversity Documentation Guide  
Academic Year 2012-2013  
Please type your responses into the boxes provided.

<table>
<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>Jesse Schroeder</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Department Name</td>
<td>Arts &amp; Sciences/Communication</td>
</tr>
<tr>
<td>Primary Campus Location (check one)</td>
<td>Alva  Enid  Woodward</td>
</tr>
</tbody>
</table>

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**Category 1**
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

**Category 2**
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

Every semester my students are encouraged to produce broadcast news stories highlighting diversity at Northwestern. A few of the stories that were covered this past academic year include, Festival of Cultures, Black History Month/Bruce T. Fisher, Hispanic Heritage Month, and Women’s History Month. Not only are stories produced regarding the above mentioned events, but channel 7 also promotes the event leading up to the presentation.

In the classroom, I have implemented lessons in my Introduction to Mass Communication class that look at how women are often portrayed in the media. We also have several class discussions and lessons over diversity and stereotypes in media.

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Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013
Please type your responses into the boxes provided.

<table>
<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>Dr. Irene Messoloras</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Department Name</td>
<td>Arts and Sciences-Fine Arts</td>
</tr>
<tr>
<td>Primary Campus Location (check one)</td>
<td>Alva X Enid Woodward</td>
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**Category 1**
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

- Ten-day performing arts tour to China with 36 of the top Singers at NWOSU. Facilitated three concerts at three major universities in China. With each school, Northwestern students learned about the typical life of a Chinese college student. Students had an opportunity to learn about Chinese culture, the nature of a different political government, different religions, and see historical sites.
- 15 performances at different HS’s, churches, and universities focusing on a variety of music that ranged from world music, to traditional American spirituals. This school year, students have performed works in thirteen different languages, learning about the different timbre, rhythms, and style of works music.

**Category 2**
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

As the concert manager of the Northwestern Oklahoma State University Concert Series, it is my job to incorporate diversity of musical performance to our community. This year the concert series brought music Kyle Dillingham and Horseshoe Road, the Peking Acrobats, the Glenn Miller Orchestra, and the vocal ensemble Cats Pajamas. Each of the acts focused on a different genre of music that would appeal not only to arts lovers but a diverse population within our community. A benefit of this series comes to the community in the form of an improved quality of life made possible by cultural experience made valuable to underserved rural area in the state.

The community concert choir was established to help bridge the gap from the university to our local community. NWOSU students (50 members) along with 15 community members ranging from musical experience and age rehearsed and performed a concert showcasing the diverse nature of American music.
In my Intro to Music Education classes, observations were done in OKC schools that focused the different socio-economic needs of students focusing on the fine arts. Students saw the direct effects of teaching at a public school that caters to students of all backgrounds.

China trip.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu (due 4-26-13)
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013

Please type your responses into the boxes provided.

<table>
<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>Sarah Chan</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Department Name</td>
<td>Department of Fine Arts – Keyboard Studies, Music Theory, Music History Division</td>
</tr>
<tr>
<td>Primary Campus Location (check one)</td>
<td>Alva Enid Woodward</td>
</tr>
</tbody>
</table>

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Category 1
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

**PROFESSIONAL LECTURE PRESENTATIONS:**

- *"Songs of the American West Frontier and Settlement: Music of the Pioneers, Soldiers, Railroaders, Miners, Cowboys, Ranchers, and Homesteaders"*, lecture at Sod House Museum, Aline, OK, 20 April 2013. Exploration of music of the American West frontier from 1830-1930: various musical styles and histories include Native American Indian music; Civil War and Post-bellum military music; music of the pioneer homesteaders and ranchers; folk music of the Dust Bowl era; the beginnings of ragtime, blues, and jazz; Western music derived from the cowboy, Western swing, and country tradition.

- *"Why Invest in Music and Art: Key Moments of Historical Impact in Western Civilization and a Modern Case Study in Northwestern Oklahoma"*, joint lecture by Dr. Sarah Chan, Assistant Professor of Music (NWOSU), and Dr. Wei Zhou, Assistant Professor of Business (NWOSU); Business, Government, and Society Division, 2013 MBA International Conference, Chicago, IL, USA, 1 March 2013. MBA International Conference theme for 2013: "Relevant and Innovative: Advancing Thoughts, Theories, and Practice in Business Disciplines". Explored musical historicity and relevancy to business, society and government in medieval, Renaissance, Baroque, Classical, Romantic, and Contemporary eras in Europe and America.

- **SOCIETY OF COMPOSERS - REGION VI CONFERENCE 2012**
Reviewed compositions for admission and presentation in Society of Composers Conference at West Texas A&M University, Canyon, TX, USA, July 2012. Diversity of compositional styles and cultures represented.

**CONCERTS:**

America.

- **Recital at Erskine College, South Carolina:** Delivered a recital of diverse components: first half of concert traditional presentation of music of Chopin; second half of concert a presentation of the history and demonstration of extemporaneous performance / improvisation as a contemporary activity of artistic creativity. Improvisation as an art has its foundations in the earliest human activities of expression and creation; it played a significant part in the production of music in the Medieval, Renaissance, Baroque, Classical, and Romantic periods (for piano music, particularly so in the Baroque, Classical, and Romantic periods) and still plays prominently in jazz styles.


- **Forthcoming European tour:** Palazzo Albrizzi, Venice, ITALY, 12 July 2013. Künstlerhaus Concert Hall, Munich, GERMANY, 5 July 2013.
  Music of France, Spain from Romantic, Late Romantic, Impressionist eras presented in Germany and Italy.

---

**Category 2**

Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

**Music in Life class:** exploration of music from various cultures and time periods, from the era of Jewish hymns in the Roman era, through the Medieval, Renaissance, Baroque, Classical, Romantic, and Contemporary periods throughout Europe. Exploration of music that highlighted and mixed cultural contexts (Nationalism and Exoticism of late Romantic and early Twentieth Century periods), including American music. Exploration of contemporary pop, country, rock music from student presentations in class.

**Music Theory and Aural Skills classes:** Study of musical language of European art music of diverse cultural historicities. Use of various instrumentation in Aural Skills practice.

**Applied Piano courses:** Exploration of music from Baroque through Impressionist Eras of a diversity of countries and cultural origins.
**Northwestern Piano Festival:** pre-college piano festival that incorporates pianists of ages 6-18 playing various styles of music.

**Northwestern Art and Piano Scholar Exhibition:** features the work of artist-scholars in the studio art and studio piano departments; an exhibition of various styles of works from the Baroque to the contemporary periods, European and American.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu (due 4-26-13)
Faculty and Staff Diversity Documentation Guide  
Academic Year 2012-2013  

Please type your responses into the boxes provided.

<table>
<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>Kimberly Weast</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Department Name</td>
<td>Arts and Sciences/ Fine Arts</td>
</tr>
<tr>
<td>Primary Campus Location (check one)</td>
<td>Alva x Enid Woodward</td>
</tr>
</tbody>
</table>

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**Category 1**  
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

I became a trained Red Cross Volunteer. I took courses on how to work with diverse social groups as well as how to work with people in an emergency.

**Category 2**  
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

In Habitudes we talk about how to lead and work with people who have different values, religious, social and ethical believe systems.  
In Theatre History and Literature II we discuss numerous plays that deal with racial, ethical, gender and religious messages.  
In the fall I directed “Little Women.” We discussed and dealt with gender, culture and historical issues as they related to women during the Civil War.  
In the spring I produced “Potpourri: An Evening of Short Plays.  
“Deadly Confessions” highlighted Catholicism. We also cast an African American young man to play opposite a white female. This showed diversity from the “stereotypical” American couple.  
“Loyalties” dealt with political and social diversity.  
“The Wedding Story” dealt with homosexuality and marriage.
“Oklahoma in 10 minutes” Was cast with African American young people being dating partners of White Americans.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu (due 4-26-13)
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013

Please type your responses into the boxes provided.

<table>
<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>Kathy Earnest</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Department Name</td>
<td>Arts/Sciences: English, Foreign Language, Humanities</td>
</tr>
<tr>
<td>Primary Campus Location</td>
<td>Enid, Woodward</td>
</tr>
</tbody>
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Category 1
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

- **Attended and presented** at the 34th annual Conference of the Southwest/Texas Popular Culture and American Culture Associations in Albuquerque, NM: presented for the “Geek and Popular Culture” session; attended sessions on diverse topics
- **Attended and presented** at the Oklahoma Arts Council conference: co-presented on effects of local art gallery on community enhancement; attended sessions on diverse topics related to promotion of the arts
- **Attended and presented** at the OKADE conference, the Oklahoma Association for Developmental Education: co-partnered with a colleague on a panel discussion concerning the teaching of grammar in development composition classes
- **Researching review of literature** for dissertation topic: first generation college students
- **Participated in Title III professional development** on course re-design for developmental and freshman composition courses in the English department: discussed a range of topics concerning the diversity of today’s college students

Category 2
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

- **Offered a special topics Composition II course, Contemporary Issues**: students had opportunity to select, research, and write about topics which interested them concerning social, political, environmental, or cultural issues
- **Practiced assignments in Composition I**: students begin course writing a personal essay
entitled “My Literacy Autobiography,” which causes them to reflect on their early experiences developing literacy; students select, research and write about a poem of their choice from a diverse list of poets; students participate in a study of pop culture and research, analyze, and write about a pop culture topic of their choice

**Practiced assignments in Introduction to Literature:** students read, analyze, and write about diverse selections from these genre: essay, short story, drama, poetry; they learn about several critical literary theories

**Practiced assignments in English Usage:** students review grammar and usage, of course, but also learn about diverse topics, such as standard American English and AAVE (African American Vernacular English); students in this course are majors in a variety of disciplines and learn about diverse applications of the subject matter through presentations and discussions

**Attended or participated in** department’s poetry reading series, guest writer series, Medieval/Renaissance Faire

**Attended university** lecture, art show, music, theater events

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu (due 4-26-13)
Faculty Diversity Documentation Guide  
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<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>Dr. Sharon Hill</th>
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<tbody>
<tr>
<td>School/Department Name</td>
<td>Arts &amp; Sciences/English, Foreign Language, and Humanities</td>
</tr>
<tr>
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</tbody>
</table>

NWOSU Teacher Education Faculty (TEF) accept and embrace NCATE’s definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

**Category 1 Understanding Diversity**  
What do you believe or value in relation to diversity? Describe activities in which you engage that provide evidence of how you continue to foster your understandings of social, community, campus, student, and/or classroom diversity concepts and issues.

I learned diversity from the expert, Dr. James Boyer, at Kansas State University and he instilled in me an understanding and a passion for making my classroom diverse in its scope. That includes not only treating every student equal but also incorporating the tenets of diversity into my lesson plans for all my classes.

**Category 2 Respecting Diversity Across Campus**  
Describe the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted or celebrated diversity issues.

I support the Spanish Department in their multicultural activities throughout the year by attending and encouraging students to attend the various activities. In our Department the Spanish Club puts on Day of the Dead and Cinco de Mayo as well as participating in the Festival of Cultures.
Category 3 Diversity in the Classroom
What is your general approach to exploring and understanding diversity in the classroom? How is your syllabus designed to reflect diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity?

I do the following to promote diversity in my classroom:

Comp I & Comp II:
- First, students from diverse cultures, I work with them to make sure they understand assignments and I respect their backgrounds and learning styles may be different from the rest of the class.
- I use reading selections which reflect diverse authors and situations.
- Students are allowed to bring their diversity into their writing assignments

Introduction to Literature:
- We read selections from women, people of color, and people from diverse backgrounds.
- Students are encouraged to respond to literature using their diversity in interpreting the literature

Creative Writing:
- Students are encouraged to bring their diversity into their writings, which they do.

English Methods:
- I do a unit making the public school classroom multicultural. I use the books *Transforming the Curriculum for Multicultural Understandings* by James B Boyer and H. Prentice Baptiste, Jr., and *Multicultural Education* by James A. Banks and Cherry A. McGee Banks as the basis for my lectures and the student’s development of lesson plans.
Category 4 Pursuing Diversity
Describe the methods in which you encourage diversity by including, promoting, and recruiting others to practice inclusion and respect for difference? How do you advocate for greater engagement among professionals in regard to diverse students and how do you promote social justice?

See #4 and by leading by example of including all students into discussions and helping other students see the need for respecting all students in the classroom no matter what their diversity.

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Faculty and Staff Diversity Documentation Guide
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<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>Dr. Amy M. R. Hall</th>
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<tbody>
<tr>
<td>School/Department Name</td>
<td>English Department</td>
</tr>
<tr>
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**Category 1**
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

**Poetry readings: these are monthly gatherings around the city of Alva as well as across campus that allows for people from all walks of life (gender, race, age, etc.) to read their original works as well as for others to listen**

**Northwestern Oklahoma Medieval and Renaissance Faire: This all day event hosted diverse activities concerning medieval and renaissance shows, musical performances, poetry readings (Finnish, Japanese, etc.) and was open to the public**

**Category 2**
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

The classes that I focus on diversity has been Arthurian legends Comp I (discuss various cultures that made up the ideals of the stories of King Arthur), Pirates Comp II (examined past and present pirates and all forms of piracy within our world), and World Literature (which examines all forms of literature from many different countries beginning 2500 BC up to modern times).
Northwestern Oklahoma Medieval and Renaissance Faire
Friday, April 12, 2013
10:00 a.m. to 7:00 p.m.
Northwestern Oklahoma State University

10:00 a.m.
Belly Dancers—Student Center Ballroom
Shakespeare performance—Student Center Wyatt Room
Medieval Medicine and Remedies—Student Center Ranger Room
Film: La Celestina by Fernando de Rojas (Spanish). Starring Penelope Cruz, Terele Pavez, and Juan Diego Botto. Library 222 (10:00-12:00)

10:30 a.m.
Storyteller—Student Center Ballroom
Spanish Human Museum—Student Center Wyatt Room

11:00 a.m.
Medieval World Culture and Literature game—Student Center Ballroom
Spanish Human Museum—Student Center Wyatt Room
Printing Press demonstration—Student Center Ranger Room

11:30 a.m.
Harpist—Student Center Ballroom
Storyteller—Newby Practice Field
Medieval Japanese poetry—Student Center Wyatt Room
Printing Press demonstration—Student Center Ranger Room

12:00 p.m.
Maypole dancing—Green space between Vinson Hall and Jesse Dunn
Harpist—Student Center Ballroom
Pirate skit—Pirate’s Cove (Newby Practice Field)

12:30 p.m.
Lute performers—Student Center Ballroom
Finnish poetry—Student Center Wyatt Room

1:00 p.m.
Royal Court presents gifts to children—Student Center Ballroom
Belly dancers—Newby Practice Field
All Day Events

Student Center Ranger Room
Displays presented
Printing press and Medieval Medical displays

Newby Practice Field
Blacksmith presentations
Vendors
Petting zoo
Pirate's cove
Face painting
Trebuchet game

Library
Displays
Children's crafts and activities

Here Ye! Here Ye!

Bardic Poetry Reading

6:00 P
Fall 2012 Poetry Readings

Friday, September 7th
6:30-7:30 at Graceful Arts Center
523 Barnes St., Alva
- Melanie Wilderman
- Dr. Karen Linstrum
- Dr. Kathryn Lane

Thursday, November 1st
6:30-7:30 in the Alabaster Room
Third Floor Vinson Hall
Northwestern Oklahoma State University Campus
- Singer/Songwriter Ronnie J. Wheeler

Thursday, October 4th
6:30-7:30 at Northwestern Oklahoma State University Library
- Sabrina Miller
- Sheldon Stout
- Jonathan Washington

Thursday, December 6th
6:30-7:30 at the Alva Public Library,
- Della Miller
- Ted Satterfield
- Dawn Allen

Each evening includes an open mic after scheduled performances for anyone who wishes to present a single work! We are still scheduling Spring 2013 poetry readings, so if you write poetry, short stories, song lyrics, and/or entertaining non-fiction, please contact:

Dr. Amy Hall
amhall@nwosu.edu • 327-8428

NWOSU
Approved
Student Services
Spring 2013 Poetry Readings

Thursday, January 17th
6:30-7:30 at Ranger Perk
Coronado Hall, NWOSU Campus
• Aleta Nolan
• Krystal Owens
• Kathy Earnest

Friday, February 1st
6:30-7:30 at Graceful Arts Gallery
Downtown Square, Alva
Kylea Copland
Zachary Zook
Sabrina Miller

Thursday, March 7th
6:30 - 7:30 in Alabaster Room
Vinson Hall, NWOSU campus
• Dr. Judye Pistol
• Dr. Sharon Hill
• Dr. James Bell

Friday, April 12th
6:30-7:30 Student Center Ballroom
during the Northwestern Oklahoma
Medieval and Renaissance Faire
• Bardic poetry reading-
Dr. Amy Hall

There will be an open mic session after each scheduled
poetry reading.
Everyone is welcome to bring their original works to
read aloud.
All poetry readings are free and open to the public.
Any questions may be directed to Dr. Amy Hall •
amhall@nwosu.edu • 327-8428.
Faculty and Staff Diversity Documentation Guide  
Academic Year 2012-2013  
Please type your responses into the boxes provided.

<table>
<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>Kathryn Lane, PhD</th>
</tr>
</thead>
<tbody>
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<td>School/Department Name</td>
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Category 1  
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

1. Southwest/Texas Popular Culture Association Conference offers panels on Chicano culture, gay and lesbian issues, fat culture, teaching/reaching first generation college students or students from “rough backgrounds” who are working against the cultural norm.
2. British Women Writers Conference focuses on the works of women who have traditionally been marginalized in canonical literature—looking not only at race but social class standing.
3. OKADE offered several panels on reaching students from diverse backgrounds (underprepared due to inner-city schools, socio-economic backgrounds, ESL, cultural stereotypes, to name a few).

Category 2  
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

1. The Day of the Dead is hosted by the Spanish department every year. I attend and participate each year.
2. I attended the Chinese acrobats’ presentation as part of the Northwestern Concert series (and encouraged my students to attend). Many had never seen the dragons in the performance before and I used that as a research opportunity to start class the following day.
3. Renaissance Faire showed students a culture very different from their own (no cell phones? The horror!) as well as highlighting Japanese and Finnish cultures through literature readings. Additionally, Italian and Japanese films were offered.
4. In my fall 2012 Composition I class, students read “The Chinatown Experience” and “Last Rites for Indian Dead.” Both essays highlight issues facing different social groups and spark fascinating conversations within the class. Furthermore, students were asked to write an observation paper that forced them to see “things
outside of the norm.” Many reported being more cognizant of the issues facing their peers due to differences in religion, sexual orientation, socio-economic situation, and previous life experiences.

5. In Fundamentals of English in the fall of 2012, students read the following essays as part of the course design: “Why Chinese Parents are Different” by Amy Chua, “Growing Up Bilingual” by Sara Gonzalez, “After 20 Years, I Want to See My Abusive Dad for His Money” by Tony Kelso, and “Complaining” by Maya Angelou. Furthermore, many of the short writing prompts in the book ask students to reflect upon the life of the homeless, the abused, the displaced. As students’ writing skills develop (hopefully) so does their ability to see the world.

6. This spring’s pilot of Writing and Literacy often used images of various cultural events—a quinceanera, an obvious lesbian couple at a rally, a homeless man with his dog, a soldier in the Middle East, a Jewish wedding—to prompt student writing and reflection. The international students in the course were paired with native speakers to encourage conversation and exchange. Furthermore, the class completed a current events assignment every week, in which they had to examine newsworthy events going on around the world, analyze not only the facts presented but the comments/responses of other readers and determine what biases might be in play. From the story of rescued tourist in Peru, nursing home guidelines, the Boston bombing and the cultural stereotypes arising from that event, we learned a great deal about the world through the weekly current event assignments. This project forced many of them to look for clues to difference and to see that the world is full of many people, many of whom are not like them. Most students reported this assignment—even though it ran throughout the semester—to be their favorite and the assignment that taught them the most.

7. In my British literature courses, issues of social class, sexual preference, and economics are often discussed in relation to the texts being studied. One of my students, Jake Streck, will be presenting on socio-economic differences in Victorian literature at Ranger Research Day. Two students are examining working class issues of the period in their seminar papers. Another two students are examining the implications of single-parenting in literature of the period. And, finally another student is looking at how cultural expectations impacted female authors and their ability to be published—and support themselves and their children.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu (due 4-26-13)
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013

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<table>
<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>James Bell</th>
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<tbody>
<tr>
<td>School/Department Name</td>
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**Category 1**
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I attended the Southwest/Texas Popular Culture and American Culture Associations 34th Annual Conference in Albuquerque from February 13-16, 2013. Because the conference them was “Celebrating Popular Culture(s) in a Global Context,” many of the presentations were oriented toward an examination of global culture. I attended a variety of panels that offered a diversity component. Among these were a religion panel that included a paper on the first Native American saint, a Mohawk named Kateri Tekakwitha; a panel entitled “Women, Gender, and Sexuality: Gender Identity as Other;” and, a panel entitled “Myth and Fairy Tales: International Myths and Fairy Tales in Literature.”

**Category 2**
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

Because literature is often preoccupied with the construction of personal identity, the study of literature inherently challenges students to identify with—and come to appreciate—multiple perspectives. Certain works confront issues of racial and gender differences directly. For example, in ENGL 4273 Twentieth Century American Novel, students read Toni Morrison’s *Beloved* and encounter the implications of a history of slavery well after abolition. In ENGL 2883 Survey of American Literature II, the last
unit is explicitly focused on multicultural American literature. Authors include the
countercultural Beat poet Allen Ginsburg, the Chinese-American writer Maxine Hong
Kingston, the Native-American writer Louise Erdrich, and the African-American writers
Ralph Ellison and Toni Morrison. These works also elicit discussions of sexual identity
as well as racial and cultural identity.

In the HUM 2643 Ethics in Life course, students led prepared presentations on various
social issues that raise ethical dilemmas. Among these were presentations on Affirmative
Action and Multiculturalism/Political Correctness. Another presentation on Physician-
Assisted Suicide/Euthanasia also raised productive discussion about issues related to
aging.

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<tr>
<th>Faculty/Staff Name: Dr. Francisco Martinez</th>
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<tbody>
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**Diversity Awareness and Engagement Training April 18, 2013 in Wyatt Room (Student Center):**

**Objectives:**

1. Engage faculty and staff at NWOSU to develop practices that lead to change in attitude and behavior when dealing with diversity.
2. Identify culturally responsive behaviors that contribute to the success of all students.
3. Increase the understanding of ethnic, racial, gender, different populations, and cultures.
4. Be more successful in the workplace by demonstrating culturally responsive behaviors when treating others.
Category 2
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

<table>
<thead>
<tr>
<th>1. Elementary Spanish 1114. Celebrations in the Hispanic World. Objective: Compare and contrast celebrations held in the United State of America and those celebrations in Spanish speaking countries. Can you think of celebrations that are unique in the USA? Can you think of celebrations in Spanish speaking countries? Compare and contrast these celebrations and report it to class. Write your answers in a paragraph and report it to class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Elementary Spanish 1224. Topics for Oral Presentations in the target language. Option 1. Talk about the different types of food in Spanish speaking countries and compare and contrast them with that of your own. Option 2. Pick a song in the target language (Spanish) and present it to class. Talk about like and dislikes. Each student will read, listen, understand, and talk about the song. Option 3. Compare and Contrast Cultural Practices, Products, and perspectives of your country (USA) and a Spanish Speaking Country</td>
</tr>
<tr>
<td>3. Elementary Spanish 1224. Featuring Caribbean Food at Jesse Dunn Kitchen. Hands on Activity. Students were able to cook and taste typical Caribbean Food (Arepas, Fried Plantains, and Shrimp in Garlic Sauce).</td>
</tr>
<tr>
<td>4. Span 2193 Composition Grammar 1. Objective: Compare and Contrast a Spanish Speaking University with Northwestern Oklahoma State University.</td>
</tr>
</tbody>
</table>

Other Activities as Spanish Club Faculty Sponsor:
1. Hispanic Heritage Month. Piñata Breaking (Two: Morning and Afternoon)
2. Festival of Cultures
3. The Day of Dead
4. Alma Folklorica
5. Cinco de Mayo Dinner
6. Salsa Tasting

Feel free to use additional pages if necessary. Please submit these typed to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu (due 4-26-13)
Celebrations in the Hispanic World /
Las celebraciones del Mundo Hispano
Comparisons and Contrast / Comparaciones y Contrastos

España (Spain)

<table>
<thead>
<tr>
<th>Nombre de la Fiesta</th>
<th>Fecha</th>
<th>Motivo</th>
<th>Lugar</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Fermín</td>
<td>el 7 de julio</td>
<td>Los españoles corren con los toros (<em>bulls</em>).</td>
<td>Pamplona, Es.</td>
</tr>
<tr>
<td>La Tomatina</td>
<td>el último (last) miércoles de agosto</td>
<td></td>
<td>Buñol, ES</td>
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</table>
| El Carnaval         | La semana antes del Miércoles de Cenizas  
(Ash Wednesday) |                                                | Gran Canarias, Es |

México

<table>
<thead>
<tr>
<th>Nombre de la Fiesta</th>
<th>Fecha</th>
<th>Motivo</th>
<th>Lugar</th>
</tr>
</thead>
<tbody>
<tr>
<td>El Día de los Muertos</td>
<td>el 1 y 2 de noviembre</td>
<td>Los mexicanos celebran la muerte</td>
<td>Todo México</td>
</tr>
<tr>
<td>El Cinco de Mayo</td>
<td>el Cinco de Mayo</td>
<td>La Batalla de Puebla</td>
<td>Puebla, México</td>
</tr>
<tr>
<td>Día de la Independencia</td>
<td>el 16 de septiembre</td>
<td>La independencia de México</td>
<td>Todo México</td>
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</tbody>
</table>

Otras Celebraciones latinoamericanas (Other Latin American Celebrations)

<table>
<thead>
<tr>
<th>Nombre de la Fiesta</th>
<th>Fecha</th>
<th>Motivo</th>
</tr>
</thead>
<tbody>
<tr>
<td>El Día de los Inocentes (similar to April’s Fool Day)</td>
<td>el 28 de diciembre</td>
<td>Los latinos hacen bromas (<em>jokes</em>)</td>
</tr>
<tr>
<td>El Año Nuevo</td>
<td>el 1ro de enero</td>
<td>Los latinos celebran la llegada del nuevo año</td>
</tr>
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</table>

Argentina

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Motivo</th>
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</thead>
<tbody>
<tr>
<td>El Día del Estudiante</td>
<td>Los argentinos celebran el Día del Estudiante con fiestas y juegan fútbol.</td>
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</tbody>
</table>

Paraguay

San Juan

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Motivo</th>
</tr>
</thead>
<tbody>
<tr>
<td>el 24 de junio</td>
<td>Los paraguayos juegan con fuego (<em>play with fire</em>)</td>
</tr>
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</table>

Venezuela

San Juan

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Motivo</th>
</tr>
</thead>
<tbody>
<tr>
<td>el 24 de junio</td>
<td>Los venezolanos bailan al ritmo de los tambores (<em>drums</em>)</td>
</tr>
</tbody>
</table>

Los Estados Unidos (USA)

Can you think of any celebrations that are unique to the United States? How different are they from the Latin-American celebrations? Report that information to the class.
ORAL PRESENTATIONS

Students will have to present two individual or group work oral presentations during the semester in order to use the target language skills.

**Presentation # 1:** Create a presentation about “La comida Hispana” (the Hispanic Foods) which is very important amongst Hispanic people and it varies a lot from region to region and from country to country.

1. The presentation will describe the differences and similarities in what people eat, when, how, and at what time in Latin America and its various regions. For example, you can discuss culinary customs in Mexico and compare them to those of Chile or Argentina.

2. Prepare some foods for our audience to sample as well. *We will have a section on “Cooking” and invite some native speakers to class as well as nonnative speakers.* (The instructor will make arrangements to fulfill this requirement)

**Presentation # 2.**

**Option 2.** 1. Pick a song and present it to class. *(Elegir una canción y hacer una presentación a la clase).*

- **Objective:** Talk about likes and dislikes. Each group or person will: Read, listen and understand the lyrics of the selected song.
  1. Find information on the geographic, social and musical song chosen.
  2. Find information about the artist or author.
  3. Present the results of their work through a ten - minute presentation that contains:
    A. A simple explanation of the song has been chosen bringing some arguments and / or simple presentation of the interpreter.
    B. Musical fragments and other documents (news, video, etc.)

**Presentation # 2.**

**Option 2.2.** Cultures *(Cultural Practices, Products, and Perspectives).*

**Objective:** Compare and contrast Cultural Practices, Products, and Perspectives of your country *(USA)* and a Spanish Speaking Country.

1. Describe and narrate perspectives (describir y narrar perspectivas), *(values)*, and products (arts and crafts, architecture, food, dances). Also Cultural Practices such as formal and informal forms of address meal times, traditions, customs) Hispanics. Many holidays have important religious significance as well, such as La Navidad *(Christmas)* and La Semana Santa *(Easter)*, San Fermín, *(the Running of the Bull)*. These holidays are celebrated on a huge scale throughout the Spanish-speaking world. There are also many holidays, such as Independence Day, El Día de los Muertos *(the Day of the Dead)* Cinco de Mayo, la Quinceañera that Hispanics celebrate with food they eat during the celebration of those holidays.
1. Arepas:

Arepas are a staple food in both Venezuela and Colombia. They are corn cakes, made from a special precooked corn flour. You can find this flour in Latin food stores, labeled *maseca*, or *masa al instante*. These simple, satisfying corn cakes are delicious with butter or cream cheese for breakfast, or as an accompaniment to any meal. Colombian arepas tend to be thinner than Venezuelan ones. The thicker ones are perfect for splitting and filling with cheese or meat. Arepas can also be grilled or deep-fried.

**Ingredients:**
- 2 1/2 cups *maseca*®
- 1 teaspoon salt
- 2 3/4 cups hot water
- 2 tablespoons melted butter
- Vegetable oil

**Preparation:**
1. Stir salt into arepa flour.
2. Pour hot water over flour and mix well with a wooden spoon. Stir in the melted butter. Cover dough with plastic wrap and let rest 15 minutes.
3. If preparing the thicker, Venezuelan style arepas, separate dough into 12 pieces. Shape each piece into a smooth ball.
4. Place each ball in between 2 sheets of plastic wrap or two ziplock bags and flatten gently with the bottom of a pot. Arepas should be about 3 inches in diameter and almost an inch thick. Use your fingers to smooth out any cracks along the edges. Place shaped arepas on a cookie sheet, covered with plastic wrap.
5. If making the thinner, Colombian-style arepas, divide the dough into 20 pieces, and form into balls. Place balls between 2 pieces of plastic and flatten with a heavy pot or skillet until they are about 3 1/2 inches in diameter and 1/4 inch thick, using your fingers to smooth out any cracks along the edges. Place arepas on a cookie sheet, covered with plastic wrap.
6. Heat a cast iron skillet on medium heat. Place 1/2 tablespoon butter or oil in the skillet. Place several arepas in the pan, leaving room so that you can turn them.
7. Cook arepas about 5 minutes on each side. The surface should dry and form a crust. They will brown slightly, but do not let them brown too much. They should look like an English muffin. If they are browning too fast, lower the heat. Add more butter or oil for subsequent batches as needed.
8. The thinner arepas are done when they have formed a nice crust, but are still soft on the inside. Serve them hot.

Objective: Compare and Contrast a Spanish Speaking University with Northwestern Oklahoma State University.

Consider the following aspects:

1. Size in terms of number of students of the University, diversity composition, level of income, and age.

2. Majors and Minors that this university offers at each level; Baccalaureates, Masters, and Doctorates. Most popular majors. Explain why it is important. Is it a well paid job? There are few vacancies out there.

3. Cost of tuition and fees. Highlight the currency rate and parity.

4. Duration and or length of degrees of each level.

5. Scholarships, financial aid, and any other type of financial support.

6. Most popular sports and tournaments,

7. Grading system (letters, numbers, and percentages).

8. Professors in terms of degrees earned and gender (PhD’s and Master’s).

9. Public, private, for-profit or non-profit administration.

10. Any other aspect you consider important

Note:

1. Use forms of comparisons of equality, inequality, and the form of “de”, and irregular forms.

2. Use the superlative form (el/ la/los/las). The irregular comparative form can also be used to express the superlative ((el/ la/los/las + mayor/menor/major/peor + de ...
Topics for Oral Presentations

Consider the Following Topics for your Oral Presentations

Objective: Compare and contrast the target culture of a Spanish Speaking Country and your own culture or the culture of the United States. Consider: Cultural Products (tangible and intangible), Practices, and Perspectives.

Cultural Products (tangible and intangible), Practices, and Perspectives
Consider choosing two countries, such as Spain and Argentina, and compare and contrast the cultural products (tangible and intangible), practices, and perspectives found there. There are even regional differences in culture within Spanish-speaking countries. A common cultural practice in Northern Mexico may be different than that in Southern Mexico.

History
The history of many Spanish-speaking countries is long and complex. Consider creating a presentation about South American countries' wars for independence, or perhaps the Spanish Civil War.

Holidays
Holidays and festival days are very important in Spanish-speaking countries. Think about creating a presentation about a particular holiday and how it is celebrated. El Día de los Muertos (the Day of the Dead) is a popular holiday, for example. Many holidays have important religious significance as well, such as La Navidad (Christmas) and Pascua (Easter). These holidays are celebrated on a huge scale throughout the Spanish-speaking world. Compare and contrast how holidays are celebrated in different countries. There are many regional holidays, such as independence days and saint's days, that are specific to certain countries as well.

Las celebraciones del Mundo Hispano

In Spain and Latin American many celebrations are religious. However many others are not. Let's see some of religious and non religious celebrations.

Comparaciones

<table>
<thead>
<tr>
<th>Español</th>
<th>Fecha</th>
<th>Motivo</th>
<th>Lugar</th>
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<tbody>
<tr>
<td>San Fermín</td>
<td>7 de julio</td>
<td>Los españoles corren con los toros (bulls).</td>
<td>Pamplona, Es.</td>
</tr>
<tr>
<td>La Tomatina</td>
<td>último (last) miércoles de agosto</td>
<td></td>
<td>Buñol, ES</td>
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<tr>
<td>El Carnaval</td>
<td>semana antes del Miércoles de Cenizas (Ash Wednesday)</td>
<td>Gran Canarias, Es</td>
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<table>
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<th>México</th>
<th>Fecha</th>
<th>Motivo</th>
<th>Lugar</th>
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</table>
El Día de los Muertos  el 1 y 2 de noviembre  Los mexicanos celebran la muerte  Todo México

El Cinco de Mayo  el Cinco de Mayo  La Batalla de Puebla  Puebla, México

Día de la Independencia  el 16 de septiembre  La independencia de México  Todo México

**Otras Celebraciones Latinoamericanas (Other Latin American Celebrations)**

El Día de los Inocentes  el 28 de diciembre  Los latinos hacen bromas (jokes)
(Similar to April’s Fool Day)

El Año Nuevo  el 1ro de enero  Los latinos celebran la llegada del nuevo año

**Argentina**

El Día del Estudiante  el 21 de septiembre  Los argentinos celebran el Día del Estudiante con fiestas y juegan fútbol.

**Paraguay**

San Juan  el 24 de junio  Los paraguayos juegan con fuego *(play with fire)*

**Venezuela**

San Juan  el 24 de junio  Los venezolanos bailan al ritmo de los tambores *(drums)*

**Los Estados Unidos**  Can you think of any celebrations that are unique to the United States?
How different are they from the Latin American celebrations? Report that information to the class.

**Food**

Food in Spanish-speaking countries is diverse and it plays a major role in people’s everyday lives. Food is also something that differs from region to region. Create a presentation about the differences and similarities in what people eat in various regions. For example, you can discuss culinary customs in Mexico and compare them to those of Chile. Think also about preparing some foods in advance for your audience to sample as well.

**Assessment. The Oral Presentation must include:**

1. **Content.** Talked about all topics required. The presentation was well thought out, complete and interesting.  
   20 pts.

2. **Vocabulary.** Used a wide range of vocabulary. You used most of the vocabulary learned in class.  
   20 pts.

3. **Accuracy.** Used the verbs correctly, the adjectives match the nouns you used the right word order.  
   20 pts.

4. **Pronunciation.** Pronounce the Spanish sounds correctly. You can easily be understood. You speak clearly and audibly.  
   20 pts.

5. **Organization.** Clear introduction and stated central idea, main points main points supporting central ideas, effective conclusion, and appropriate length.  
   20 pts.

**Total pts.** 100 = points
Let's Celebrate!

CINCO DE MAYO DINNER

When: Thursday May 2nd, 2013
Location: Student Center, Ranger Room
7:00–9:00 pm
Price: $5 Adults, $3 Students
FOOD DONATED BY EL MAYA
Sponsored by the Spanish Club

Northwestern
OKLAHOMA STATE UNIVERSITY

NWOSU
Approved
Student Services
4/17/2013
ALMA FOLKLORICA

Traditional Mexican Folk Dancing
To Celebrate

CINCO DE MAYO

Thursday May 2nd, 2013
Location: Herod Hall Auditorium
Doors open at: 10:15 a.m. Event 11:00-12:00 p.m.
Sponsored by Spanish Club
NO CHARGE

Northwestern
OKLAHOMA STATE UNIVERSITY

NWOSU
Approved
Student Services
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013
Please type your responses into the boxes provided.

<table>
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<th>Faculty/Staff Name</th>
<th>Claudia Young</th>
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<td>School/Department Name</td>
<td>Arts and Sciences/English Foreign Language &amp; Humanities</td>
</tr>
<tr>
<td>Primary Campus Location (check one)</td>
<td>Alva ✓ Enid Woodward</td>
</tr>
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</table>

Diversity is referred to as differences among people in a given population that can include, but is not limited to: Ethnicity, Race, Gender, Age, Religion, National Origin, Language, Socio-Economic Vulnerability, Exceptionalities and Sexual Orientation.

**Category 1**
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

As member of the American Association of University Woman, I am contributing to make the Alva branch diverse.
Chinese Acrobats (attending)
Woods County Fair (volunteer)
Festival of Cultures (collaborator)
Supporting the Hispanic Heritage Month with Piñata Breaking (collaborator)
Day of the Dead (coordinator)
Hispanic American Leadership Organization (sponsor)
Medieval and Renaissance Faire (collaborator)

**Category 2**
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

Attending to a Conference in Lima, Peru gave me the opportunity to share experiences and interchange knowledge with colleagues, and after my visit share in the classroom what I have learned from there. I support my classes with materials and original realia from Peru.

In Spring 2012, I have a Spanish class diverse. This is something unique within my three years in NWOSU. My students and I have created an atmosphere of tolerence and respect during the whole semester. They have shown interested to learn ways of living in Latin American countries while discussed and compared cultures, habits, and traditions that make countries different to the United States. My students have had the opportunity to analyze topics from different perspectives than never before thanks to diverse ethnicities in the classroom.

I just came from a Conference in Connecticut where I learned the ways to teach in different Latin American countries and some research made in the USA. After my trip, I shared the content with my classes, and it was very enriching for my students.
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013

Please type your responses into the boxes provided.

<table>
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<tr>
<td>Dr. Kay Decker</td>
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Category 1
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

- Attended the NE Oklahoma Economic Development Conference and presented a paper about Arts in Community Development. Focus on Cultural Heritage.
- Attended the Oklahoma Arts Conference and presented a paper about Arts in Community Development. Focus on Cultural Heritage.
- Presented a paper at the 20/20 Conference for Preservation Oklahoma which focuses on cultural heritage.
- Attended the Statewide Preservation Conference in Tahlequah which focused on the Cherokee Tribal Heritage Preservation.

Category 2
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

I teach Social Diversity to all Social Science and Social Work students. I serve as Chair of the University’s Diversity Committee. In all classes that I teach I present current demographic changes in the United States and the problems and issues which confront ethnic minorities nationwide.
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013
Please type your responses into the boxes provided.

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<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>Jeff McAlpin</th>
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<tr>
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**Category 1**
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

Each year as a part of In-service training at BJCC we cover components of understanding the impact of race and ethnicity within the inmate population and how we can adjust our presentation of materials to better serve the diverse population.

**Category 2**
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

All of the classes I teach within the Social Service department are sociological or criminogenic in nature and will always contain discussions of the above mentioned areas of race, ethnicity, gender, age, religion, socio-economic status, national origins, exceptionalities, and sexual orientation.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kddecker@nwosu.edu (due 4-26-13)
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013

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<table>
<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>Dr. Aaron Mason</th>
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**Category 1**
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

On April 8th, 2013, the NWOSU Apologia Society, sponsored by Dr. Aaron Mason and Dr. Eric Schmaltz, hosted a guest speaker. The Speaker was Dr. Edwin Yamauchi, Professor of History Emeritus from the University of Miami in Oxford, Ohio. Dr. Yamauchi is an expert on the history of the middle east. He speaks numerous languages and possesses expertise regarding the cultures of ancient middle eastern peoples. He provided faculty, staff, students and interested persons from the community with a lecture regarding the society, languages and history of the peoples and cultures of the Old Testament. Students were exposed to writings in Hebrew, Aramaic, Egyptian Hieroglyphic, Greek, Sumerian Cuneiform, Latin, and other languages. Also, the various cultures of these societies were mentioned. In this regard, he helped the audience understand the varying and diverse elements which provided the backdrop and conditions which produced this important document used by both Western and non-Western Civilizations today.

**Category 2**
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.
On October 8th, 2012, the Institute for Citizenship Studies hosted Dr. Steven Rogers for its annual Cultural Lecture Series event. Dr. Rogers served in the U.S. Department of Justice for 32 years. His lecture focused upon his work of investigating Nazi war crimes and the efforts he produced to deport individuals seeking U.S. citizenship who were implicated in Nazi war atrocities. His lecture provided students and the public with a discussion of the cultural, religious and ethnic diversity of those persecuted in the holocaust and the efforts of the U.S. government to prosecute them.

In conjunction with Dr. Tony Wohlers, Dr. John Wood and Dr. Eric Schmaltz, I co-authored a published article dealing with water issues in Oklahoma. This is significant in that the article dealt with among other things the fact that the allocation of water in Oklahoma is complex. This complexity is manifested via the fact that there are numerous Indian tribal claims to the water. This federal dynamic makes the situation more unique than in some other states where these claims may not exist or may not be so acute as they are in Oklahoma. The citation for the article is as follows:


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<thead>
<tr>
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<th>Dr. Eric Schmalz</th>
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<tbody>
<tr>
<td>School/Department Name</td>
<td>Social Sciences (History)</td>
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<tr>
<td>Primary Campus Location (check one)</td>
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**Category 1**

Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

**Generally, I speak, write and publish on topics concerning ethnicity and nationality** (especially German Diaspora) in Eurasia during the Nazi and Soviet periods, but I also branch out into areas on culture, religion, politics, ethnicity, race, and migration, etc., not necessarily related to the Holocaust or ethnic Germans in the former Soviet Bloc countries. The following are completed projects or works in progress from the past academic year:

**BOOKS/MONOGRAFHS**

**BOOK PREFACE**

**ARTICLES (ONLINE)**
JOURNAL ARTICLES (June 2012-May 2013)

- Comparative Book Review: “The Voices in Exile Have Returned: Recent Scholarship on Ethnic German Letters from the Soviet Union Published on the Great Plains from 1917 to 1937.” Yearbook of the Society for German-American Studies - 2013, University of Kansas at Lawrence (Solicited and forthcoming in summer 2013).

- “The American Volga Relief Society and the North Dakota Citizens’ Relief Association in Relation to the American Relief Administration during Soviet Russia’s ‘Great Famine’ of 1921-1923.” Heritage Review (Bismarck, ND) 43:2 (June 2013). (Forthcoming.)


NEWSLETTER ARTICLES (June 2012-May 2013)


CONFERENCES AND PRESENTATIONS (June 2012-May 2013)


- “Germans from Russia in Oklahoma and Family History Research.” Presentation at the Oklahoma History Center in Oklahoma City, discussing family history research of descendants of German-Russian heritage in Oklahoma and the Great Plains states. Provided a brief history of the migration of German-Russians into the region and then highlighted some of the key publications, archival records, heritage and professional organizations, Websites, and family history research trends of this group today. Oklahoma City, OK, Jan. 19, 2013.

- “Germans from Russia in Oklahoma and Family History Research.” Presentation to the Golden Spread Chapter of the American Historical Society of Germans from Russia, Shattuck, OK, Oct. 21, 2012.


- “Germans from Russia in South America.” Presentation to the Central Oklahoma Chapter of the American Historical Society of Germans from Russia, Weatherford, OK, Aug. 18,
2012.

- “Those Other German Records: Germans from Russia in Oklahoma and Family History Research.” Presentation to the Oklahoma Genealogical Society, Oklahoma City, OK, July 2, 2012.
- “A People on the Move: The Germans from Russia Diaspora as a Transnational Community after the Cold War.” Presentation at the Workshop on the German Diaspora in Eastern and Central Europe and the Former Soviet Union sponsored by the School of Government and International Affairs at Durham University, England, June 22-23, 2012.

MEMBERSHIPS
- American Historical Society of Germans from Russia, Lincoln, NE.
- Germans from Russia Heritage Society (GRHS), Bismarck, ND.
- Germans from Russia Oregon and Washington GRHS Chapter (GROW), Portland, OR.
- Society for German-American Studies (SGAS), Cincinnati, OH.

PROFESSIONAL DUTIES
- Co-executive Director of the Northwestern Oklahoma State University Institute for Citizenship Studies, 2010-present.
- Co-senior Editor, Civitas: The Journal of Citizenship Studies, Northwestern Oklahoma State University Institute for Citizenship Studies and Social Sciences Department (First annual issue published in late 2012 focusing mostly on immigration and local history topics).
- Editor, Heritage Review (Quarterly journal of the Germans from Russia Heritage Society, Bismarck, ND), 2010-present. (Contributing editor from 2008 to 2010.)
- Contributing Editor, Germans from Russia Oregon and Washington (GROW) Newsletter (Quarterly publication), 2008-present.
- Journal Editorial Board Member, Journal of the American Historical Society of Germans from Russia (Quarterly journal of the American Historical Society of Germans from Russia, Lincoln, NE), 2008-present.
- Member of Board of Academic Advisors, the Center for Volga German Studies at Concordia University, Portland, OR, 2008-present.

SPECIAL PROJECTS
- Scriptwriter and historical consultant for television documentary on Germans from Russia in South America produced by Prairie Public Broadcasting in Fargo, North Dakota, and the Germans from Russia Heritage Collection at the North Dakota State University Libraries in Fargo. Started in summer 2012. Includes travel to Argentina in late 2013. Expected film premier in 2014 or 2015.

Category 2
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.
CLASSEST ROOM INSTRUCTION

In all my classes this past academic year, I have treated a host of issues concerning race and ethnicity, class, culture, gender, ideologies, modernity, nationalism, migration of peoples, genocide and repression, and global economic trends.

- In my Modern World Civilization surveys, for example, I summarized the rise of the modern Western world and its relationship to globalization since the late Middle Ages, notably developments like the colonization of the Americas, the growth of democracy and religious pluralism, the rise of the nation-state, the legacy of Western imperialism in Africa and Asia (1850-1914), and the global economic and cultural impact of the Industrial Revolution since 1750.

- For the Non-Western Civilizations surveys, I approached the history of human origins (hunter-gatherers) and the development of civilizations in Africa, Asia, and Latin America (as well as the Mediterranean world) from ancient times to the present with a strong socio-anthropological and comparative approach. I also devoted special attention to the great intellectual and religious traditions of the world, since they all originated in Asia (Hinduism, Buddhism, Confucianism, Judaism, Hellenistic philosophy, Christianity, and Islam). After laying the foundations of the major non-Western civilizations, I also considered the developing world's varying responses to the growth of Westernization since around 1500, which constituted the last great paradigm shift in human history. The course basically covers 40,000 years of human history, from early humans and the Neolithic Revolution (First Agricultural Revolution) to the globalization phenomenon.

- For my upper-level American Colonial History (1492-1789), I provided background on the pre-Columbian migrations and cultural groups. In addition, I discussed aspects of different migrations of European ethnic and religious denominations to America during the colonial period. Finally, I acknowledged the legacy of mercantilist policies, British political thought, the Enlightenment, the "Middle Passage" (as part of the Transatlantic System), and the African-American experience especially in the Southern colonies during this era.

- In my U.S. History (1783-1840) class, I considered the country's growing sectional divisions over the slavery issue. I also noted how many early reform impulses of the young American republic, including abolitionism and women's suffrage, overlapped and even had roots in the Second Great Awakening. Moreover, I discuss President Jackson's Indian Removal policies of the 1830s and the growth of the two-party system and democratic traditions.

- My upper-level Modern Russia History class (since 1917) included discussions on general Soviet nationality policies beginning in the 1920s, notably korenizatsiya (nativization policy), as well as specific mention of the Ukrainian Famine-Genocide of 1932-1933 (Holodomor), "Russification" policies, the political purges of the Great Terror of 1937-1938, and the mass deportation of Soviet national minorities under Stalin between 1938 and 1951. Moreover, I discussed the social, cultural and demographic impact of industrialization, collectivization, and education on the Soviet population. For the last part of the class, I delved into the origins, development and conclusion of the Cold War (1945-1990), even discussing the Soviet dissident movement as well as human rights and emigration rights issues.

- In my upper-level course, History of Middle and Far East Asia, I analyzed the Islamic Middle East, India, China, Central and Southeast Asia, Korea, and Japan from the post-classical period to the present (since around the seventh century). In addition, I considered the essential intellectual and religious traditions of the expansive continent. I concluded the last part of the class with the impact of European imperialism, Westernization and globalization on these respective regions.
UNIVERSITY-SPONSORED PUBLIC EVENTS (June 2012-May 2013)

- Along with Dr. Aaron Mason, hosted on behalf of the university-sponsored student group The Apologia Society of Northwestern Oklahoma State University a special public lecture by noted scholar Dr. Edwin M. Yamauchi of Miami University in Ohio entitled “Archaeological Discoveries and the Old Testament” in Alva, OK, on Apr. 8, 2013. He treated historical linguistic, ethnic, and cultural aspects of the ancient Middle Eastern world in connection with recent archaeological and academic findings.

- Hosted Dr. Steven B. Rogers’ talk, “Under the Glass Dome: Studying the Past to Understand the Future.” Annual Cultural Heritage Lecture Series of the Northwestern Oklahoma State University Institute for Citizenship Studies and the Department of Social Sciences. October 8, 2013. Rogers discussed how his education helped prepare his career in the U.S. federal government and then outlined his duties as the first historian for the newly created Office of Special Investigations (OSI) in the Criminal Division of the U.S. Department of Justice which assumed full jurisdiction for the investigation and prosecution of Nazi persecutors residing in the United States. During his tenure at OSI, he served as case historian on several proceedings involving Nazi atrocities in Latvia, Lithuania and Estonia. He also served as acting director for research and case development, and later as senior historian for special projects. It was in this latter capacity that he monitored the various U.S. border lookout systems attempting to interdict Nazi persecutors attempting to enter the country. He served on special task forces investigating the postwar fugitives Klaus Barbie and Josef Mengele, Nazi gold and other Holocaust-era assets (for which he received the Deputy Assistant Attorney General’s Award for Special Initiative), and finally he was OSI’s point man on the review of millions of pages of recently declassified records released by federal agencies to the National Archives and Records Administration.

- Co-director with Dr. Aaron Mason of the NWOSU Secondary Teachers’ Workshop on the U.S. Civil War hosted by the Northwestern Oklahoma State University Institute for Citizenship Studies and Department of Social Sciences and held in conjunction with the Oklahoma Humanities Council and the National Endowment for the Humanities. Also presented a session topic: “The Abolition of American Slavery and Russian Serfdom: A Comparison.” Alva, OK, June 11-14, 2012.

UNIVERSITY SERVICE/FACULTY COMMITTEES

- College Republicans Campus Advisor, Northwestern Oklahoma State University, 2010-present.

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Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013

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<tr>
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<td>Woodward</td>
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**Category 1**
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

As a Latin Americanist, everything I do relates to diversity. In my courses, an understanding of Latino culture is necessary.

**Category 2**
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

See above.

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**Category 1**

Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.


I spoke to the Alva Rotary Club on the subject of “African American Soldiers in the American West”.

I delivered a one-hour public lecture at the Sod House Museum in Aline, Oklahoma, on the subject of “Buffalo Soldiers” [black troops in the American West of the late nineteenth century].

I presented an original paper entitled “Ranch Hands and Rodeo Stars: Cowboys of African Descent in the American West” at the 2012 biennial Maple Leaf and Eagle Conference [of American Studies] in Helsinki, Finland.

I presented an original paper entitled “Black Hockey Players in Europe” at the Putting It on Ice Conference [about the sport of ice hockey] in Halifax, Nova Scotia, Canada.

I revised and expanded the paper mentioned above (“Black Hockey Players in Europe”) which has been accepted for publication in The Hockey Research Journal.

I spoke at the NWOSU Civil War Teachers’ Symposium on “Black Troops in the Civil War and Beyond.”

I revised and expanded an original paper, “African American Explorers on the Western Frontier,” which has been accepted for publication in The Journal of the West.
Category 2
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

I require all of my students in my HIST 1483 classes to read Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself.

I require all of my students in my HIST 1493 classes to read Farewell to Manzanar (about Japanese Americans being interned in concentration camps in the United States during World War II).

I taught HIST 3723 ("African American History") to seven upper-division and graduate students.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013

Please type your responses into the boxes provided.

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<tr>
<th>Faculty/Staff Name</th>
<th>Kirk W. Rogers, Instructor Of Criminal Justice</th>
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<tbody>
<tr>
<td>School/Department Name</td>
<td>School Of Arts And Sciences, Department Of Social Sciences</td>
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<tr>
<td>Primary Campus Location (check one)</td>
<td>Alva X Enid Woodward</td>
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Diversity is referred to as differences among people in a given population that can include, but is not limited to: Ethnicity, Race, Gender, Age, Religion, National Origin, Language, Socio-Economic Vulnerability, Exceptionalities and Sexual Orientation.

**Category 1**
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

I haven’t participated in any extra-curricular or professional development activities during the 2012-2013 academic year that have incorporated or offered a diversity component, but I do try to incorporate a diversity component into all of the Criminal Justice classes that I teach to the Alva Campus, Woodward Campus, and Enid Campus of Northwestern Oklahoma State University. The diversity component that I try to incorporate into these classes stress the importance for law enforcement officers to be accepting and understanding during their interactions with other cultures, religions, and people of different races and sexual orientation.

**Category 2**
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

In all of the Criminal Justice classes that I teach at Northwestern Oklahoma State University, I try to engage the students in discussions pertaining to diversity issues, and stress to the students in these classes that a good law enforcement officer does not let issues like race, ethnic background, religious preference, sexual orientation, or other social and economic factors determine how they interact with the members of the public.

The goal of teaching this type of acceptance to the students in the Criminal Justice Program is to encourage them to treat everyone the same during their interactions with people on calls for service when they graduate and become law enforcement officers.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu (due 4-15-10)
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013

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<th>Faculty/Staff Name</th>
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<th>School/Department Name</th>
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<tr>
<td>Department of Social Work</td>
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Category 1
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

Northwestern Oklahoma State University social work faculty and students recently attended the National Association of Social Workers (NASW) 37th Annual Oklahoma State Conference held March 24-26, at the University of Oklahoma’s College of Continuing Education.

This year’s conference theme was “Resiliency, Weaving, and Advocacy.” Northwestern was represented by social work majors, as well as Kylene Rehder, social work program director and chair of the department of social work and Casie Brittain, social work interim director of field education.

Students in attendance included social work seniors: Crystal Bryant, Lacey Vaughan, and Jason Thompson

The keynote address was presented by Dr. Jeane W. Anastas, President of NASW. During the conference, social work practitioners and students had the opportunity to attend over twenty different workshops covering topics such suicide prevention, addressing needs of Latino immigrant families, Medicaid, health literacy, self-care, narrative therapy, social work ethics, disaster preparedness and response, moral injury, working with veterans, and social work licensure requirements and policy updates.

During the conference, Sharolyn Wallace, President of NASW-OK presented Northwestern student Lacey Vaughan with the Undergraduate Student of the Year Award. In addition, Professor Rehder and social work senior Jason Thompson, members of NASW-OK Public Education Campaign steering committee, assisted with a presentation to launch the public education campaign to promote the social work profession in Oklahoma. Both Rehder and
Thompson currently serve on the NASW-OK Board of Directors.

NASW offers various trainings and information in relationship to our code of ethics. 
{1.05 Cultural Competence and Social Diversity} and training sessions on cultural 
competence, sexual orientation, diversity, gerontology, international social work, and 
populations at risk.

List of Workshops Attended which relate to diversity:
2012-2013: Promoting Consultation And Collaboration With Oklahoma Tribal Nations; Women In 
Prison; Addressing Needs of Latino immigrant families; Social Work: A Woman's 
Workforce; Suicide Prevention: Suicide Nomenclature Suicide Risk And Assessment, And 
Safety Planning; Moral Injury: Repairing Souls of Our Returning Soldiers

Northwestern students celebrate Social Work Month at the capitol

Students from the Department of Social Work at Northwestern Oklahoma State University recently 
attended the National Association of Social Workers-Oklahoma (NASW-OK) chapter legislative day 
at the state capitol in honor of social work month. Social work students and professionals were in 
attendance to learn about legislative issues impacting the social work profession. Legislative day 
provides an opportunity for social work students and practitioners to participate in macro-level 
practice and learn effective ways to advocate on the behalf of others.

"Legislative day is always an exciting opportunity for students because they learn effective policy 
action and ways to formulate policies that advance social well-being," said Kylene Rehder, 
Department of Social Work chair. Speakers included Mary Jo Kinzie, NASW-OK executive director; 
NASW-OK Political Action Election Campaign (PACE) chair Priya Desai and several legislators. 
Participants had the opportunity to visit the Senate and House chambers and speak with senators 
and representatives.
Northwestern students in attendance were Kylie Pethoud, Seiling sophomore; Jennifer Diener, Enid senior; Jennifer Ghigna, Enid senior; Amber Cook, Yukon junior; Whitney Austin, Pratt (Kan.) junior; Ana Gomez, Enid senior; and Brittany Stewart, Enid junior.

In honor of social work month, Whitney Austin, Brittany Stewart, Rep. Jason Nelson and Amber Cook take a moment to pose for a photo at the state capitol.

During a trip to the capitol for legislative day, Northwestern students (from left) Ana Gomez, Jennifer Diener and Jennifer Ghigna are photographed with Mary Jo Kinzie, National Association of Social Workers-Oklahoma chapter executive director.

Category 2
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

The social work curriculum is committed to providing a learning environment which models respect for diversity and a commitment to ending discrimination and promoting social justice. The curriculum provides students with an historical perspective of the profession, human rights movements, and policies. Students are asked to integrate this historical foundation with current policies in order to build a framework of cultural competency and ethical practice. Faculty and curriculum guide students in the creation of social justice models from the foundational knowledge and the culturally and ethically competent framework for use in practice throughout the rural region and in practice contexts beyond the region. (Core Competencies 1, 2, 4, 5, 8, 11)
The social work curriculum focuses on two core competencies related to diversity. Core Competency 4: Engage diversity and difference in practice.

Practice Behaviors:
14. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
15. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
16. recognize and communicate their understanding of the importance of difference in shaping life experiences
17. view themselves as learners and engage those with whom they work as informants and

Core Competency 5: Advance human rights and social and economic justice.

Practice Behaviors:
18. understand the forms and mechanisms of oppression and discrimination
19. advocate for human rights and social and economic justice
20. engage in practices that advance social and economic justice

The social work program offers a course which focuses on issues of diversity.

SOCW 3523 Social Diversity: SOCW 3523 is offered every Fall semester and focuses on an examination of how diversity characterizes and shapes the human experience and is critical to the formation of identity. This course emphasizes Core Competency 4, which supports student’s mastery in engaging diversity and difference in practice. The curriculum for this course is designed around the conceptualization of diversity as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. This course presents theories about the relationship between diversity, social injustice, and oppression and examines the ethical issues in relation to social conflict and cooperation. SOCW 3523 assists students in engaging in culturally, competent practice and developing an understanding that a consequence of difference may result in oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim.

This course reinforces critical thinking (Competency 3) and human rights and social and economic justice (Competency 5). SOCW 3523 is designed to prepare students for the social work practice curriculum sequence by providing students with a foundational knowledge on the importance of diversity.

Educational Policy 3.1—Diversity
The Social Work Program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of Field Education settings and their clientele; composition of Social Work Program advisory or field committees; educational and social resources; resource allocation; Social Work Program leadership; speaker series, seminars, and special Social Work Programs; support groups; research and other initiatives; and the demographic make-up of its faculty,
The Department of Social Work strictly adheres to the policy and procedures provided by the University. Membership in the social work student organization, Social Workers Association of Tomorrow (S.W.A.T.), is open to all Social Work Majors and pre-majors without regard to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, or sexual orientation. Admission criteria for the major and for the Field Experience are non-discriminatory and applied without bias.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kdecker@nwosu.edu
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013

Please type your responses into the boxes provided.

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<tr>
<th>Faculty/Staff Name:</th>
<th>Dr. Tim Maharry</th>
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<tr>
<td>School/Department Name</td>
<td>School of Arts &amp; Science/Mathematics &amp; Computer Science Department</td>
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<td>Primary Campus Location (check one)</td>
<td>Alva Enid Woodward</td>
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Category 1
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

1) I am the campus Coordinator for the LS-OKAMP-STEM program. The LS-OKAMP program provides scholarships for minority students majoring in Math, Computer Science, Biology, Chemistry, or Pre-Engineering at Northwestern. LS-OKAMP-STEM stands for the Louis Stokes Oklahoma Alliance for Minority Participation in Science, Technology, Engineering, & Mathematics. The goal of the OKAMP program is to increase participation by minorities in math & science related fields. Northwestern is one of 11 partner institutions in the program and every fall semester a student research symposium is hosted by the OKAMP schools. At this symposium, undergraduate minority students from schools across Oklahoma can present research in science and/or math to a panel of judges & observers. The LS-OKAMP program is funded by a grant from the National Science Foundation. During the 2012-2013 academic year, three Northwestern students participated in the OKAMP program and received scholarships.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kdecker@nwosu.edu (due 4-26-13)
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013
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<td>School/Department Name</td>
<td>School of Arts and Sciences/Mathematics and Computer Science</td>
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**Category 1**
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

**Team UP Developmental Education Conference – Atlanta, GA**
(Rode public transportation, learned about Battle of Atlanta and role the African American played, learned interesting details concerning African American women and the work place at an original diner, Mary Mac’s)
OACTE Conference – Broken Arrow, OK
(Speaker: “Preparing Your College for a Global Perspective”)

**Category 2**
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu (due 4-26-13)
Faculty Diversity Documentation Guide  
Academic Year 2012-2013

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<th>Faculty/Staff Name</th>
<th>Dr. Sheila Brintrall</th>
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<td>School/Department Name</td>
<td>Mathematics and Computer Science</td>
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NWOSU Teacher Education Faculty (TEF) accept and embrace NCATE’s definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

**Category 1 Understanding Diversity**
What do you believe or value in relation to diversity? Describe activities in which you engage that provide evidence of how you continue to foster your understandings of social, community, campus, student, and/or classroom diversity concepts and issues.

I have respect for and value all the different types of diversity that are encountered living in this global environment. I try to keep an open mind and embrace all the unique attributes each individual has to offer.

**Category 2 Respecting Diversity Across Campus**
Describe the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted or celebrated diversity issues.

I encourage (by giving bonus points) my students to attend campus offerings that promote diversity. I also enjoy participating in the World Dinner put on by the International Student Association.
Category 3 Diversity in the Classroom
What is your general approach to exploring and understanding diversity in the classroom? How is your syllabus designed to reflect diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity?

I try to incorporate as much diversity in the classroom as possible while still covering the required curriculum. I bring out the diverse natures of the people who developed mathematics and the diversity of the people who use mathematics.

Category 4 Pursuing Diversity
Describe the methods in which you encourage diversity by including, promoting, and recruiting others to practice inclusion and respect for difference? How do you advocate for greater engagement among professionals in regard to diverse students and how do you promote social justice?

When I attend conferences, I search out presentations that discuss diversity. I try to broaden my knowledge when I get the chance.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013

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<th>Faculty of Department of Natural Science (specified in parentheses)</th>
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<td>Department of Natural Science</td>
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**Category 1**

Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

- Summer 2012 Professional development for area teachers of physics and physical science. Priority given to teachers from districts classified as "high need": 20% or greater of student population at or below poverty level and districts not meeting 100% highly qualified status; 23 total participants: 69.6% female, 30.4% male [www.nwosu.edu/ToPPS; Sponsoring two female teachers at the annual OACTE conference to present their experiences with the ToPPS program (Steve Maier)]

- Ongoing grant work for Science and Congregations, a community grant to bring to engage congregations and scientists into thoughtful dialogues of the roles science and religion play in human endeavors (Aaron Place, Cynthia Pfeifer-Hill, Jason Wickham)

- 9/22/2013 Guest presenter at Enid Pride LGBT (Lesbian, Gay, Bisexual and Transsexual) celebration on the importance of diversity in biology and society: [http://www.enidlgbtcoalition.org/enid-pride-festival.html](http://www.enidlgbtcoalition.org/enid-pride-festival.html) (Aaron Place)

- 2011 – 2013 Registered volunteer and Hut Manager for Alva Girl Scouts; attendance at Girl Scout University for professional development (Steve Maier)

- Sponsored Dr. Michael Ruse to presentation: “Darwinism and Creationism: Sibling Rivals?” on the history of the interplay between religious and scientific paradigms (Aaron Place)

- Sponsored talk: March 26, 2013 Dr. Drass, “The Wichita, Spanish, and French in the 18th Century,” Archeology at the Longest Site (Jason Wickham)

- Fall 2012 Heartland BEST Robotics: an outreach engineering program designed to accommodate schools of all SES and students of both genders (Cynthia Pfeifer-Hill, Steve Maier; Math Department)

- Spring 2013 Regional Science Fair / Local Science Fair judging: a STEM outreach/Service Learning program designed to serve area school districts of all SES and students of both genders; participants, 61.8% female, 38.2% male (Steve Thompson, Steve Maier, Venkata Moorthy)

- ***Starcreek Astronomical Society parties with the Tulsa School District third-graders and NWOSU students, involve great diversity in ethnicity, race, gender, age, sexual orientation and exceptionalities. I did initial training to try and prepare my students who would be participating. One of the exceptionalities I did not cover, but will in the future, was with unusual behavioral problems. I will cover more ground in the initial training in the future on how to handle unexpected responses. (Bobette Doerrie, Woodward adjunct)
Category 2
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

- 4/10/2013 Participation in Festival of Cultures (Cornelia Mihai, Cynthia Pfeifer-Hill)
- Fall 2012 PHSC 3114 The Creek Runs Red documentary: required laboratory and online discussion of implications of governmental policy and Earth resources in areas of less affluent (low SES) status; discussion of Quapaw land rights associated with the Picher, OK superfund site; discussion of water rights of Native Americans in southeastern Oklahoma (Steve Maier)
- Fall 2012 Indigenous peoples discussions: Anasazi and Pueblos constructing cliff dwellings in sandstone; Pacific Islanders’ folk tales of tsunami; use of scoria for food preparations
- Fall of 2012 NASA’s “7 Minutes of Terror” featuring lead female engineer used in pre-engineering calculus based physics class (Steve Maier)
- Fall of 2012 EU Commission “Promoting Girls in STEM” video discussion: discussion began as part of BIOL 4162 assignment, grew to interdepartmental conversation and ultimately an international conversation through the Association for Science Teacher Education (ASTE) (Steve Maier, Cynthia Pfeifer-Hill, Kay Decker, Beverly Warden)
- Readings and seminar courses emphasizing global role of science, international interdependence, career guidance for students of all genders (Aaron Place, Steve Thompson, Cynthia Pfeifer-Hill)
- Making available copies of LGBT (Lesbian, Gay, Bisexual and Transsexual) Pride Magazine to faculty and students (Aaron Place)
- Spring 2013: Poster presentations in Organic Chemistry II as a required class assignment under the general title: “Milestones in Organic Chemistry History”. A brief history of organic chemistry is presented starting in early 1800’s. Over the next two centuries, chemists of different national origin, languages, races and ages played key roles in expanding the frontiers of knowledge, advancing medicine and industry, and creating products from pharmaceutical compounds to polymers. (Cornelia Mihai)
- 2012/2013 Science major demographics: 107 total (freshman to senior status); 41.1% male, 58.9% female
- 2011/2012 Full time science department faculty demographics: 7 total; 28.6% female, 71.4% male

Further detailed information is available upon request (photographs, syllabi, email correspondence, etc.)
Dr. Cynthia Pfeller-Hill and Dr. Cornelia Mihai at the Festival of Cultures with NWOSU students.
The Natural Science Department at Northwestern Oklahoma State University articulates and follows the diversity policies below:

1. The Department of Natural Science will continually support and make available STEM outreach programs to area high school students and teachers, including those of diverse backgrounds.

   - **Heartland BEST Robotics** (Boosting Engineering, Science and Technology) offers participants direct experience with challenging engineering problems. Because BEST is a free program without county restrictions, school districts of any socioeconomic status may participate. Top finishing teams are allotted travel stipends to encourage participation at the regional level in Ft. Smith, Arkansas. Teams competing at the regional level are eligible for national competition. [www.nwosu.edu/BEST](http://www.nwosu.edu/BEST)

   - **Northwest Oklahoma Regional Science Fair** is an event restricted to students in 13 counties of northwest Oklahoma as part of the greater state science fair system. By location, the region served is rural. Participants of the regional fair are eligible for category awards, scholarships and special awards—including special awards specifically for females or other underrepresented populations. Up to 24 projects may be selected for participation at the state level in Ada, Oklahoma. Participants for up to three projects are selected and fully funded to attend the International Science and Engineering Fair (location varies).

   - **Teachers of Physics and Physical Science** is an OSRHE Title II ITQ grant funded professional development opportunity for Oklahoma teachers. 29 participants were involved in 2011, 23 in the summer of 2012 and up to 25 in the summers of 2013 & 2014. Teachers who are from high need Local Education Agencies (LEA’s) receive preference. High need LEA districts are state defined districts: 20% or greater of student population are at the poverty level or below AND the district has yet to meet the 100% highly qualified status. These are the districts that generally represent low socio economic status residents of Oklahoma. [www.nwosu.edu/ToPPS](http://www.nwosu.edu/ToPPS)

NWOSU students are provided opportunities to assist with each of these events to earn upper level science course credit, for optional extra credit in coursework (as deemed appropriate by the instructors), as student workers, for gaining field experience hours or on a voluntary basis.

2. The Department of Natural Science is committed to supporting the university’s mission to enhance understanding and awareness of diverse cultures within a global society.

   The department will continue to:

   - **Recruit highly qualified students and faculty to our science programs regardless of gender, sexual orientation, religion, racial or ethnic group or socio-economic status.**

   - **Award Science Foundation Scholarships to qualified students regardless of gender, sexual orientation, religion, racial or ethnic group or socio-economic status.** (A few scholarships have geographic and gender qualifications based on the wishes of the donors. Some scholarships are restricted to students from certain counties and a few scholarships are given to just female students. The Fisher and Foster awards are given only to female upper classman in biology and pre-veterinary tract curricula, respectively.)

   - **Continue to cover material in our science classes regarding the life and works of significant scientists regardless of their gender, sexual orientation, religion, racial or ethnic group or socio-economic status.**
• Involve students in independent research and prepare them for admission to professional programs in medicine and science or science related careers regardless of gender, sexual orientation, religion, racial or ethnic group or socio-economic status.

• Encourage faculty to pursue creative means of incorporating diversity into coursework and programs for all NWOSU students. (Discussing historical and significant achievements of a diverse nature as appropriate in classes, inviting speakers of diverse backgrounds to campus, inviting speakers to present material of diverse nature, etc.)
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013
Please type your responses into the boxes provided.

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<th>Faculty/Staff Name</th>
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<td>School/Department Name</td>
<td>Natural Science</td>
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<td>Primary Campus Location</td>
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**Category 1**
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

I viewed and considered the powerpoint presentation on diversity that was made available; I did not have an opportunity to discuss it in a group, but I have been paying more attention.

**Category 2**
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

Our star parties, especially the educational activities with the Tulsa School District third-graders, involve great diversity, in ethnicity, race, gender, age, sexual orientation (in my NWOSU students) and exceptionalities. I did initial training to try and prepare my students who would be participating, but did get some surprises! One of the exceptionalities I did not cover, but will in the future, was with unusual behavioral problems. I will cover more ground in the initial training in the future on how to handle unexpected responses.

One little girl, apparently to get attention, suddenly pointed at one of my male students and shouted "He hit me!". The student was stunned, because I had seen him working well with the children and he had gone on to another group. The teachers and sponsors just distracted her and it never came up again.
NWOSU Diversity Report 2012-2013
School of Professional Studies Documentation
Faculty and Staff Diversity Documentation Guide

Academic Year 2012-2013

Please type your responses into the boxes provided.

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<tr>
<th>Faculty/Staff Name</th>
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<td>School/Department Name</td>
<td>NWOSU?Psychology</td>
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Category 1
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

Online workshop on teaching the history of psychology with Alexandra Rutherford discussing including women in the history of psychology.

Category 2
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

Diversity issues are incorporated throughout the psychology curriculum at both the undergraduate and graduate level as diversity awareness is a goal of the department.

Two specific instances are:
I continue using a history of psychology textbook that incorporates gender and racial diversity and discusses psychology in other countries and how it has been indigenized to fit cultural factors in countries around the world. I also include topics on the eugenics movement that impacted mentally challenged and mentally ill Americans in the early 20th century.

I discuss how culture affects the research process as a topic in the research methodology.
class. I also discuss the need for sensitivity when collecting data from people with different beliefs or backgrounds.

I have brought gender and global issues into the discussions in the positive psychology seminar I am teaching this semester.

My selected reading list for the psychology readings course includes books on diverse topics including race, gender, and age as well as psychology as it is interpreted through Buddhist culture.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu (due 4-26-13)
Faculty and Staff Diversity Documentation Guide  
Academic Year 2012-2013  

Please type your responses into the boxes provided.

| Faculty/Staff Name       |  |
|-------------------------|  |
| Karen Sue Linstrum      |  |

| School/Department Name   |  |
|--------------------------|  |
| Psychology Department    |  |

| Primary Campus Location (check one) |  |
|-------------------------------------|  |
| Alva                                | X |
| Enid                                |   |
| Woodward                            |   |

Diversity is referred to as differences among people in a given population that can include, but is not limited to: Ethnicity, Race, Gender, Age, Religion, National Origin, Language, Socio-Economic Vulnerability, Exceptionalities and Sexual Orientation.

**Category 1**  
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

**Published Articles In Print- Peer Reviewed**  

**Professional Conferences Attended**  
Fall 2012: Oklahoma Counseling Association Fall Conference, Moore-Penn Career Center, Oklahoma City, Oklahoma. Nov. 2, 2012. (Supervisory Ethics with home based clients was discussed-cultural difference concerning families and counselor).

Spring 2013: Play Therapy Spring Workshop, by Dr. Sharolyn Wallace, Ph.D. at the Woodward Northwest Domestic Crisis Services, Friday April 19, 2013. (Play Therapy with diverse populations, specifically children with brain damage due to abuse).

April 29, 2013: I was asked by the Alva Rotary Club (Terry Ross) to escort Taurna Gera, Ph.D. from the India Rotary Club around NWOSU campus. Dr. Gera attended my 9am class, toured the campus, met Dr. Moorthy, and we ate lunch as a group in the Ranger Perk room. Dr. Gera was going to stay with me, but my house does not yet have new carpet.

**Category 2**  
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.
Diversity Panel Nov. 5, 2012 with Emily Williams and Kyle Leisher as coordinators. See pictures below. As a requirement for Multicultural Education class with Dr. Mackie, graduate students Emily Williams and Kyle Leisher organized faculty and several international students to discuss how NWOSU staff and faculty could better support and understand cultural differences in all areas: academic, food, dormitory life, social, etc.

Theories of Psychological Testing undergraduate course: several class periods devoted to cultural bias of tests and assessments.

Child Guidance undergraduate and graduate level course: discuss how some cultures may not adhere to animal assisted therapy-see animals for work, not as pets; discuss how some cultures may not adhere to art therapy-see the activity as fun, not therapeutic.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kdecker@nwosu.edu (due 4-26-13)
Faculty Diversity Documentation Guide
Academic Year 2012-2013
Please type your responses into the boxes provided.

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<td>Steven Wade Mackie, PhD</td>
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NWOSU Teacher Education Faculty (TEF) accept and embrace NCATE’s definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

**Category 1 Understanding Diversity**

What do you believe or value in relation to diversity? Describe activities in which you engage that provide evidence of how you continue to foster your understandings of social, community, campus, student, and/or classroom diversity concepts and issues.

Professionally, I engage my students in a wide-range of scholarly reading covering many diversities: ethnicity, race, gender, age, exceptionalities, religion, national origin, languages, socio-economic status, sexual orientation, and ecological. For example, all undergraduate education majors read Jonathon Kozol’s SAVAGE INEQUALITIES. All graduate education majors read RETHINKING MULTICULTURAL EDUCATION. Also, all undergraduate education majors must take part in a full day field trip to either OKC or Wichita to experience urban education in action!

Personally, I partake in global travel in order to stay stoked and feed my intellect in order to infuse my courses with the most up to date research on how global and national issues are impacting education. The past year I spent time in several culturally and racially diverse educational settings: Berkeley, CA and Washington DC. In Berkeley I was researching Alice Water’s Edible School Yard Project, part of MLK Middle School. In Washington DC I was researching Sheridan School (K-8).

**Category 2 Respecting Diversity Across Campus**

Describe the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year, which have incorporated or highlighted or celebrated diversity issues.

Besides the response in Section #1 I show films examining different lifestyles, cultures, and ecological zones. I host guest speakers having a different point of view. I am also the faculty sponsor of the student group, CORE - Conserving Our Ranger Environment, which started an environmental film series this year allowing different perspective on the environment. This year we showed the Oscar nominated film IF A TREE FALLS and THE LORAX with a panel discussion following each film. I also teach a graduate course titled Multicultural Education.
Category 3 Diversity in the Classroom
What is your general approach to exploring and understanding diversity in the classroom? How is your syllabus designed to reflect diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity?

I attempt to meet the diverse array of needs of my students by taking the time to get to know them. As reflected in NCATE's definition of diversity, diversity is much more than meets the eye (race). In short, where and who my students are is where I begin manipulating my lessons on "diversity". I start with them in order to support them. My Introduction to Education students performed three skits demonstrating their wide understanding of diversity in the classroom for the visiting NCATE visiting team. As a result, for the first time, the Division of Education was not penalized for diversity!

Category 4 Pursuing Diversity
Describe the methods in which you encourage diversity by including, promoting, and recruiting others to practice inclusion and respect for difference? How do you advocate for greater engagement among professionals in regard to diverse students and how do you promote social justice?

As a teacher educator, preparing my students for difference is a cornerstone of my job. First, I take the philosophical point of view by asking my students, "What is difference? How do you respond to difference?" Obviously, we must back the truck up and self-reflect on who we are as human beings before we can identify anything different than ourselves. I do this activity in the Introduction to Education course. It is in this course that students start to seriously examine educational issues and form opinions about them. Later on down the road, when the teacher candidates are student teaching, it is my responsibility to see that all the public school students' needs are being meant by the student teacher. This includes keeping the issue of diversity on the front burner for the student teacher. I am constantly commenting on how to expand the curriculum by including different points of view. These points of view include a change in perspective, meaning looking at and issue or subject through the eyes of a different race, age of individual, religion, sexual orientation, etc...

I also teach a graduate course titled Multicultural Education. The final project is a student-designed Social Action Project. Here is the project as described in the syllabus:

"Social Action Project: Individually, or in groups of two, students will be expected to conceptualize, then carry out a social action project related to multicultural education. Students can either develop their own social action methods for addressing some form of oppression in schools, or they can become active in committees or programs already developed to affect change or heighten awareness around certain topics. Social action projects are required to have a service component (1-2 hours a week for 6 weeks). Each student (regardless if conducted individually or in a group) will describe their project in a written report (8 pages) and will compose a very brief PowerPoint presentation to the class. It is expected that the final outcomes of this Social Action Project are professional
and conference quality. It is also expected that each student will join and submit a proposal to the annual OESA Conference. The final report and PowerPoint are due on BlackBoard before the last class.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu
Faculty Diversity Documentation Guide
Academic Year 2012-2013

Please type your responses into the boxes provided.

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<th>Christie Riley</th>
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NWOSU Teacher Education Faculty (TEF) accept and embrace NCATE’s definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

**Category 1 Understanding Diversity**
What do you believe or value in relation to diversity? Describe activities in which you engage that provide evidence of how you continue to foster your understandings of social, community, campus, student, and/or classroom diversity concepts and issues.

I believe it is important to foster diversity in all areas of the university. I support the TEF definition of diversity and I believe diversity is that it is more than the color of skin; it is the difference we can appreciate in all people. Everyone has a past unique (culture) to them as well as, life situations, thought process, learning styles, etc.. All of these considerations should be considered in the teaching and discussion of diversity.

I think there is diversity in everything we do. I think showing respect for all activities and functions across campus shows evidence of fostering the understanding of diversity.

**Category 2 Respecting Diversity Across Campus**
Describe the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted or celebrated diversity issues.

Each of the students in the 4131 Aggressive Disruptive Course is required to complete a behavior intervention plan. They are to identify a student struggling in some way at school and develop a plan to help them succeed. The students are encouraged to find out a little history of the student and work with that student to help them succeed.

I promote in my courses attending the many guest speakers brought to the campus. My
course also provides interaction with area schools in which my students work in the classrooms with the students and staff.

**Category 3 Diversity in the Classroom**
What is your general approach to exploring and understanding diversity in the classroom? How is your syllabus designed to reflect diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity?

Diversity is discussed in all of my classes. I talk to students about the importance of understanding the background of individual students in order to better meet their educational needs. Some things we talk about in relation to education and diversity are; family dynamics, culture, daily routine, learning styles, education as well as many other things.

The courses I teach promote diversity in many ways. Many chapters in the books we use cover different types of diversity. In all the lesson plans we cover we talk about student’s diverse needs and understanding their backgrounds and heritage. We also talk about special needs students and English language learners. We address accommodations that could be made as well as performing research on our own to understand different needs which need to be addressed.

I believe I promote academic and personal success among students equally, my door is always open and I will take the extra time with each student to modify lessons to meet their needs. I feel that all of our students at NWOSU come from diverse backgrounds.

**Category 4 Pursuing Diversity**
Describe the methods in which you encourage diversity by including, promoting, and recruiting others to practice inclusion and respect for difference? How do you advocate for greater engagement among professionals in regard to diverse students and how do you promote social justice?

In my course work there a chapters which talk specifically to the topic of diversity but, I take it further in asking the students to learn more about their students in order to help them succeed in school.

I feel that all students should be treated equally in regard to social justice. I think every situation is unique and should be addressed as such.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu
NWOSU Teacher Education Faculty (TEF) accept and embrace NCATE’s definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

**Category 1. Understanding Diversity**

What do you believe or value in relation to diversity? Describe activities in which you engage that provide evidence of how you continue to foster your understandings of social, community, campus, student, and/or classroom diversity concepts and issues.

First off, I am the living embodiment of diversity. While I identify myself as Black-Hispanic (hence the Iberian name) my genetic makeup is: 50% Eastern European, 43% West African and 7% First Nations. It does not get more diverse than that.

As my students will attest, I am a city boy through and through. However, while I do expose my students (most of who are Caucasian and from small, rural communities) to racial/ethnic/religious diversity in the classroom, I also ask for their input as well. I am new to a rural community, and one of the attractive features of this job was the opportunity to live and work in Small Town Middle America. I have lived in both the Deep South (any deeper and I would have been swimming in the Gulf of Mexico) and along the Atlantic Seaboard, but always in a major metropolitan area. This experience is symbiotic: As the sole urban educator in my department I and I alone can expose my students to myriad diverse reality they otherwise would never get near. At the same, their diversity and experience enables me to become a better trainer of teachers by further understanding cultures and ways of life that differ from my own.

As far as social, I honestly do not engage in social activity on campus or in Alva because of the astounding level of racism prevalent in this area. The attitude appears to be one of *if you are not from here and not willing to change all that you are and assimilate into Northwest Oklahoma’s way of life, woe betide you!* It is sickening to walk into a business establishment with my shirt and tie AND my NWOSU name plate on my chest and still be treated as a gangbanger out to stick up the joint. Call in the Black male students on campus, and you will hear story after story of discrimination at the hands of those who don’t look like them. The question is: What will be done to attempt to alleviate this?
Category 2 Respecting Diversity Across Campus
Describe the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted or celebrated diversity issues.

I hit upon the classroom activities in the preceding response. As I expressed to Drs. Lohman, Hannford and Warden the university is not ready for diversity. A lot of fear and the expectation of stereotypic, criminal behavior appears to be expected from those of us with Y chromosomes and permanent suntans.

Despite that, student Jonathan Washington and another young man whose name eludes me asked that I serve as faculty sponsor for an organization they are starting. The purpose will be to bridge the gap between the various racial and ethnic groups both on campus and in the larger community. Additionally, the hope is that with increased contact will come increased understanding and decreased stereotyping and fear.

In terms of celebrating diversity issues, come by my office. Also, I celebrate diversity just by being here. This is a rather homogenously community and university in terms of race/ethnicity and in the fact that everyone seems to be a Christian in one of Christianity’s many incarnations. I have not seen a synagogue or a mosque, and I see few ethnic minorities. How can one increase diversity without diverse people? The epitome of circular reasoning if you ask me.

Category 3 Diversity in the Classroom
What is your general approach to exploring and understanding diversity in the classroom? How is your syllabus designed to reflect diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity?

My general approach is to talk about my life experiences and have my students do the same. They have learned about ethnic minorities (many of these students have had little exposure to such) and I have learned a tremendous amount about small town living. Dr. Thompson’s daughter and her fiancé offered to teach me to drive a tractor. Jake Streek gave me some cow teeth (in a bag on the wall) that were extracted from an autopsy when some his family’s cattle died. The diversity has swung both ways.

My syllabus does not really reflect diversity, save for courses where I require students to read Kozol and Anyon.

My instructional methods have been covered. I am a bit concerned that there are not more faculty of color teaching here, because you can’t teach what you don’t know. My education from kindergarten on was led by teachers who were of various racial, religious, ethnic and national origins. I think our students are being short changed because they are not getting a similar experience and will have difficulty leaving this homogeneous community for a heterogeneous one.

The key for promoting success among students from diverse backgrounds at NWOSU is
simple. Students, while overwhelmingly Caucasian, come for a variety of socioeconomic backgrounds and have differing levels of preparation. Just like in K-12, you have to meet them where they are and get them to where they need to be.

It is difficult to promote respect for diversity, for the aforementioned reasons I clearly articulated. I do my best to understand where people are coming from and why they are the way they are, but in a lot of instances that is a one way street. I think Woods County as a whole needs to become more open minded and break down the barriers.

**Category 4 Pursuing Diversity**
Describe the methods in which you encourage diversity by including, promoting, and recruiting others to practice inclusion and respect for difference? How do you advocate for greater engagement among professionals in regard to diverse students and how do you promote social justice?

As far as the first question, I think I have answered that. It is hard to get people to respect your differences when they see you as a dumb jock/criminal. There needs to be something done to get EVERYONE to become more open minded and realize that people are all essentially the same.

As far as social justice, I am a nonviolent combination of Huey Newton and Malcolm X (sans the Black Supremist ideology). From what I have been told by students, many of my faculty colleagues need to see students and not gender/color. The key here is significant contact and the willingness to adjust one’s thought processes. Psychology teaches us that preconceptions and misconceptions are difficult to change. The question here is how do you change these two when it comes to students of color?

In closing, America has a long way to go and Woods County (OK) is a part of America. The more the area diversifies and people get used to folks who are not like them the more the problem will be alleviated. Until then, I really can’t offer a solution. I can only do what I do and hope that as the narrow minded people come to light they are dealt with accordingly.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kdecker@nwasu.edu
Faculty Diversity Documentation Guide
Academic Year 2012-2013
Please type your responses into the boxes provided.

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<th>Faculty/Staff Name</th>
<th>Roxann L Clark</th>
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NWOSU Teacher Education Faculty (TEF) accept and embrace NCATE’s definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

**Category 1 Understanding Diversity**
What do you believe or value in relation to diversity? Describe activities in which you engage that provide evidence of how you continue to foster your understandings of social, community, campus, student, and/or classroom diversity concepts and issues.

I support the definition described above that extends diversity to not just ethnicity or culture, but a wide range of applications.

Activities that I engage in that demonstrates how I foster my understanding of diversity would include being one of nine members in an ethnic, cultural, gender, age, religious, language, socio-economic diverse cohort group at Wichita State University.

I also attend diversity workshops on campus when possible. Collaborating with other college personnel who represent a diverse population also fosters my understanding of diversity concepts and issues.

**Category 2 Respecting Diversity Across Campus**
Describe the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted or celebrated diversity issues.

I teach an Introduction to Exceptionalities course and the course Supporting Special Students in the Regular Classroom. Both these courses focus on acceptance and understanding for individuals with exceptionalities within the classroom.

**Category 3 Diversity in the Classroom**
What is your general approach to exploring and understanding diversity in the classroom? How is your syllabus designed to reflect diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal
success among students of diverse backgrounds? How do you promote respect for diversity?

One of the main items I address on the first day of class in each semester, in each class is the topic of diversity within the context of our classroom. This primarily encompasses the discussions we have and how important it is that everyone is free to express their opinion without being ridiculed or disrespected. We practice being accepting of viewpoints that differ from our own. We also practice professionalism within my classes so that teacher candidates gain an understanding of how to work with someone who has differing perspectives. I teach collaboration within each of my classes. All of these and more are addressed within my course syllabi.

I promote respect for diversity by extending respect myself.

**Category 4 Pursuing Diversity**

Describe the methods in which you encourage diversity by including, promoting, and recruiting others to practice inclusion and respect for difference? How do you advocate for greater engagement among professionals in regard to diverse students and how do you promote social justice?

These topics are covered in all the education courses I teach for pre-service teachers. The lesson plans teacher candidates submit are required to include an accommodation for students who work below grade level and students who work above grade level.

I also honor and respect all individuals who request accommodations as students in my classroom whether it is extended testing time, alternate testing environment, recording classes or recruiting another student to take notes for someone.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu
Faculty Diversity Documentation Guide
Academic Year 2012-2013
Please type your responses into the boxes provided.

Faculty/Staff Name
Jennifer Oswald

School/Department Name
NWOSU/Education

Primary Campus Location (check one)
Alva  X   Enid        Woodward

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Sexual Orientation.

**Category 1 Understanding Diversity**
What do you believe or value in relation to diversity? Describe activities in which you
engage that provide evidence of how you continue to foster your understandings of
social, community, campus, student, and/or classroom diversity concepts and issues.

Individual differences are to be valued. Teaching fosters my understanding of diversity
concepts and issues because each of my students are different, even if they come from
common backgrounds. Diversity is a concept covered in nearly all education classes.

**Category 2 Respecting Diversity Across Campus**
Describe the types of university, departmental, or classroom activities that you have
practiced, initiated, or supported during this academic year which have incorporated or
highlighted or celebrated diversity issues.

Attending various events on campus and student activities in class (usually from
www.tolerance.org)

**Category 3 Diversity in the Classroom**
What is your general approach to exploring and understanding diversity in the classroom?
How is your syllabus designed to reflect diversity? What instructional methods do you
employ which focus on diverse issues? How do you promote academic and personal
success among students of diverse backgrounds? How do you promote respect for diversity?

Class discussions on diversity occur in nearly all of my courses. Every syllabus has a diversity statement. My instructional methods are hands-on activities to celebrate individual differences. I meet with any and all students failing to meet my course expectations. We discuss the problem and together plan our next steps (whether it’s something they need to do or something I need to do to assist them). I promote respect for diversity by serving as a model for my students.

**Category 4 Pursuing Diversity**
Describe the methods in which you encourage diversity by including, promoting, and recruiting others to practice inclusion and respect for difference? How do you advocate for greater engagement among professionals in regard to diverse students and how do you promote social justice?

Diversity is covered in every class. My students have class discussions and various activities. Each student is different, and as teachers we must respect and value those differences. Students are treated equally and fairly.
Faculty Diversity Documentation Guide
Academic Year 2012-2013
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**Category 1 Understanding Diversity**
What do you believe or value in relation to diversity? Describe activities in which you engage that provide evidence of how you continue to foster your understandings of social, community, campus, student, and/or classroom diversity concepts and issues.

I believe there is diversity in all people, as each person is different in personality, values, belief systems, cultural beliefs, and family traditions. As individuals, we all have our own unique characteristics that make us who we are. I have served as an English instructor for groups of international students, working towards completing the GED program. In this capacity, I was able to learn about the languages, customs, beliefs, and family structure of the variety of countries that my students represented. These included: Iraq, Ghana, Ethiopia, Indonesia, Philippines, and Tanzania. I also enjoy tutoring some of our Hispanic students on campus, as they work to improve their English & Writing skills-in preparation for Teacher Certification exams. I enjoy the teaching they can give back to me as I work to maintain my Spanish speaking skill. Through my work in the missionary field of San Jose, Costa Rica I am able to live in the homes of traditional “Tica” families. Through these experiences I have learned so much about the importance of family, a love for nature, gaining more proficiency in my Spanish speaking ability, and more about culture, belief systems, and religion beliefs in the area. I continue to bring all the knowledge and information I have gained into my classroom teaching here at Northwestern.
Category 2 Respecting Diversity Across Campus

Describe the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted or celebrated diversity issues.

In my Intermediate Language Arts Methods class, my students select and read a Multicultural novel. The assignment requires them to create lesson plans, student-centered activities, and projects designed around the novel. In the lesson plans, students have the opportunity to research and teach content material related to the culture represented by their novel.

In the Intermediate Social Studies Methods class, students are required to research and present a “Culture Fair” for their final project. This project includes two sections. In the first section, students prepare a display board in which they visually present important information from their selected country-such as: maps & map skills, examples of architecture found in the country, vital pieces of key historical information from the country, political figure or event from the representative country, and any additional information they choose (churches, parks, rivers, oceans, flora & fauna, national tree, national flag etc.). In the second section, students include a “book corner” in which they bring in a collection of 5-10 books representative of their country. This section also includes a sample of food items from the country, as well as music from their selected country-and last, but not least, a one to two page “country fact sheet.”

In the Children’s Literature class, students are required to compile a notebook of 75 Children’s Book Annotations. This notebook collection includes an entire section devoted to Multicultural selections. For each annotation, students list 4-6 curriculum connections in which they could teach core content in the classroom, from the Multicultural selections.

In the Supporting Special Students course that I teach, I dedicate two entire class sessions to lecture on the philosophy and strategies for instruction in the area of English Language Learners.

In each methods course that I teach, my students are required to make lesson modifications and adaptations for E.L.L. students, and the diversity of a variety of Special Needs students.
Category 3 Diversity in the Classroom
What is your general approach to exploring and understanding diversity in the classroom? How is your syllabus designed to reflect diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity?

My general approach to exploring and understanding diversity in the classroom, is that we are all diverse in many different ways. Diversity includes much more than simply skin color or racial background. When truly delving into diversity, one may view gender, age, sexual orientation, socio-economic status, tradition & value systems, language patterns, family practices and much more-as diversity. Many of my course syllabi include specific assignments which offer students opportunities to read, study, research, and present newly gained information in the area of diversity. For instructional methods, I enjoy utilizing the “student as the teacher” strategy. In this method, any students I may have in the classroom which represent a different culture or background, serve as the “teacher” on occasions to give classmates new knowledge and information. I have served as tutor/mentor for Hispanic students, if they are in need of additional help with assignments and class work.

Category 4 Pursuing Diversity
Describe the methods in which you encourage diversity by including, promoting, and recruiting others to practice inclusion and respect for difference? How do you advocate for greater engagement among professionals in regard to diverse students and how do you promote social justice?

I encourage my students to practice inclusion and respect for difference by serving as a role model during class instruction and mentoring. I advocate and promote greater engagement among my peers and other professionals through initiation of conversation and discourse on various topics in the area.
Faculty Diversity Documentation Guide
Academic Year 2012-2013
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NWOSU Teacher Education Faculty (TEF) accept and embrace NCATE's definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

**Category 1 Understanding Diversity**
What do you believe or value in relation to diversity? Describe activities in which you engage that provide evidence of how you continue to foster your understandings of social, community, campus, student, and/or classroom diversity concepts and issues.

I believe each person is unique. Our diversity makes the world a better place.

Activities: Attended various sessions relating to meeting needs of diverse students at conferences attended, such as the American Association for Colleges of Teacher Education Conference.

**Category 2 Respecting Diversity Across Campus**
Describe the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted or celebrated diversity issues.

In the course of the academic year, I share information learned at conferences to both undergraduate and graduate candidate and regularly hold discussions regarding diverse students in education when pertinent to the courses I teach. I also offer incentives to candidates who attend/participate in events on campus related to diversity.
**Category 3 Diversity in the Classroom**

What is your general approach to exploring and understanding diversity in the classroom? How is your syllabus designed to reflect diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity?

The general approach to exploring and understanding diversity in my classroom is to integrate the components of diversity into the academic topics. Each syllabus includes the diversity statement of the Division of Education which is reviewed at the beginning of each semester. The Socratic method is my preference when working with candidates. I have found it to be more successful when candidates have the opportunity to ponder the aspects of diversity and share their thoughts with classmates. My personal avenue for promoting diversity is to show respect to each individual regardless of their background.

**Category 4 Pursuing Diversity**

Describe the methods in which you encourage diversity by including, promoting, and recruiting others to practice inclusion and respect for difference? How do you advocate for greater engagement among professionals in regard to diverse students and how do you promote social justice?

I believe that one must lead by example. Throughout my professional and personal interaction with others, I demonstrate respect and acceptance of individual differences. At each opportunity, I try to learn more about individual backgrounds.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu
**Faculty Diversity Documentation Guide**  
**Academic Year 2012-2013**  
*Please type your responses into the boxes provided.*

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<th>Faculty/Staff Name</th>
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**Category 1 Understanding Diversity**
What do you believe or value in relation to diversity? Describe activities in which you engage that provide evidence of how you continue to foster your understandings of social, community, campus, student, and/or classroom diversity concepts and issues.

1. In my classes, we discuss students with exceptionalities and students with cultural differences.
2. In the SPED core classes I teach, I have in-class activities and discussion on students with exceptionalities and students and families with cultural and language differences. I offer bonus points if teacher candidates participate in campus or community events.

**Category 2 Respecting Diversity Across Campus**
Describe the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted or celebrated diversity issues.

I encourage the teacher candidates to participate in campus events such World Dinner and participate in community activities such as Special Olympics. I encourage the SPED majors to volunteer to monitor state testing at the local schools. Each semester I invite a guest speaker to discuss the culture of the Deaf community and I encourage the SPED majors to enroll in the ASL course.
Category 3 Diversity in the Classroom
What is your general approach to exploring and understanding diversity in the classroom? How is your syllabus designed to reflect diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity?

1. We discuss specific strategies to incorporate every student into the class community.
2. My syllabus contains competencies, standards and goals that address respect for all students including students with disabilities, cultural and linguistic differences. I include the Diversity Statement in my syllabus.
3. I use several different instruction styles such as lecture, hands-on activities and group activities in order to accommodate learning styles of all students including students with disabilities.
4. I promote respect for diversity through class discussion, activities, guest speakers and modeling.

Category 4 Pursuing Diversity
Describe the methods in which you encourage diversity by including, promoting, and recruiting others to practice inclusion and respect for difference? How do you advocate for greater engagement among professionals in regard to diverse students and how do you promote social justice?

1. I have been worked on ‘Standard 4 Diversity’ for NCATE and promote diversity in all facets of my teaching of special education majors.
2. My dissertation subject dealt with inclusive practices of students with diverse and linguistic differences with general education teacher candidates, therefore, I will be able to promote diversity more effectively in the future.
3. I advocated for an ASL class to be taught on the Enid campus by the Enid Public School District’s Deaf/Hearing Impaired instructor. The class was offered Spring 2013 and is on the schedule for Summer & Fall 2013 semesters.
4. I volunteer at the Oklahoma State Special Olympics in Stillwater.

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Faculty Diversity Documentation Guide
Academic Year 2012-2013
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Faculty/Staff Name
Amanda Barrett

School/Department Name
NWOSU Education Department

Primary Campus Location (check one)
Alva Enid Woodward

NWOSU Teacher Education Faculty (TEF) accept and embrace NCATE’s definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity
What do you believe or value in relation to diversity? Describe activities in which you engage that provide evidence of how you continue to foster your understandings of social, community, campus, student, and/or classroom diversity concepts and issues.

The classroom is a greater place because of the vast diversity in students at NWOSU. Each individual brings new and exciting information to the class room discussions. Although sometimes it seems awkward, I ask specific questions concerning how a different race or culture might view a situation. I have also encouraged the students to share their interracial experiences with the protection that no student will be allowed to harass or cause the student to feel threatened.

In the Leadership course, students are encouraged to describe specific occurrences for the rest of the class. As we open our minds to new and different areas of diversity, we grow in our understanding of why certain things happen the way they do or why individuals feel a certain way. This allows each of us to have a greater understanding of the ever expanding, diverse world in which we live.

Category 2 Respecting Diversity Across Campus
Describe the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted or celebrated diversity issues.

Utilizing group discussions as well as a controversial topic allows the students to share their personal feelings utilizing their religious, economic, and racial understandings. The topic this semester was, "What Causes Violence on College Campuses". Many felt that it was due to parenting, others felt mental illness was the root cause of violence on college campuses. We discussed the different religious, economic status, and racial issues involved with violence on college campuses.

Students look up articles for weekly review. The articles are required to come from the
Chronicles of Higher Education. I encourage the students to look up articles that pertain to their needs and desires. Many chose articles that reflect their background. Topics such as African Americans in college, low-income students, and male versus female success have been chosen. After the student gives their review over the topic, the floor is opened for questions and discussion from the class. Many times, there have been questions concerning diversity and why certain cultures respond differently.

**Category 3 Diversity in the Classroom**
What is your general approach to exploring and understanding diversity in the classroom? How is your syllabus designed to reflect diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity?

I operate a student-centered classroom. The syllabus reflects a student-centered environment by showing step-by-step the variety of teaching methods to be utilized in the classroom. Students are asked to participate in the exploration of the subject matter.

I encourage the students to look for articles that reflect their ideas and desires. Each student is given academic freedom to pick the article of his or her choosing. Each student is informed in the beginning that their rights will be protected and that no one will be allowed to harass nor discriminate against them in any manner.

I have developed a discussion PowerPoint that maintains the rules for classroom discussion. It specifically states that all must keep an open mind, develop new ideas, and embrace the diversity of the classroom through gender equity, cultural diversity, as well as economic and religious understanding. The point is to disagree, agreeably. This method seems to work!

I believe the more diverse a classroom the more students learn. I allow and encourage that every part of the individual be appreciated and respected. In turn, I hope the students feel the safety that this environment lends to their education.

**Category 4 Pursuing Diversity**
Describe the methods in which you encourage diversity by including, promoting, and recruiting others to practice inclusion and respect for difference? How do you advocate for greater engagement among professionals in regard to diverse students and how do you promote social justice?

Unfortunately, prejudice, discrimination, and lack of social justice are factors in which we must all learn to live. I treat others the way I want to be treated. This statement has been argued many times. I was one asked how I knew the way others wanted to be treated. My educational assumption is that no one wants to be mistreated. Therefore, I hypothesis that all want to be treated fairly and with a just attitude.

I am willing to take a stand for my belief in diversity by encouraging others to keep an open mind. While I would not go out of my way to argue the point, I would stand firm
that the only way to advance in our education is to open the door to other diverse ways of life.

In the current philosophy and practices course I am teaching, I have encouraged the racial argument as there is one African American, one European, and the rest Caucasian. I could tell it was an uncomfortable conversation for most. However, I felt it necessary to allow others to understand how it feels to be discriminated against. Alex, the African American, was willing to share his experience with the group. I explained that my ex-son-in-law was Mexican. In this area, prejudice still exists. I did not know how much until we would go out amongst the people of Northwest Oklahoma. The stares, eye rolls, and rudeness was apparent everywhere we went.

Racial ignorance is a lack of education. It is everywhere. However, as time progresses, my hope is that we as educators can touch the next generation by dispelling the myths of diversity and allowing our students to be opened up to a new and exciting world through the promotion of cultural diversity in the classroom.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu
Faculty Diversity Documentation Guide
Academic Year 2012-2013
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**Category 1 Understanding Diversity**
What do you believe or value in relation to diversity? Describe activities in which you engage that provide evidence of how you continue to foster your understandings of social, community, campus, student, and/or classroom diversity concepts and issues.

Our country is one comprised of indigenous peoples who themselves or whose ancestors arrived as immigrants from other countries. The population will continue to grow more diverse into the near future bringing new changes in language, values, and ideas. We must provide an environment for our future educators that values diversity and portrays it positively. All children should have educational and vocational options. Educators have the responsibility to all children to allow such freedoms that encourage students to contribute to and benefit from our society. As models for these new educators, we must promote, through our actions and beliefs, the integration of multicultural education throughout the curriculum. I definitely work to help my students see the value of these actions.

**Category 2 Respecting Diversity Across Campus**
Describe the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted or celebrated diversity issues.

- Diverse placements in student teaching and field experiences
- Students give power point presentations to peers and PK-12 students
- Guest speakers in all classes
- Sponsor activities to immerse students into diverse settings and activities
Category 3 Diversity in the Classroom
What is your general approach to exploring and understanding diversity in the classroom? How is your syllabus designed to reflect diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity?

My classes are always open for honest discussion and reflection, as well as encouraging being open minded in beliefs. My students study varying beliefs about cultures, religions, and race but also focus on other areas such as learning styles, teaching styles, and disabilities and abilities. I encourage each student to feel safe to discuss personal backgrounds with me and their peers to help awareness and gain strategies for the classroom. I stress acceptance for all areas of diversity. My syllabi reflect our university’s diversity statement.

Category 4 Pursuing Diversity
Describe the methods in which you encourage diversity by including, promoting, and recruiting others to practice inclusion and respect for difference? How do you advocate for greater engagement among professionals in regard to diverse students and how do you promote social justice?

- Took students to Oklahoma Special Olympics to volunteer
- Took students to SOEA’s Outreach to Teach to volunteer at an urban school in Oklahoma City.
- Assigned Student Teachers’ lesson plans to reflect adaptations for differing cultures, abilities, and learning styles
- Students to Washington DC to NEA-Student Program Leadership conference to volunteer in refurbishing an inner-urban school.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nvosu.edu
Faculty Diversity Documentation Guide
Academic Year 2012-2013

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**Category 1 Understanding Diversity**
What do you believe or value in relation to diversity? Describe activities in which you engage that provide evidence of how you continue to foster your understandings of social, community, campus, student, and/or classroom diversity concepts and issues.

**Agricultural Education for years was stereotyped as a job for white males that fostered the idea of cows, plows, and sows. That stereotype has been changed over time to meet modern day agriculture. The reality is that no matter the race, color, gender, social status, or culture characteristics agriculture is involved in our daily lives. Every year the Agriculture Education students host the NWOSU Interscholastic Contest in April to bring a multitude of students to our campus here in Alva. The Agricultural Education students have the opportunity to work with these students in various contests throughout the day. The future teachers here at NWOSU get to see how these activities participated in by FFA students across our state represent the future without regard to gender, race, age, or social status. Agricultural Education students here at NWOSU are instructed that the FFA has a place for all students without regard to diversity.**

**Category 2 Respecting Diversity Across Campus**
Describe the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted or celebrated diversity issues.

With regard to teacher education and students enrolled in Intro to Education these
students travel to inner city schools to observe the diversity issues associated with the education of students with diverse backgrounds. This can be a very eye opening experience for students coming from a rural Northwest Oklahoma setting with very little diversity. Our students observe the differences and this is a major step in preparing them for future employment. I fully support what this class teaches our future students.

**Category 3 Diversity in the Classroom**
What is your general approach to exploring and understanding diversity in the classroom? How is your syllabus designed to reflect diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity?

In Intro to Agriculture Education 3103 I taught the unit on diversity out of Foundations of Agricultural Education book by Talbert/Vaughn/Croom/Lee. I wanted the students to understand how diversity will affect their programs once they begin teaching. I emphasized the importance of multicultural education and how every student should have a equal opportunity to learn in school. A major goal of multicultural education is the improvement of academic achievement for all students. Just like the stereotype that all vocational agricultural teachers are white males, here at Northwestern we have several females in the program as well.
Category 4 Pursuing Diversity
Describe the methods in which you encourage diversity by including, promoting, and recruiting others to practice inclusion and respect for difference? How do you advocate for greater engagement among professionals in regard to diverse students and how do you promote social justice?

The Agricultural Education students and I spent several days working the various livestock shows. We worked with hundreds of 4-H and FFA students without regard to race, culture, or gender. This activity made a huge impact on these future agricultural education teachers, and they can actually see poverty as being a culture. We also discuss diversity when our agriculture education students do observation in different schools. We had a young lady do her student teaching in Guthrie and what an eye opening experience this was for her. She relayed to us that what she had received in class about diversity helped her in adjusting to what teaching was like in schools with a very diverse population. As a teacher educator if we can lay the groundwork for these future teachers to practice inclusion and respect within the classroom, this has to be a positive move on our part for the future of education. If our students have this experience in their teaching toolbox when they leave campus, they will be able to incorporate these diversity issues within their own classrooms.

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**Category 1 Understanding Diversity**
What do you believe or value in relation to diversity? Describe activities in which you engage that provide evidence of how you continue to foster your understandings of social, community, campus, student, and/or classroom diversity concepts and issues.

I attend the American Association for Agricultural Education regional and national conferences and diversity is a topic addressed in the general sessions; thus, this activity is a major learning opportunity for me that I attend twice per year. In addition, I work to foster diversity in my classroom as well as the campus activities in which I am involved.

**Category 2 Respecting Diversity Across Campus**
Describe the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted or celebrated diversity issues.

Agricultural Education is Oklahoma is dominated by male teachers as less than 10% are female. As a female faculty member in agricultural education, I work to promote diversity within the profession and work to empower female agricultural education majors at Northwestern Oklahoma State University. This is a topic that is discussed in my AGED 3103 class each fall. I also assign a unit called “The Diverse Learner” in my 3103 class that requires students to write a paper reflecting their understanding of diversity and their appreciation for diversity.
Category 3 Diversity in the Classroom
What is your general approach to exploring and understanding diversity in the classroom? How is your syllabus designed to reflect diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity?

First, it is important to understand that diversity comes in many forms, not just ethnicity or gender, and that all forms should be understood, and we should work to foster them. Attending workshops through AAAE has helped me to accomplish this. Further, as part of teacher education and university-wide faculty, my syllabi contain a diversity statement as well as a disability statement so students will feel comfortable and know that diverse issues will not hinder their performance in my classroom. My students know on the first day that we all will respect each other and celebrate the differences each person brings to the class.

Category 4 Pursuing Diversity
Describe the methods in which you encourage diversity by including, promoting, and recruiting others to practice inclusion and respect for difference? How do you advocate for greater engagement among professionals in regard to diverse students and how do you promote social justice?

I devote a unit called “The Diverse Learner to my AGED 3103 class and require students to write a paper discussing diversity in the classroom. This assignment encourages greater engagement from students as future professionals and helps students to see diversity from a broad spectrum as many do not understand how broad the topic of diversity is. Mutual respect is something I practice and encourage my students to practice as well. By doing this, I feel social justice is promoted. Outside of class, I continue to promote mutual respect among others.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013

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**Category 1**
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

**Category 2**
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

- In-class discussions
  - Promoted diversity-related discussion during class periods between American students and foreign-born students attending Northwestern.
    - Examples of country-related issues this year have included discussions of animal genetics in Great Britain, and measurement systems (metric) used in Canada and European countries.
    - Examples of regional issues (U.S.) have included discussions about differing cattle management procedures employed in the Southeast, Southwest, Midwest, and Southern Great Plains regions of the U.S.
  - Included diversity-related content in agriculture lecture content such as:
    - Discussion and data describing crop and animal production in various countries (especially India, China, and the European Union)
    - Animal breed development in various parts of the world
    - Use of standard and metric weight units to characterize feeds and commodities in different countries

- Ensured that all students felt welcome to participate in Agriculture-related student organizations.
  - Students involved in the Aggie Club represent a diverse group based on gender, financial background, and physical ability.
• Assisted in recruiting new students to Northwestern from various and diverse backgrounds. These included:
  o Economically underprivileged students
  o Students from foreign countries (Nepal etc.)
  o Male and female students

• Assisted non-traditional students with re-admission to the University and completion of their degrees

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Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013

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Faculty/Staff Name
Dr. Ralph Bourret

School/Department Name
Business

Primary Campus Location (check one)
Alva X Enid Woodward

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Category 1
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Category 2
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

ACCT 4303 International Accounting covers cultural differences between countries and the influence it has on how international business interact with each other.

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Faculty and Staff Diversity Documentation Guide  
Academic Year 2012-2013  

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<th>Faculty/Staff Name</th>
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**Category 1**
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

I have attended multiple conferences and webinars on diversity. In my full-time job as a program specialist and as the DECA state Advisor for marketing education, diversity is a key component of curriculum. This includes the following:
- Diversity 101 Webinar
- Core Curriculum and Diversity Webinar
- State Advisor Management Conference
- Native American Heritage Celebration – ODCTE
- Hispanic Chamber OKC with student state officer
- Reaching multiple learners webinar
- Embracing Change webinar
- State DECA conference workshops
- ISTE Conference – technology conference that included diversity as a component

**Category 2**
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

Within the Business Research and leadership courses, that I teach on an adjunct basis, diversity is included. In the research course, diversity is included when discussing survey creation, demographics, and survey and interviewing strategies. In Leadership, diversity is included as a big component in being a good leader and accepting ideas from a diverse population and working with workers who are different than you are.
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013

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<th>Faculty/Staff Name</th>
<th>Ramona Bartlow RN, MSN</th>
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**Category 1**
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

- Attended the Cultural Conference at the Cowboy Hall of Fame in OKC in the fall.

**Category 2**
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

- Each physiologic system that is discussed with the students during the Adult Health courses includes how the disease processes that are involved for that system affects the different cultures.
- During the capstone course we have discussed and reviewed different cultures, personality types, multi-generational age differences in the workforce, gender biases, and vertical/horizontal violence.

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Faculty and Staff Diversity Documentation Guide
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<th>Faculty/Staff Name</th>
<th>Leslie Collins</th>
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<td>School/Department Name</td>
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**Category 1**
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

| Attended the Cross Cultural Conference and the ONSA convention. I have also attended the Nurse Educators Institute. |

**Category 2**
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

| I am apart of teaching diversity in all NWOSU division of nursing courses and lab skills classes. Initiated and participated in the NWOSU division of nursing family health fair. Facilitated PALS and ACLS course for the Integris Bass Baptist Health Center employees. Initiated and participated in the Ketterman clinical lab flu shot clinics. I am also co-sponsor for the Student Nurses Association. |

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu (due 4-26-13)
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013

Please type your responses into the boxes provided.

Faculty/Staff Name  Shelly Wells

School/Department Name  Division of Nursing

Primary Campus Location (check one)  (Distance Faculty)
Alva  XX  Enid  Woodward

Diversity is referred to as differences among people in a given population that can include, but is not limited to: Ethnicity, Race, Gender, Age, Religion, National Origin, Language, Socio-Economic Vulnerability, Exceptionalities and Sexual Orientation.

Category 1
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

“Ninth Annual Caring Across Cultures Conference”
“Health Literacy for Public Health Professionals”
“The Tenth Annual Evidence-Based Practice Nursing Symposium”
“ONA Annual Convention”

Category 2
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

Class modules developed online offerings in NURS 3023 Role Transition, NURS 4206 Community Care in Nursing and NURS 4333 Professional Issues in Nursing that address cultural disparity and health literacy.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kidecker@nwosu.edu (due 4-26-13)
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013

Please type your responses into the boxes provided.

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<tr>
<th>Faculty/Staff Name</th>
<th>Jennifer L. Mahieu</th>
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<td>School/Department Name</td>
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**Category 1**
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

```
I attended the 9th Annual Caring Across Cultures Conference September 2012. The keynote speaker was Jean Watson who is a phenomenal speaker who emphasizes caring for all individuals in the nursing setting related to ethnicity, race, gender, age, religion, national origin, language, socio-economic vulnerability, exceptionalities and sexual orientation. She has years of valuable experience and helps nurses modify our way of thinking to focus on the client holistically.
```

**Category 2**
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

```
Please find below the chapters with emphasis on specifics that I teach in the Nursing Care of the Family course during the Spring 2013 semester.

Chapters discussed pertaining to the diversity topics are below:

- Global economic issues: perspectives of pediatric nursing; social, cultural, and religious influences on child health promotion; family influences on child health promotion; community based nursing care of the child and family; family centered care of the child with chronic illness or disability.

- Gender differences: communication and physical and developmental assessment of the child; pain assessment and management in children; health promotion of the newborn, infant, toddler, preschooler, school-age, and adolescent; family centered care of the child.

- Sexual orientation: social, cultural, and religious influences on child health promotion; family influences on child health promotion; heredity influences on health promotion of the child and family; health promotion of the school-age and...
```
adolescent child.

- Alternative family lifestyles: social, cultural, and religious influences on child health promotion; family influences on child health promotion; heredity influences on health promotion of the child and family.

- Disabilities: family centered care of the child with chronic illness or disability, family centered end of life care; the child with cognitive, sensory, or communication impairment; the child with cancer.

- Rural: perspectives of pediatric nursing; social, cultural, and religious influences on child health promotion; family influences on child health promotion; community based nursing care of the child and family.

- Cultural advantages/disadvantages: social, cultural, and religious influences on child health promotion.

The students also attend the pediatric clinical at OU Medical System Children’s Hospital of Oklahoma and are faced with many children of different cultures, socioeconomic challenges, disabilities, and family dynamic differences.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu (due 4-26-13)
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013

Please type your responses into the boxes provided.

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<th>Faculty/Staff Name</th>
<th>Cynthia Martindale</th>
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Category 1
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

Attended the 9th Annual Caring Across Cultures Conference featuring Dr. Jean Watson at OCU on 9/28/2012. In addition to the main speaker, there was a session on “Challenges to Academic Success for Ethno-culturally Diverse Nursing Students.”

Category 2
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

Held a Skills Lab on Diversity and Cultural Competency for my N4206 course: Nursing Care in the Community. Students brought food representing their cultural background and shared with others. There were discussion experiences and AV components in the class time: Settings, Ethics and Cultural Influences in Community Health. Each student also did a cultural assessment assignment on another person to help learn sensitive assessment skills to help meet cultural needs of clients.

Senior nursing students also planned and held a Health Fair in Enid at the Enid Community Clinic (for low income residents of Garfield County). Students did health
screenings such as fingerstick blood sugars, vision screening, depression screening, BMI calculation, education about a number of health issues for adults and children, health diet, and invited and assisted with Eye screenings by an Ophthalmologist, Dental Van, Nutritionist, Mental Health Services and Hispanic Initiative. The students did the publicity, obtained the volunteer health care providers, obtained donated items for the participants and set up, manned and cleaned up after. Of those who completed the evaluation, 35% were Caucasian, 17% were Hispanic, 7% Asian/Pacific Islander, 3% Native American and 3% other. Over 50% earn less than $20,000 annually. Referrals were made for follow up care on those needed. This was a great service to the east Enid community and a great learning experience for the students. Many students reported a desire to continue to offer volunteer services after graduation from school.

I also taught a class on Cultural Competency in the work place (Nursing) for the Capstone Nursing Class. This addressed ways to be aware of how cultural values and beliefs of the nursing staff members may impact the nursing team and the care provided. As a nurse leader, it is important to be sensitive to the cultural needs of the staff and build cultural competency of the nursing team as a whole.
Faculty and Staff Diversity Documentation Guide  
Academic Year 2012-2013  
Please type your responses into the boxes provided.

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<th>Faculty/Staff Name</th>
<th>Kasey Zibton</th>
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**Category 1**  
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

- Big Sky Sports Medicine Conference in Big Sky, MT: Continuing education

**Category 2**  
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

- Class discussion and group projects about obesity, diabetes and socio-economic status and how nutrition impacts them and what the impact on society is if these issues with nutrition are not corrected.
Faculty Diversity Documentation Guide
Academic Year 2012-2013
Please type your responses into the boxes provided.

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<th>Faculty/Staff Name</th>
<th>Dr. Chandler Mead</th>
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<td>School/Department Name</td>
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<td>Primary Campus Location</td>
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NWOSU Teacher Education Faculty (TEF) accept and embrace NCATE’s definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

**Category 1 Understanding Diversity**
What do you believe or value in relation to diversity? Describe activities in which you engage that provide evidence of how you continue to foster your understandings of social, community, campus, student, and/or classroom diversity concepts and issues.

I believe and value all diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, and Socio-Economic status. I attend all diversity training provided by the university. I attended the 2012 OAHPERD Convention where I attended a session titled Strengthen Cultural Diversity Through Dance Participation. The presenter was Ollie Mae Ray, Siddall and Ray Foundation, Inc. Charleston, Illinois. Another session was titled Athletic Training: Cultural Competence, which focused on the implication of race, ethnicity, religion, and other cultural influences on working with students and patients. The presenters were Jennifer Volberding, OSU and Rachel Hildebrand, NSU.
Category 2 Respecting Diversity Across Campus
Describe the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted or celebrated diversity issues.

Adapted Physical Education course which discuss and apply principles and practices of physical education for the physically limited. Teachers course lesson plan development where adaptations are developed for student diversity and individual needs.

Category 3 Diversity in the Classroom
What is your general approach to exploring and understanding diversity in the classroom? How is your syllabus designed to reflect diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity?

My general approach to exploring and understanding diversity in the classroom is to get to know the background and abilities on each of my students in the classroom. My syllabus is designed to reflect diversity by providing the statement and explanation for services for students with disabilities. The instructional methods that I employ which focus on diverse issues are to included multiple teaching methods to reach all students whether visual learners, auditory learners, or kinesthetic learners. I promote academic and personal success among students of diverse backgrounds by understanding their strengths and weaknesses, then providing assistance where needed. I promote respect for diversity by not tolerating disrespect. I work on and encourage team building in all my courses.
Category 4 Pursuing Diversity
Describe the methods in which you encourage diversity by including, promoting, and recruiting others to practice inclusion and respect for difference? How do you advocate for greater engagement among professionals in regard to diverse students and how do you promote social justice?

The method in which I encourage diversity by including, promoting, and recruiting others to practice inclusion and respect for difference are by discussing the benefits of such practice. I try to advocate for greater engagement among professionals in regard to diverse students and promote social justice by leading as an example.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwo.edu
Faculty Diversity Documentation Guide
Academic Year 2012-2013

Please type your responses into the boxes provided.

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<th>Faculty/Staff Name</th>
<th>Rhonda Cook</th>
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NWOSU Teacher Education Faculty (TEF) accept and embrace NCATE’s definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity
What do you believe or value in relation to diversity? Describe activities in which you engage that provide evidence of how you continue to foster your understandings of social, community, campus, student, and/or classroom diversity concepts and issues.

I believe that diversity is of great importance. People from a variety of backgrounds should be accepted by all. At the university level, it is important to be open to understanding of all diverse backgrounds. Everyone should be valued.

Students in 3650 Elementary School Program and 2621 Rhythms and Aquatics have visited Longfellow Elementary to assist in the teaching of different Folk Dances which teach cultural diversity. These particular activities are learned in the respective classes, and then shared with local school children in a physical education class. This course also teaches social, ethnic, and race/gender acceptance.

Category 2 Respecting Diversity Across Campus
Describe the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted or celebrated diversity issues.

3650 Elementary School Program: In chapter 5, we address the need for teaching multicultural education. We stress that our future teachers teach for diversity. Teachers who effectively teach for diversity hold high expectations for all students, including ethnic minority children, children with gender differences, and youth. In chapter 7, we address children with disabilities. When the students perform their peer teaching assignment, they must include activities for one disability (how they will include a child with a disability in the lesson plan). The most common types of disabilities and ways to modify activities for successful participation are discussed. Programs for children with
weight problems, motor deficiencies, and postural problems are detailed in a step-by-step manner.

Cultural Diversity is addressed in 2621 Techniques of Teaching Rhythms and Aquatics. Folk dances from different cultures are introduced and taught. The background of each of these dances is presented before each dance is taught and performed.

3112 Adapted Physical Education is a study of principles and practices of physical education for the physically limited. Students will be knowledgeable of techniques involved in adapted physical education as a means of devising a wellness program for an individual with special needs. As opportunities in adapted physical education and sport have increased, there has been a realization that individuals with disabilities are really individuals with abilities and individual differences. This course is designed to educate students about the individual differences and how physical education activities can be adapted to facilitate those individuals with special needs.

Category 3 Diversity in the Classroom

What is your general approach to exploring and understanding diversity in the classroom? How is your syllabus designed to reflect diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity?

My syllabus is designed to include all students who may need accommodations, academically as well as physical.

We practice and support diversity across the curriculum by teaching various activities in 2621 Rhythms and Aquatics and 3650 Elementary School Program. The students are introduced to Folk dances from around the world in 2621 Rhythms and Aquatics. The students participate and learn the La Raspa (Mexican Hat Dance) done with a parachute; Folk dances such as Oh, Johnny! (American); Polka (German); Schottische (German); and Sicilian Circle (Italian). In both classes they learn Tinikling (Philippine Islands). Rhythms and Aquatics use Lummi Sticks (rhythm sticks) which come from the Native American culture.

All students in my classes understand that respect is of utmost importance. We practice and promote respect for diversity with all students.
Category 4 Pursuing Diversity
Describe the methods in which you encourage diversity by including, promoting, and recruiting others to practice inclusion and respect for difference? How do you advocate for greater engagement among professionals in regard to diverse students and how do you promote social justice?

I believe that it is important to lead by example. The most effective way to promote diversity is to encourage my peers and students to have that respect for others. I engage my students by having them visit a setting where they will observe different types of diversity.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu
NWOSU Diversity Report 2012-2013
Staff Documentation
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013

Please type your responses into the boxes provided.

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<td>Dennis Angle PhD</td>
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Category 1
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

1. I have served on the Brown v. Board of Education (Brown Foundation) Board of Directors for over fifteen years.
2. NACADA Summer Institute (May 2012) where we designed a plan to work with a diverse group (375) at-risk students. Our plan was evaluated by a group of peers and trained professionals. We received one-hour training on working with LGBTQ students.
3. Title III Project Directors Conference (April 2013) – our Title III conference includes the project directors at historically black colleges, Hispanic-serving institutions, Asian American and Native American Pacific Islander serving institutions, Alaska native and native Hawaiian serving institutions, predominately Black institutions and several other specific categories of diversity which provides me an opportunity to learn management skills from a variety of approaches.
4. Title III advising staff meetings (various times throughout the academic year) – I include diversity issues (working with at-risk diverse students) in our staff meetings as often as needed but at least 3 times per year.
5. University Diversity Training (April 18, 2013)

Category 2
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

Direct a $1.5M grant which has as its single focus “the academic success of at-risk
students” which includes a significant diversity.
Peak Performance class – fall and spring semesters - (31 students)
Individual counseling/advising appointments with a diversity of students including advising 28 diverse students.
Various retention discussions, planning and implementation through the VP of Student Services.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu (due 4-26-13)
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013

Please type your responses into the boxes provided.

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<tr>
<th>Faculty/Staff Name</th>
<th>Shawn Holliday, Ph.D.</th>
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<tr>
<td>School/Department Name</td>
<td>Graduate Studies/English, Foreign Language, and Humanities</td>
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Category 1
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

Sit on the Board of Directors and serve as a manuscript reviewer for The Researcher, and interdisciplinary scholarly journal sponsored by Jackson State University, an historically black university in Jackson, Mississippi.

Category 2
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

In HUM 4900/The History of Rock and Roll, students studied the History of Rock from the beginnings of the slave trade through to the early 1980s. Besides studying such early African-American artists as Little Richard, Chuck Berry, The Supremes, and Isaac Hayes, students were exposed to the Mexican recording artists Richie Valens and Carlos Santana as well as the first native-American rock band, Redbone. Students also studied such black record companies as Stax, Vee-Jay, and Motown.

In English 4203-5203/Jazz and American Literature, students studied the impact that African-American jazz had on 20th Century American Literature.
Faculty Diversity Documentation Guide
Academic Year 2012-2013
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<td>Enid Campus Dean</td>
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**Category 1  Understanding Diversity**
What do you believe or value in relation to diversity? Describe activities in which you engage that provide evidence of how you continue to foster your understandings of social, community, campus, student, and/or classroom diversity concepts and issues.

I feel that exposure to other cultures is extremely important in fostering an appreciation for other peoples ways of life and to help us understand our own values and ethical standards. I make a point to travel as much as possible, and have required my children to experience the world through travel. We attend many activities and events that expose us to differing perspectives from other cultures.

**Category 2  Respecting Diversity Across Campus**
Describe the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted or celebrated diversity issues.

I teach Human Lifespan which covers diversity at each stage of human development. I also am on the University Study Abroad committee this year and will facilitate the trip to Berlin, Prague and Vienna.
Category 3 Diversity in the Classroom
What is your general approach to exploring and understanding diversity in the classroom? How is your syllabus designed to reflect diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity?

In class we spend time exploring the impact culture has on our development. It is outlined in my syllabus as goal #7 “students should understand themselves and others in a cultural context...”

Category 4 Pursuing Diversity
Describe the methods in which you encourage diversity by including, promoting, and recruiting others to practice inclusion and respect for difference? How do you advocate for greater engagement among professionals in regard to diverse students and how do you promote social justice?

Most of my efforts in this area involve discussion and lecture to challenge perspectives from multiple cultures and contexts.
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013

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<th>Faculty/Staff Name</th>
<th>KARAN THOMASY</th>
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**Category 1**
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

- Attended: Diversity Training Information for NWOSU, 04/25/2013
- Attend: Institutional Monitoring Team (IMT) meetings. Here, the NWOSU Administration, Department Chairs and Title-III staff meet to discuss student retention.

**Category 2**
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

- My position as Title-III staff assistant allows me to interact with a diverse group of students. I practice: acceptance, equality, and friendliness to help provide a “glad you are here” and “You are very important” atmosphere.
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013

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<th>Faculty/Staff Name</th>
<th>Julie Lehr</th>
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<td>School/Department Name</td>
<td>International Student Advisor/Student Services</td>
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**Category 1**
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

I am the Panhellenic Advisor on our campus. I deal with many women from all different backgrounds and teach them how to accept one another for who they are and all get along. As the advisor, I guide each sorority when needed. I am here not only for support but also to recruit new women into each sorority. With the help of my Panhellenic committee, we plan Fall Recruitment at the beginning of the Fall Semester. Each sorority recruits new college women into their sorority. Our sororities on campus are a very diverse group of women. There are many women from all aspects of life on campus and all are involved in other areas on campus besides being Greek.

My office assists in the planning of native American Heritage Month, Women’s History Month, and Black History Month, and coordinated Hispanic Heritage Month.

I participated in Hispanic Heritage Month with a Piñata Breaking on the campus. Many students of all different backgrounds attended the event. Games were also played by the students. It was fun to see the interaction between all of the students. Our office also had a Salsa Tasting during Hispanic Heritage Month. I loved watching students, faculty, and staff participate in the event.

I was fortunate to sit on a Diversity Panel that Emily Williams and Kyle Leisher hosted as a project for their Graduate Multicultural Education class. International Students came to the event. It was a discussion time where student’s needs were addressed by faculty and staff on campus. We were able to hear how our students were feeling and any concerns that they had with anything across campus. Faculty and staff discussed how we could make each issue better.
For the Festival of Cultures event on campus, I was able to coordinate with Seward County Community College. The community college brought over 10 students to our event on campus. It was great to see two international organizations come together and spend time getting to know one another. I am hopeful with that bridge that was created that some of the students might choose NWOSU as their choice once finishing with their Associate’s Degree.

**Category 2**
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

I am on the Heritage Committee for Northwestern. On that committee I have helped plan some of the Heritage Months. For Hispanic Heritage month, we were able to join with the Spanish Club and break piñatas and play other traditional Hispanic games. We also planned a “Salsa Tasting” event on campus and had an excellent turnout from students on campus. David Costello was the speaker of the month. He spoke about “The economic Impact of the Hispanic community in Northwest Oklahoma.”

For Native American Month, the library had a display and there was a speaker on campus. The speaker was Minoma Littlehawk-Sills, and she is a member of the Cheyenne and Arapaho tribes. She presented on “The Cheyenne Way of Life.” She worked for the Washita Battlefield National Historic Site and for the Little Bighorn National Monument. She shared what it is to be a descendent of Sandcreek, Washita.

For Black History Month the library had displays. The speaker was Bruce Fisher. He is an administrative program officer at the Oklahoma Historical Society and curator for the development of the new African American exhibit in the Oklahoma History Center.

For Women’s History Month, Mary Buthman was the speaker and she spoke about the Maria Raes restaurant that she has opened in Enid. She also sells salsa in stores across Oklahoma, Kansas, and Arkansas. She sent each campus the 3 levels of salsa for students to try.

As the advisor for the International Student Association, I helped to plan the Festival of Cultures event on campus. This event allows for students in the association to make food from their home countries. Every international student looks forward to this event all year long. It gives the students a chance to show Americans a part of their culture. Area community members along with the Ranger family have the opportunity to try different foods from many of our international student home countries.

At the event, we have a slideshow that highlights every student’s country. This year, we also highlighted faculty members’ home countries that participated in the event. On the slideshow, the audience will learn many things about each country. The information that they will learn includes: capital of country, currency of country, Independence date or
government of country, and a few facts about each country. The last slide is a picture of each country. Many of these pictures are from the hometowns of the students attending our university.

This year, the students had more dance performances than last year. Many different students sang songs from their home countries. The countries that were represented by song were: Nepal and Nigeria. This is a great event that many people look forward to each year. Everyone had a great time and the crowd really enjoyed the event.

Our campuses currently have 55 international students representing 15 different countries. The countries include: Brazil, Bulgaria, Canada, China, Democratic Republic of Congo, France, Ghana, India, Japan, Mexico, Nepal, New Zealand, Nigeria, Spain, and Venezuela. A number of the students major in Computer Science, Business Administration, Nursing, and Biology. The main reason international students choose our campus over others is because of our costs. Students can receive a quality education at an affordable cost in the United States.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu (due 4-26-13)
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013

Please type your responses into the boxes provided.

<table>
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<tr>
<th>Faculty/Staff Name</th>
<th>Kaylyn Hansen</th>
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Diversity is referred to as differences among people in a given population that can include, but is not limited to: Ethnicity, Race, Gender, Age, Religion, National Origin, Socio-Economic Vulnerability, Human Capacity and Sexual Orientation.

**Category 1**
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

2nd Annual Campus Wellness Symposium Alcohol Use Among College Student

Ranger Connection: Each class is expected to talk about diversity as a topic. Students are encouraged to embrace diversity and always strive to learn more from it.

As a counselor, I try to attend all diversity workshops held on campus. This year I attended the Diversity Training Seminar that was held by Dr. Decker and Dr. Martinez.

Black History Month- Library displays and the topic speaker was Bruce Fisher. Presently, Fisher is an administrative program officer at the Oklahoma Historical Society and curator for the development of the new African American exhibit in the Oklahoma History Center.

**Category 2**
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

Freshman Orientation/Transfer Orientation
I set up the packets for the orientation day, as we split each student into groups. We have our NSA and Ranger Connectors there that day to help lead the groups around the campus into sections. We tour them to different locations were they have things to see and file out information on.

Dorm Orientation
We have each dorm meet in the Cafeteria with a panel of staff members to introduce ourselves. Also we let them know some of the dorm rules along with
the availability of counseling services to anyone who needs it.

Sexual Assault Month
  Myth/Fact display on our campus
  Teal Ribbons- Sexual Assault Awareness Campaign Throughout all 3 campuses
  Public Service Announcements on NWTV Channel 7.
  Table tents and posters across campus.

Sexual Assault Seminar: A large seminar was put on for all Freshman and athletes regarding sexual assault.

Victim’s Impact Panel
  This year we brought in Victims Impact Panel to speak to the students about drunk driving. We encourage all students to attend this panel, but require First Time Freshman and Athletes to attend.

Life of An Athlete
  This year we brought in Life of An Athlete to speak about how alcohol affects the body. We encourage all students to attend this panel, but require Athletes to attend.

Homecoming Week Activities

Red Riot Week Activities

Spirit Week Activities

Ranger Connection Peer Leader Training

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu
Faculty and Staff Diversity Documentation Guide
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<table>
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<th>Faculty/Staff Name</th>
<th>Brad Franz</th>
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<td>School/Department Name</td>
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**Category 1**
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

This year the student services staffs attend the Diversity Training Seminar that was held by Dr. Kay Decker and Dr. Francisco Martinez. Dr. Decker spoke about the area with in our district how things are changing in the population. Dr. Martinez spoke about the different ways to approach a student of different origin.

The Student Services office assisted in the planning of Native American Heritage Month, Women’s History Month, and Black History Month, and coordinated Hispanic Heritage Month.

Native American Heritage Month- Library display and had a speaker that was on ITV to each campus. The speaker was Minoma Littlehawk-Sill. She presented on “The Cheyenne Way of Life.” She’s from Perryton Texas who is a member of the Cheyenne and Arapaho Tribes and now lives in Seiling, Oklahoma. She worked for the Washita Battlefield National Historic Site and for the Little Bighorn National Monument. She shared what it is to be a descendent of Sandcreek, Washita.

Women’s History Month- Library display and had a speaker that was on ITV broadcast from Enid. Mary Buthman who spoke about the Maria Raes restaurant that she has opened in Enid. She also sells Salsa in stores of Oklahoma, Kansas, and Arkansas. She sent each campus the 3 levels of Salsa for students to try. She spoke on how hard it was building the company and the struggles that she faced, but has overcome those struggles and became the company it is today.

Black History Month- Library displays and topic speaker, Bruce Fisher. Presently, Fisher is an administrative program officer at the Oklahoma Historical Society and curator for the development of the new African American exhibit in the Oklahoma History Center. He spoke about “Tracing Our Roots: African American Experiences in Oklahoma.”
Hispanic Heritage Month- We had a Piñata breaking with the international office and the Spanish Department. The speaker for this event was David Castillo. He spoke about “The economic Impact of the Hispanic Community in Northwest Oklahoma.” This event was held ITV with four Business/Marketing classes and General Humanities class. They learned value but also the impact on the economy in each county.

Dr. Place had a speaker that came on campus to talk about the “Darwinism and Creationism: Sibling Rivals?” The speaker was Dr. Rus who is a Lucyle T. Westmeister professor of Philosophy. He has been recognized for his work in the philosophy of science and interface between science and society. He served as an expert witness in the court case McLean vs. Arkansas Board of Education. He determined the balance treatment of evolution and creationism was unconstitutional. Dr. Ruse talked about the new atheist and creationist and suggested that they have more in common than they care to think.

We had a Native American Day in the spring where we invited students from schools to campus to learn about the opportunities for them as students and young people.

Staff of student services was encouraged and went to all diversity workshops held on campus and off campus if they wanted to attend.

Ranger Connection: Each class is expected to talk about diversity as a topic. Students are encouraged to embrace diversity and always strive to learn more from it.

Hispanic American Leadership Organization (HALO): leadership organization dedicated to increasing Hispanic awareness, spreading Hispanic culture, and serving the community and student body. Encourages all ethnicities to join, attend meetings, and participate in events.

Sexual Assault Month-
  Myth/Fact display on our campus

  Clothesline Project- Alpha Sigma Alpha decorated t-shirts to be hung on a clothesline in the student center to increase awareness of sexual assault- t-shirt to signify someone they know or know of that has been sexually assaulted.

  Teal Ribbons- Sexual Assault Awareness Campaign Throughout all 3 campuses

  Public Service Announcements on NWTVC Channel 7.

  Table tents and posters across campus.

Sexual Assault Seminar: A large seminar was put on for all Freshman and athletes regarding sexual assault.

Resident Hall staff were involved in a training seminar.
All Resident Hall staff was encouraged to participate in above listed activities.

I am a member of the Diversity Committee and Heritage Month Celebration committee.

**Category 2**
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

ADA Services are coordinated out of our office on the Alva campus. We have worked to implement ways and ideas to better serve our students and the needs of the students in regards to their disability. We have incorporated a testing room in Student Services to help with placement testing and also provide a quiet atmosphere for students who need those accommodations.

We had a very large campus sidewalk project aimed at fixing every sidewalk on campus that was damaged to help our students with disabilities and we built two new handicapped accessible entrances to campus (north and east entrance).

Attendance at many campus events such as the concert services, theatre productions, fine arts performances, and different speakers on campus.

All four Resident Halls have a very diverse population. Each Hall schedules several activities each semester to bring the on-campus students together. Activities include: Halo Tournament, Formal Dance, Pool Party, Homecoming, Super Bowl parties, Glow Bowling, and several smaller activities.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013

Please type your responses into the boxes provided.

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<td>Carly Williams</td>
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**Category 1**
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

- Attended Staff Training for Diversity Awareness and Engagement at NWOSU

  I judged a student event at NWOSU called North western’s Got Talent where several of our international students performed dances from their country. This was a great event and the crowd enjoyed learning about different cultures.

  I am a board member at Great Salt Plains Health Center, a health clinic that provides services to all those regardless of ability to pay based on a sliding scale fee according to income.

**Category 2**
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

- I attended the Alma Folklorica de Oklahoma, music and dance performance at NWOSU, and had the privilege of speaking to the high school student performers afterward.

  The Office of Recruitment attends college fairs across the state that represents students of
diverse backgrounds, gender, race, ethnicity, and socio-economic status.

The Office of Recruitment visits the United Urban Indian Council in Oklahoma City each year to recruit.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kdecker@nwosu.edu (due 4-26-13)
Faculty Diversity Documentation Guide
Academic Year 2012-2013

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<tr>
<td>Dr. Deena Fisher, Linda Phillips, and Charlie Burns</td>
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NWOSU Teacher Education Faculty (TEF) accept and embrace NCATE’s definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

**Category 1 Understanding Diversity**
What do you believe or value in relation to diversity? Describe activities in which you engage that provide evidence of how you continue to foster your understandings of social, community, campus, student, and/or classroom diversity concepts and issues.

Dr. Deena Fisher, Dean of the Woodward Campus, is very active in statewide organizations, where growing diversity needs, materials, and resources are obtained and practiced on the Woodward Campus.

- Dr. Fisher is on the Board of Directors of the Oklahoma Historical Society, Advisory Board Member of the Commission on the Status of Women for the State of Oklahoma, and a Citizen Advisory Board Member of William S. Key Correctional Institution.

- Dr. Fisher was selected and inducted into the Circle of Excellence by *The Journal Record* as “50 Making a Difference – Woman of the Year”.

- Dr. Fisher is a Leadership Oklahoma graduate, which is a statewide leadership program. The program is designed to be a series of issue-oriented forums and experiences, which are based on the belief that knowledge is a key element and prime motivator of leadership. The class included the following topics: Tribal Government & Environment, Military Issues, Criminal Justice, and Health and Human Services.

The Woodward Campus continues to foster diversity through social, community, campus, student, and classroom diversity opportunities. Events held on the Woodward Campus open to students and the community include:

- “Let’s Talk About It, Oklahoma” book club series (Fall and Spring)
- Lecture – "President William Howard Taft"
- Constitution Day table display
- Veteran’s Day table display
- NWOSU Concert by the University Band– performing a diverse program.
- Sexual Assault Awareness month clothesline display
- Domestic Violence Awareness month display
- Stalking Awareness month display
- Multiple Small Business Tax Workshops sponsored by Oklahoma Small Business Development Center
- OBI Blood Drive, Fall – Sept. 12 & 13, Spring –March 6 & 7
- Hosted Woodward High School’s “Sophomore Tour” Day
- Hosted Division I Mid-Level Area Academic Tournament
- Held Thanksgiving community food drive in November
- Hosted Flu Shot Clinic in November
- Hosted Regional Academic Competition
- Hosted “Keep Oklahoma Beautiful” Workshop for area communities
- Lecture—“The universe and Beyond” by a science educator from the Three Rivers Foundation

Northwestern students participated on behalf of Northwestern in the following community events:
- Western Plains Youth and Family Services “Run for Shelter”
- Woodward United Fund Drive
- Woodward Tornado remembrance and relief efforts
- Woodward Chamber of Commerce monthly meetings

Category 2 Respecting Diversity Across Campus
Describe the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted or celebrated diversity issues.

Dr. Deena Fisher and Charlie Burns of the Woodward Campus are both members of the Northwestern Oklahoma State University Heritage Celebration Committee that plans and promotes the Heritage Celebration Series. Each month is marked by a campus display and presentations which include the following:

Native American Indian and Alaska Native Heritage Month table display offering books, magazines, articles, resources, and suggested readings and activities highlighting important historical figures.

Hispanic Heritage Month table display offering books, magazines, articles, resources, and suggested readings and activities about Hispanic Heritage, including a salsa tasting and a piñata breaking event in conjunction with the Elementary Spanish class taught by Dr. Martinez.

Martin Luther King, Jr. Day table display offering books, magazines, articles, resources,
and suggested readings and activities about Martin Luther King, Jr. Black History Month table display offering books, magazines, articles, resources, and suggested readings and activities highlighting important historical figures for Black History Month.

Women’s History Month table display offering books, magazines, articles, resources, and suggested readings and activities highlighting important historical figures for Women’s History Month.

**Category 3 Diversity in the Classroom**
What is your general approach to exploring and understanding diversity in the classroom? How is your syllabus designed to reflect diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity?

In each of Dr. Fisher’s classes, diversity is woven into the fabric of the class. Examples: History 3123 – Oklahoma History and Government, Political Science 1113 – American Government and Politics, and the syllabi states under the “Competencies/Standards/Goals” that students will be proficient in evaluating the U.S. and the world as a multi-racial and multi-cultural society. (History Goal #4).

Charlie Burns and Karen Ansley (adjunct instructors) teach University 1101 Ranger Connection classes that also cover aspects of diversity throughout the semester and encourage students to participate in all campus events that celebrate diversity, including sections that cover ways to deal with stress, STD’s and health issues, and sexual assault awareness.

**Category 4 Pursuing Diversity**
Describe the methods in which you encourage diversity by including, promoting, and recruiting others to practice inclusion and respect for difference? How do you advocate for greater engagement among professionals in regard to diverse students and how do you promote social justice?

We continue to host activities that are available to both our students and surrounding communities throughout the school year to promote social justice and engagement in diversity for our students, faculty, staff, alumni, and community.

Our campus continues to help the Dean of Student Affairs with American Disability Act Services on the Woodward Campus.

We constantly offer and administer placement and residual ACT tests on the Woodward Campus.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu.
Faculty and Staff Diversity Documentation Guide  
Academic Year 2012-2013  

Please type your responses into the boxes provided.

<table>
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<tr>
<th>Faculty/Staff Name</th>
<th>Joanne Prewett</th>
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<tr>
<td>School/Department Name</td>
<td>Academic Success Center</td>
</tr>
<tr>
<td>Primary Campus Location (check one)</td>
<td>Alva X Enid Woodward</td>
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**Category 1**
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

- May 11, 2012 – Attended Faculty Training Session: Dewayne Dickens (Tulsa CC)
  - Overcoming the Statistics: Understanding the African-American Male’s Persistence Strategies for College”

- October 4, 2012 – Attended Faculty Forum: Beverly Nedrow
  - Teaching international students: Cultural challenges
  - Teaching international students: Classroom challenges

**Category 2**
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

**The Academic Success Center** provides a study area with a staff of peer tutors for all students at the university. Students who come to the Center are diverse in many ways, including socio-economic status, age, race, culture or national origin, physical ability, and learning styles.

**The student staff** is also diverse in age, gender, and national origin. They are trained to work with students in the Center without regard to differences.

**Accessibility:** The Academic Success Center is handicapped accessible, and we have software available for use by the visually & aurally handicapped, those with dyslexia, and those with limited use of their hands.
Faculty and Staff Diversity Documentation Guide
Academic Year 2012-2013

Please type your responses into the boxes provided.

Faculty/Staff Name
Michelle Jaramillo

School/Department Name
Ranger Proud Academic Advising Center (Title III)

Primary Campus Location (check one)
Alva

Diversity is referred to as differences among people in a given population that can include, but is not limited to: Ethnicity, Race, Gender, Age, Religion, National Origin, Language, Socio-Economic Vulnerability, Exceptionalities and Sexual Orientation.

Category 1

Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

I worked with Upward Bound Classic and Math and Science Programs Summer camp by working in the evenings as a coordinator who watched over first generation, low-income students who are planning on attending college in the near future. During this time we participated in a community service event “Kids Against Hunger” in Cherokee, OK and throughout the summer the students learned how to interact with students from different backgrounds and high schools through team building activities.

I helped chaperon Upward Bounds Summer Field Trip – Students are able to take a summer trip to visit other states and learn about the history and have the chance to explore out of state colleges or universities to see if they would like to attend college away from home.

I worked and attended the Men and Women’s basketball games- Directed traffic in the parking lot for visitors and Northwestern Faculty/ Staff and Students. And after I was done I embraced the NWOSU athletics while watching the student athletes play.

Throughout the year I support my advisee’s by attending various school functions and events.

For example: I watched the choir students compete in the President’s Leadership Prize on
April 9, 2013.

I attended the Spring Football game on the April 13\textsuperscript{th}, 2013.

I supported the NWOSU Spanish Club by attending the Cinco De Mayo Dinner on May 2, 2012. I attended to interact with students of diversity.

I also supported NWOSU International Student Association I attended the Festival of Cultures Event on March 28\textsuperscript{th}, 2013. This gave me a chance to interact with the student diversity on campus and learn more about their cultures on an intimate level.

\textbf{Category 2}

Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

Ranger Proud Academic Advising Center (Title III) - As an advisor I work closely with at risk students, specifically those incoming freshman who are below an ACT Score of a 23. As an office we work with approximately \( \frac{3}{4} \) of the Incoming Freshman class. My case load consists of 145 students.

During a day-to-day basis I work with students who need assistance academically financially, and economically. Not all students have the same challenges, and as an advisor I work with each student on an individual basis. Some challenges and barriers I see students facing are family issues first generation students who don’t have parents that have a great understanding of higher education, financial issues, and medical issues, lack of college preparation and academic skills, and something as simple as hygiene issues.

Academically I help students learn how to decide a major if they are undecided, show them how to look up courses, and fill out an enrollment sheet based on their general education and major requirements. I also work with early alerts that professors send out for students who are not doing well in courses ranging from missing class, not participating in class, doing poorly on exams, or having family issues that are affecting their class performance. When I receive these alerts on my advisees I will call them, set up a meeting for the student to meet with me and if the student misses an appointment I will stop by the dorm and classroom to track them down to help them find a solution to whatever dilemma they are dealing with. Sometimes the student ends up behind and needs to drop a course, so they will fill out an add/drop form and have to the teacher sign off on it within the drop date.

I will also go over the challenges students could face with needing to drop courses and all
the barriers they could face with dropping a course: completion hours and attempted hours, financial aid eligibility, probation status, and suspension status.

Some students struggle with study techniques and my job is to help them learn how to set up appointments on-line and to make sure they have all the right resources needed to be a successful throughout their first year.

Financially some students are not aware of their bill statement and or how financial aid works, so I will go over financial aid information from scholarships, loans, late penalty fees that are incurred if a bill is not paid before the due date to make sure the student understands the consequences, and I will personally escort the student to the office they need to go to.

I have also tried to figure out strategies to help students who are financially deprived when it comes to needing the basic needs of hygiene and or simple things we take for granted. I will personally purchase items using my own money to help a student feel comfortable because even the little things could make the biggest impact. If a student has a bigger issue that I cannot help them with I will personally walk them over to our Counseling Services or whatever departmental office they need to go to.

Ranger Connection Course – I taught four sections of the Ranger Connection course. This class helped me see which students of mine needed more help academically, or personally. I was able to observe if a student was not doing well in my class there was a possibility they were not doing well in other courses, and I would contact them after class to find out what needed to be done to help them with learning how to become a successful college student.

I attended the NACADA conference in Louisville, KY Sunday July 20th, 2012 – August 3rd, 2012. During this conference I attended workshops to help me gain more knowledge on Advising first year students, one-to-one advising, engaging students with technology, and looking at different barriers and concerns that most advisors deal with while working with underprivileged students.

Attended the Diversity Training on April 25th, 2013 to gain more insight on Diversity and what to be aware of when dealing with different types of diversity on a daily basis.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kdecker@nwosu.edu (due 4-26-13)
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<tr>
<th>Faculty/Staff Name</th>
<th>Melissa Turco</th>
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<td>School/Department Name</td>
<td>Title III – Ranger Proud Advising</td>
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**Category 1**  
Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

*Day of the Dead Celebration – Food & Video Presentation  
*Spanish Club’s Piñata Breaking  
*4/18/13 Diversity Training

**Category 2**  
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

*Spanish Club/HALO/Spanish Department’s Day of the Dead Celebration – offered as extra credit to my SPAN1114 class. This event was an opportunity for my students to get a glimpse into a traditional Hispanic holiday/cultural experience.  
*Spanish Club’s Piñata Breaking Event- incorporated into my SPAN1114 class time. This event brought some variety to class – they went outside and tried to hit the piñata, which was full of goodies/candy – another traditional, yet fun and light-hearted cultural experience.

*As far as Title III goes, I have only been in my position as an Academic Advisor for about 2 months. I have met with a diverse group of freshmen students in that time with differences ranging from race to ethnicity, sexual orientation, ability, gender, and socioeconomic status. Not to mention the diversity of on-campus activities these students participate in from sports to choir, band and various other student organizations. The largest barrier I have identified for these various freshmen is socioeconomic. Many of these students have to take out multiple loans, work (several who work full-time, which sometimes negatively impacts their academic life), or wait for an extended period of time
to enroll because they are not able to pay the remainder of their bill quite yet. Also, there are several who do not have cell phones or vehicles, which tends to limit their ability to obtain an off-campus job. While some of these students do need the money, they are heavily involved in scholarship-related programs (athletics, choir/band, etc…) and do not have the time to work or a mode of transportation to get there. As their advisor, it is my job to try to help all of my advisees with any and all obstacles they face so that they can overcome them and succeed.

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Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

**Category 2**
Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

International Student Group panel discussion.
NWOSU Art Society Art Show.
Choral Concert.
Theater production.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu (due 4-26-13)
National Poetry Month
featuring Oklahoma Poets
April 2012

National Poetry Month
Enid Campus Display
featuring
Poetry Movements
May is

Asian-Pacific American Heritage Month

Asyano-Pasipiko Amerikano Heritage Buwan

アジア太平洋アメリカンヘリテージ月
May 2012

Enid Campus Display
featuring
L. Frank Baum
June 2012

Summer Chautauqua
September 2012

Celebrate Hispanic Heritage Month!
November 2012

NATIVE AMERICAN HERITAGE MONTH

Highlighting

Native American Art and Song

Alva Campus Display
Native American Heritage Month
highlighting
Native American Art & Song
November 2012

Enid Campus Display
Native American Heritage Month highlighting
The Five Civilized Tribes of Oklahoma
December 2012

International
Happy Holidays
February 2013

I've known rivers: Ancient dusky rivers.

My soul has grown deep like the rivers.

Enid Campus Display - Black History Month
February 2013

10 African-American Inventions That Changed Our World

- Electric Lights
  Lewis Latimer (1848-1928)

- Peanut Products
  George Washington Carver (c. 1864-1943)

- Electric Trains
  Granville T. Woods (1856-1910)

- Hair Care & Grooming Products
  Madame C.J. Walker (1867-1919)

- Blood Banks
  Charles Richard Drew (1906-1950)

- Biofeedback Training
  Patricia Cowlings (1946- )
February 2013

Chinese New Year
February 10, 2013

Year of the Snake
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This learning experience is made possible by a grant from the Charles G. Koch Charitable Foundation and Lew and Myra Ward of Ward Petroleum.
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Funding for this program is provided in part by a grant from the Oklahoma Humanities Council (OHC) and the National Endowment for the Humanities (NEH). Any views, findings, conclusions, or recommendations expressed in this publication do not necessarily represent those of OHC or NEH.
ALMA FOLKLORICA

Traditional Mexican Folk Dancing
To Celebrate

CINCO DE MAYO

Thursday May 2nd, 2013
Location: Herod Hall Auditorium
Doors open at: 10:15 a.m. Event 11:00-12:00 p.m.
Sponsored by Spanish Club
NO CHARGE

Northwestern
OKLAHOMA STATE UNIVERSITY

Dr. Claudia Young
Assistant Professor of Spanish
Department English, Foreign Language, and Humanities
Northwestern Oklahoma State University
VH 121 Phone: 580-327-8464
Fax: 580-327-8457
coyoung@nwosu.edu
www nwosu edu
Let's Celebrate!

CINCO DE MAYO DINNER

When: Thursday May 2nd, 2013
Location: Student Center, Ranger Room
7:00–9:00 pm
Price: $5 Adults, $3 Students
Food donated by El Maya
Sponsored by the Spanish Club

Northwestern
Oklahoma State University
First place a tie at Ranger Research Day

BRUCE WRIGHT
Staff Reporter

Northwestern hosted its seventh annual Ranger Research Day last Friday. Ranger Research Day is designed to help undergraduate students, graduate students and faculty have presentations on their resume when applying for graduate school.

“This year’s Ranger Research Day was our largest ever with over 30 participants,” Dr. Shawn Holliday, one of the committee members for Ranger Research Day, said.

The event is the preliminary to Oklahoma Research Day, a statewide/regional research event. Ranger Research Day will take place in the Alabaster Room on the 3rd floor of Vinson Hall. It will begin at 8:30 am and conclude at 4 pm. The two different presentations are paper or poster.

For the poster presentation there was a tie for first between “Arsenic Testing in Northwestern Oklahoma State University’s Taxidermy Collections and Natural Science Museum” by Morgan Reinhart, Jeff Martin and Julia Connerly and “Overweight and Obesity Rates in Firefighters: Overcoming the Epidemic” by Morgan Reinhart.

Second place went to Morgan Reinhart for “Firefighter Air Consumption in Relation to Body Fat Percentage” and third was awarded to Stephanie Martin for “Brain Waves Occurring during a Golf Putt.”

There was also two honorable mentions. “Why is Enrollment in the Division of Business Down at the Enid Campus?” by Dakota Helvie and Jacob Roberson and “Binaural Beats: A Study on the Effects of Binaural Beats on Brain Waves and Mental Performance” by Kent Jensen.

The winners for the Conference Paper presentations were first place, “The Standardized Testing Debate” by Hadar Crocker; second place, “Indifference versus Community” by Morgan Biaggi; third place “Side-by-Side Language Learning” by Brooke Palmer and an honorable mention, “Opinions of Same Sex Marriage” by Gabriel Dunbar.

“We have heard nothing but positive comments from administration, faculty; and students,” Holliday added. “We hope to get this same turnout next year.”
FLU SHOT CLINIC

Clinic is sponsored by Kettermann Clinical Lab and shots will be administered by NWOSU Nursing Students

Date: 11/9/12
Time: 1-5pm
Location: NWOSU- W.W. Campus, commons area
Cost: $20 cash or check
Open to Students, Faculty, Staff, and the W.W. population
Spanish club and H.A.L.O. host Cinco de Mayo

Watching traditional Mexican folk dancers, eating authentic Mexican food and making salsa for a salsa contest are how Northwestern students will celebrate Cinco de Mayo. Northwestern’s celebration is planned for May 2.

Starting at 11 a.m., Alma Folklorica will perform choreographed traditional Mexican dances in Herod Hall Auditorium. With bright, exquisite attire, these dancers will put on a great show using numerous props.

Pre-registration is required to compete in the salsa contest, and the deadline was Tuesday, April 30. Contestants are urged to make a mild salsa, which will be judged on consistency, appropriate heat level and taste. Salsa tasters can pay $1 to sample the salsa and vote.

The salsa contest will be held from 5-6 p.m. in the Student Center Ranger Room. Only the first 10 entries will be accepted. Salsa tasters are encouraged to cast a vote for “People’s Choice Award.” Contact Dr. Claudia Young, assistant professor of Spanish, at (580) 327-8464 or coyoun@nwosu.edu for a participation form.

The Cinco de Mayo dinner will be held in the Student Center Ranger Room, from 7-9 p.m. El Maya is donating authentic Mexican food to adults for $5 and students for $3.

Cinco de Mayo is a holiday that celebrates the defeat of the French by Mexico at the Battle of Puebla. Mexican troops won the fight on May 5, 1862.

All events are open to the public.

This celebration is sponsored by the Spanish Club and the Hispanic American Leadership Organization (H.A.L.O.). All proceeds will go toward the Spanish Scholarship Fund.

For more information contact sponsors Dr. Francisco Martinez, associate professor of Spanish, at (580) 327-8566 or fjmartinez@nwosu.edu or Young at (580) 327-8464 or coyoun@nwosu.edu.

Graphic by Kylea Copeland
Photos by Bimala Gurung

Students enjoying the activities in downtown Alva put on by the SGA.
Northwestern 2013 Outstanding Seniors announced

Cali Crissup
Clay Reed
Janel Mitchell
Jessica Blanchard
Jill Weidemann
Morgan Reinart
Myka Storic
Rhiannon Sherrill
Not pictured
Alva Goldbug Education Foundation receives public relations help

By JOSIE SVOBODA
Staff Writer

The advanced public relations class, taught by Mrs. Harkin, has been doing PR work for the Alva Goldbug Education Foundation during this semester, which results in the final grade for the students.

"Mrs. Harkin contacted the foundation and asked if they would like any PR assistants. We then evaluated everything that we thought our class could help with. Also, the president of the foundation came to talk to our class and expressed what he would like our class to assist with," said Jay Lee, senior.

The class updated the foundations brochure and their Facebook page. The foundation also did not have a logo, so the class designed several different logos for them to choose from, according to Lee.

The class members will also be presenting their information to the Alva Goldbug Education Foundation during their board meeting next Wednesday, which will serve as the class members final grade for the semester.

"Our end goal is for us to be able to help create a great brand for the foundation and to assist in putting them on the map," Lee said. Advanced public relations is a required class for all students majoring in mass communications.

"This class and particularly this assignment has given us all real life experience for the future. This whole project was also very deadline driven, which is what our industry is all about," Lee said.
Faculty member presents at history conference

Dr. Roger Hardaway, professor of history at Northwestern, recently presented a research paper at the annual Arkansas Historical Association conference in Helena, Ark.

Hardaway's paper was titled "Arkansas and the Confederate Constitution." He has been researching the constitution of the Confederate States of America for several years, and has published two scholarly articles on the constitution and the people who wrote it.

The conference brought together scholars and history buffs from all over Arkansas, as well as a few from other states.

"It was a pleasure and a privilege to be able to share some of my research with a large and interested audience in a historic setting," Hardaway said.

Hardaway noted that at one time Helena had a significant and active Jewish community, and the session in which he delivered his presentation was held in a former synagogue that has been restored and maintained by the local historical society.


Social work chair represents Northwestern at educators forum

Dr. Kylen Rehder, social work department chair, represented Northwestern at the Oklahoma Social Work Educators Forum recently held at the University of Oklahoma, Anne and Henry Zarrow School of Social Work.

The forum provides Oklahoma social work educators the opportunity to discuss common educational trends, challenges and opportunities in social work education.

This year's forum focused on transitioning students to graduate education and effective ways to instruct and assess social work core competencies.

Rehder serves on the planning committee for this annual event and presented the group with updates regarding Northwestern's social work program and results of program outcomes.

Council on Social Work Education (CSWE) accredited programs in attendance were from Northwestern, University of Oklahoma, East Central University, Northeastern State University and Oral Roberts University.

Photo provided
Kylene Rehder, social work department chair
Nine rodeo members headed for College National Finals Rodeo

The Northwestern rodeo teams are sending a nice contingent of cowboys and cowgirls to the 2013 College National Finals Rodeo, slated for June 9-15 in Casper, Wyo.

Five Ranger men earned the opportunity to compete in individual events, and the women are competing as a team after placing second in the region.

The men that will make the trip to Casper are Ryan Domer (tie-down roping, steer wrestling), Collin Domer (team roping), Dustin Searcy (team roping) and Ethan McDowell, who was crowned the 2012-2013 Central Plains Team Roping Header Regional Champion.

"The men had a great final rodeo and I'm excited for them," Northwestern coach Stockton Graves said. "I'm thrilled that we are taking five (men) to Casper. They've improved throughout the year and it's going to be a great learning experience for them. Ethan (McDowell) was our lone regional champion, and he earned it."

With a second-place finish in the 2012-2013 Central Plains Region team standings, the Ranger women qualified to compete as a team.

Alexis Allen (barrel racing), Trisha Price (goat tying), Jessica Koppitz (breakaway roping) and Micah Samples (barrel racing and breakaway roping) earned the trip.

"Our goal all along was to finish in the top two and compete as a team," Graves said. "They embraced the challenge and met and exceeded expectations. We finished second in the region, but our goal is to head to Casper and win it all."
SGA presents awards to student, professor

The Student Government Association recently announced its end of the year awards.

Michael Hiebert, Northwestern SGA president, presented the John F. Kennedy Award to Myka Storie April 27.

The recipient must serve the university, the community and the country, display school spirit and promote the university. The award, given in memory of John F. Kennedy, honors an individual who possesses leadership, participates in organizations, and strives for academic betterment and achievement.

Also awarded, Dr. Kay Decker, Northwestern department of social sciences chair and professor of sociology, received the John Sheffield Teacher of the Year Award on the same day.

SGA honors the memory and ideas of John Sheffield in making this award annually. The recipient must show a genuine enthusiasm for people, courage to give of herself to others and faith to trust in her honored profession.

Photos provided
The two awards are presented annually to recognize individuals who reflect the ideals of John F. Kennedy and John Sheffield.
Mind Games competes in semi-finals on May 5

Winning $2,500 in the quarter-finals round of the "Mind Games" competition, Northwestern team members have made their way onto the semi-finals where they will play Cameron University, airing May 5 on KSB1.

Teammates Lukas Dolarhide, Tonkawa senior, history; Bimala Gurung, Kaski (Nepal) junior, mass communication; Zakk Burdg, Enid freshman, English; Matt Schneider, Enid freshman, biology; and Jennifer Hilgeman, Beaverton (Ore.) sophomore, chemistry, have demonstrated their collegiate knowledge and recently defeated Oklahoma State University-Oklahoma City for scholarship awards.

The match against OSU-OKC can be seen at http://www.ksbitv.com/story/osu-okc-vs-nwosu-20130422. This game aired April 21.

Visit http://www.ksbitv.com/mind-games to watch Northwestern play "Mind Games" against Cameron University on May 5. It also can be seen on Cox channel 7, or Cox HD channel 707, DirecTV and Dish channel 52, or on Suddenlink channel 12 in Alva.

The team is led by Shannon Leaper, research and instructional services librarian. This is Leaper's first year as team coach.

Northwestern's "Mind Games" team usually practices four to five days a week for several hours at a time.

For more information about Northwestern's "Mind Games" team, contact Leaper at (580) 327-8572 or seleaper@nwosu.edu.

Photo provided
Northwestern's "Mind Games" team members will play Cameron University on May 5 in the semi-finals round of competition.
Three Northwestern faculty members shared their work at the first poetry reading of the semester. Top left: Dr. Kate Lane; top right: Instructor Melanie Wilderman; bottom left: Dr. Karen Linstrum.
Campus invited to ‘Meet the Signers’ for Constitution Day

By DANNA BICKFORD
Staff Writer

Join Northwestern in celebrating the 225th anniversary of the creation of the U.S. Constitution Monday, September 17 from 1:00-2:00 p.m. in Vinson Hall's Alabaster Room.

According to Dr. Aaron Mason, associate professor of political science, the main focus of the presentation this year will be mainly on the men who are not as well-known as some of the other men who signed the Constitution; George Washington being an example.

Mason said he will be giving a PowerPoint presentation of the history of the Framers of the Constitution.

"Thirty-nine men signed the Constitution; some of them being every well-known. I will be covering the lives of thirteen men in the PowerPoint who are lesser-known; telling their stories and what they all have achieved. Some of these men did amazing things after the signed the Constitution," Mason said.

According to Mason, starting in 2006, he has been responsible for the celebration of Constitution Day on Northwestern’s campus.

"It is appropriate to celebrate Constitution Day since it is the fundamental law of the nation. Without the Constitution we wouldn’t have the laws we have today. The Constitution has created laws that protect people and their properties, so it needs to be celebrated," Mason said.

According to Mason his learning and teaching of the Constitution is one of his favorite topics.

"I’m a student of the Constitution so I am also still learning. I’ve done a lot of research over the years and I will have resources to refer back to. This is what I do all the time, so this is material I’m very familiar with," Mason said.

According to Mason the PowerPoint presentation of the Framers will take between 20-30 minutes but he hopes to get asked a lot of questions regarding the Constitution and his presentation.

"I encourage anyone who wants to learn more about the Constitution to come, even those who have questions I hope to be able to answer. This is an ongoing program that the university is happy to promote because we believe it is important to do so to honor the founding fathers," Mason said.

Mason mentioned he is happy when students show up to honor Constitution Day and he is equally as happy when people from off campus come as well.

“People in the Alva community are more than welcome to come. We’ve had people come during their lunch break because they are simply just interested. Its election year making the Constitution’s history even more important and causing people to maybe become more curious about politics,” Mason said.

According to Mason he has always been amazed with what the Framers were able to accomplish.

“If you humanize the Framers, that they were men made out of flesh and blood, that they were not perfect, they become more likable and relatable.

They were just mortal men and that makes their accomplishments even more fantastic. I think we are in dyer need of their wisdom in many ways; because of where we are today all stems back from the Constitution," Mason said.

According to the Constitution Day 2012, Meet the Signers flyer, admission is free and open to all.

For more information, contact the NWOSU Institute for Citizenship Studies at (580)327-8525, or contact Mason by phone @ (580)327-8522 or by email mason@nwosu.edu.

“We all owe a debt to the founders. The best way to pay that debt back is to be a good citizen," Mason said.
Writers’ Roundtable open to all

By BREENDA HEARN
Staff Writer

The English department will be having their first Writers’ Roundtable Wednesday Sept. 19 at 3:30 p.m. in Vinson Hall, room 200. Dr. Amy Hall from the English department is the sponsor and said she is looking forward to this semester.

“We would love to have people from any type of writing join the club,” Hall said.

The club has goals for this semester to make deadlines for major magazine contests for students to participate in.

“We are having a writing contest here on campus for everyone to enter by October 31. We are also looking for donations for the prizes,” Hall said.

Hall added that anyone can attend the meetings and bring in any type of writing style.

“If students can’t make a meeting we are looking at having people go online to submit their writing there,” Hall said.

Photo illustration by Kylea Copeland.
Poetry Readings to begin Friday
EthicsPoint begins 2nd year on campus

By COTY GREEN
Assistant Editor

As the school year begins, administration reminded students about EthicsPoint. EthicsPoint is an online service that serves academic communities. The purpose of which is to give both students and faculty a place to go if they see a potential concern. For more information on EthicsPoint students should check their Northwestern e-mail accounts for an e-mail by Dr. David Pecha, the Vice President for Administration.

The EthicsPoint has been endorsed by other campuses in Oklahoma including those in RUSO, the Regional University System of Oklahoma. East Central University, Northeastern State University, Northwestern Oklahoma State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University and University of Central Oklahoma. They have all endorsed EthicsPoint.

Pecha said in an interview that he thinks it's a good system and the fact that we've had it for over a year without any incidents says a lot about our university.

"Anytime you can have more transparency in government it's good."

The program is now in its second year, and was voted into being by the board of regents.

Photo by Brenda Heam
(from R to L) Korina Lillard, Jordan Cox and Breanna Waith all get ready for the volley to continue on their side of the court.

Photo by Kylea Copeland
Teams getting ready for the upcoming play.
Photo Provided New faculty members begin the 2012-13 academic year at Northwestern Oklahoma State University. (Front row, from left) Jen Oswald, Emrys Moreau, Shannon Leaper, Dr. Kirk Moore, Dr. Kim Soule, (Back row) Dr. Shelly Wells, Leigh Kirby, Dr. Carlos Minor, Dr. Joseph Ninna and Dr. Grant Aguirre are photographed during New Faculty Orientation last week.

Photo by Kylea Copeland
Clay Thomas relaxes as he gets his neck worked on during Bio-Touch.
CONSTITUTION DAY
2012

Meet the Signers

Join us in celebrating the 225th anniversary of the creation of the U.S. Constitution. This year, we are pleased to present the lives and personalities of the exceptional men who framed our nation's founding document. Complimentary copies of the U.S. Constitution will also be provided for those attending.

When: Monday, September 17, 2012, from 1:00-2:00 pm
Where: NWOSU Alva Campus, Vinson Hall's Alabaster Room
Who: Admission is free and open to all. For more information, contact the NWOSU Institute for Citizenship Studies at (580) 327-5325

CONSTITUTION DAY IS PRESENTED BY THE NORTHWESTERN OKLAHOMA STATE UNIVERSITY SOCIAL SCIENCES DEPARTMENT AND THE INSTITUTE FOR CITIZENSHIP STUDIES.
2012-2013
Northwest Oklahoma Concert Series

Kyle Dillingham & Horseshoe Road
September 25, 2012

Shangri-La Chinese Acrobats
October 30, 2012

Glenn Miller Orchestra
February 12, 2013

Cat's Pajamas
March 11, 2013

The Northwest Oklahoma Concert Series is made possible with the assistance of the Oklahoma Arts Council, the Charles Morton Share Trust and the National Endowment for the Arts.
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The Northwest Oklahoma Concert Series always brings a touch of class and the magic of music to Herod Hall. We hope that you enjoy the music as much as we do.

We are proud to support the 2012-13 Northwest Oklahoma Concert Series.

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Kyle Dillingham & Horseshoe Road

Get ready for a high energy, uplifting performance with an eclectic musical style ranging from blues to bluegrass, gypsy jazz to Western swing, with a mix of country, rock and gospel.

Kyle Dillingham and Horseshoe Road blends these sounds into an earthy genre of music they call Heartland Acoustic. Full of surprises, the group's passion for music can be seen in their performance.

In 2008, Horseshoe Road completed a U.S. Embassy-sponsored tour of Thailand, which commemorated the 175th anniversary of relations between the United States of America and the Kingdom of Thailand. It was the first time an American band had ever performed in four of the five cities they toured. Horseshoe Road also is a 2010 International Acoustic Music Award's Top Three Finalist.

World-renowned fiddle sensation and the University of Central Oklahoma's Musical Ambassador, Dillingham heads the band and has performed his magic in more than 25 countries, electrifying and energizing audiences around the world. The Enid native picked up the violin when he was 9 years old, and eight years later, he gave two featured performances at the Grand Ole Opry in Nashville. Though he had an attractive offer to continue in Nashville, Dillingham always believed that his musical talents could serve Oklahoma best by staying in Oklahoma.

Named Oklahoma's Musical Ambassador by Gov. Brad Henry, he has helped develop more than 30 relationships between universities in Oklahoma and universities overseas, and he has brought attention to the name of Oklahoma in 30 countries. He also has performed in more than 50 schools in Oklahoma.

He has played for more than 100 charity events in the state and performed for the launching of the UCO's Centre for Global Competency where he took the stage with Lisa Ling, National Geographic journalist. Dillingham also was featured during the Memorial Thank You Concert along with Vince Gill, Jimmy Webb and Toby Keith. Dillingham received a standing ovation from the sold-out crowd that night.

Dillingham also was honored by Gov. Henry as a recipient of the 2009 Governor's Arts Award, acknowledging his life's work as a violinist, vocalist, and musical ambassador for the state of Oklahoma and for his gift to connect with people throughout the world.

"The Mary Rose," a tribute to Tudor England, officially launched an initiative to revive symphonic music in America and the world through the creation and performance of exciting new orchestral repertoire. Prince Charles sent two delegates to Oklahoma for the premiere, and Gov. Henry proclaimed it Mary Rose Day. Dillingham has been invited to perform for the grand opening of The Mary Rose Museum in 2012 in England.

Dillingham was selected one of Oklahoma Magazine's 40 under 40, an elite list of selected young Oklahoman's making a difference in the state.
Shangri-La Chinese Acrobats

This attraction has been called “incredible,” “breathtaking,” “stunning,” and “quite unbelievable.” The Shangri-La Chinese Acrobats offer more than a glimpse into the fascinating traditions of the Orient. It consists of sensational Chinese acrobatics, balancing feats, martial arts displays and much more. A truly Oriental spectacular and a show for all ages, the grace and precision of the acrobats are the triumph of years of dedicated training and discipline.

Chinese acrobatics are, in fact, more than just a series of stunts. Most of these acts clearly demonstrate the achievement of perfection through finding harmony between mind and body - an ancient concept in the Orient. The art has been formed by centuries of tradition.

This sensational group has performed throughout South America, Central America, southeast Asia, South Africa, Zimbabwe, Monte Carlo, New Zealand, Israel, Canada, Mexico, and the United States. They have met many celebrities and dignitaries over the years, including former President Jimmy Carter and his wife, Roslyn.

Training to become a member of the touring company of the Shangri-La Chinese Acrobats begins at an early age and it is a family affair. Children who watch their parents contort, leap and sail through the air obviously take it for granted that they will, in time, do the same - and they invariably do. Becoming an accomplished Chinese Acrobat in the Shangri-La Chinese Acrobats offers the performer a special status in China, equivalent to that of an American opera star in the west, and allows them the opportunity to travel around the world, sharing their talents with a wide variety of audiences.

Formal lessons and training begin at the age of five or six, when observation has already become a fantastic teacher. There are three schools for the arts in China - the first dealing with dance, the second with Chinese opera and the third with acrobatics. Here, acrobatic students spend four hours each day going through their paces, so that by the time they reach the age of 14 or 15, their art has become a part of their daily lives and is virtually second nature.

Most important, there is no language barrier and everyone attending a performance by the Shangri-La Chinese Acrobats will be thrilled to see their incredible feats. So, audiences should prepare to sit back, relax and be transported by these incredible performers to the mystical land of “Shangri-La,” where anything is possible ... and illusion becomes reality!
Glenn Miller Orchestra

Alton Glenn Miller got his musical start when, one day, his father brought home a mandolin. Miller promptly traded it for an old battered horn, which he practiced every chance he got.

In 1923, he entered the University of Colorado, but after one semester he dropped out to concentrate on his career as a professional musician.

He toured with several orchestras and ended up in Los Angeles where he landed a spot in Ben Pollack's group, a band that included Benny Goodman. Here, Miller also got the chance to write some arrangements.

Formed in March 1938, the second Glenn Miller Orchestra — which would later include the likes of Tex Beneke, Marion Hutton, Ray Eberle, Paul Tanner, Johnny Best, Hal McIntyre, and Al Klinck — soon began breaking attendance records up and down the East Coast.

There were record-breaking recordings, as well, such as “Tuxedo Junction,” which sold 115,000 copies in the first week. “In the Mood,” and “Pennsylvania 6-5000,” all appeared on the RCA Victor Bluebird label. In 1941, it was off to Hollywood where the band worked on its first movie, “Sun Valley Serenade,” which introduced the song — and soon-to-be million selling record— “Chattanooga Choo Choo,” and featured the Modernaires and the Nicholas Brothers. Then came “Orchestra Wives.” But the war was starting to take its toll on many of the big bands as musicians, and the rest of country’s young men began receiving draft notices.

On Oct. 7, 1942, Miller reported for induction into the Army and was immediately assigned to the Army Specialist Corps. His appointment as a Captain came after many months of convincing the military higher-ups that he could modernize the army band and ultimately improve the morale of the men. He ultimately organized the Glenn Miller Army Air Force Band, and in late 1943 he and the band were shipped out to England. In less than one year, the Glenn Miller Army Air Force Band engaged in more than 800 performances. Of these, 500 were broadcasts heard by millions. There were more than 300 personal appearances including concerts and dances, with a gross attendance of more than 600,000.

In his book “Glenn Miller & His Orchestra,” George Simon wrote this about the man. “His favorite author was Damon Runyon. His favorite book was the Bible. Spencer Tracy and Olivia de Havilland were his favorite movie actor and actress. His big loves were trout fishing, playing baseball, listening to good music, sleep and money. His pet hates were bad swing, early-morning telephone calls (he liked to sleep from 4 a.m. to noon), and the phrase ‘goodbye now.’ His favorite quotation, one he stated, was not from the Bible, nor from Runyon, but from Duke Ellington: ‘It Don’t Mean a Thing If it Ain’t Got that Swing!’”
The Cat's Pajamas are five men who create all the sounds of a band using only their voices.

The group was formed in 2005 by Brian Skinner and Nate Mendl, who both share a passion and drive for performing and music production. The two had previously worked together in college groups such as the Wisconsin Singers and a cappella groups the MadHatters and Redefined at The University of Wisconsin.

Besides Skinner, beat bass, and Mendl, high tenor and air guitar, the Cat's Pajamas are made up of the performing talents of Brad Baker, baritone; Nathaniel Adams and Mike Hilliker, lead tenors.

The first time The Cat's Pajamas ever performed together was for the 2005 Oreo Cookie Jingle competition. They recorded a demo and searched everywhere for gigs until their first big break when they were offered a six month stint on Celebrity Cruise Lines as the in-house a cappella group.

After their first contract, The Cat's Pajamas moved on to be hired as guest entertainers by Norwegian Cruise Lines. The Cats' performed 40 weeks a year onboard NCL from 2007-2009, and it quickly became their highest rated act. The Cats' also performed on America's Got Talent and The Next Great American Band.

After three years of perpetual cruising and touring on land, in the fall of 2009, The Cat's Pajamas decided to move to Branson, Mo. Often named the “Live Music Show Capitol of the World,” Branson is a vacation destination to more than 8 million visitors each year. Since the move the group has been performing more than 200 shows a year!

In the fall of 2011, The Cat's Pajamas reached millions of new viewers when they performed on NBC's hit show The Sing Off. Now back in Branson for their third season, The Cat's Pajamas will be performing an all-new, high energy show from March through December of 2012 at the world-class Andy Williams Moon River Theatre.

Since their inception, The Cat's Pajamas always have been involved in education and giving back to the school systems that made them successful. This was the inspiration for their "Music in Schools" fundraising tour. Mendl and Baker are both certified choral teachers and all five members work with kids by teaching breathing/singing techniques, confidence, performance tips, and overall trying to keep them excited and involved with singing. Each year they perform at approximately 25 schools and have raised more than $50,000 to date for arts programs all over the country.
Northwestern Fine Arts Department presents

September
- 26th – Studio Recital #1, 1 p.m., Fine Arts Building room 200

October
- 4th – 5th: Theatre Production #1, Little Women, 7:30 p.m., Herod Hall Auditorium
- 6th – Theatre Production #1, Little Women, 7:30 p.m., Herod Hall Auditorium
- 16th – 17th: University Singers Regional Tour
- 16th – University Singers Concert, 7:30 p.m., Northwestern-Enid
- 23rd – Band Extravaganza Concert, 7:30 p.m., Herod Hall Auditorium
- 31st – Studio Recital #2, 1 p.m., Fine Arts Building room 200

November
- 2th – Dec. 2nd: Studio Art Sponsored Exhibition
- 15th – 17th: Theatre Production #2, Children Show, Herod Hall Auditorium
- 19th – From Bach to Beatles, Choir Concert, 7:30 p.m., First Baptist Church
- 28th – Studio Recital #3, 1 p.m., Fine Arts Building room 200

December
- 5th – Studio Recital #4, 1 p.m., Fine Arts Building room 200
- 8th – Christmas Spectacular Concert, Northwestern Band and Choirs, 7:30 p.m., Herod Hall Auditorium
Psychology club has money on its mind

By Justin Regier
The cast prepares for the debut of "Little Women" opera.

Theater goes classic with "Little Women"
Campus observes Domestic Violence Awareness Month

October is Domestic Violence Awareness Month. If you are in a domestic violence situation and you feel unsafe, please call the Woodward Police Department at (380) 75-8318 or (380) 727-5115. For more information about domestic violence, visit the website at www.woodward-police.com. If you need help with child custody, email Ashley Harris at aharris@woodward.ok.us.

According to Kaylyn Hansen, domestic violence includes physical assault, verbal abuse, psychological abuse, and economic abuse. It can take many forms, such as economic control, emotional abuse, and sexual assault. If you or someone you know is experiencing domestic violence, please seek help. Call the National Domestic Violence Hotline at 1-800-799-SAFE (7233) or visit their website at www.thehotline.org. Domestic violence is a serious issue, and it affects people of all ages, genders, and backgrounds. Together, we can work to end domestic violence. 

Sandra Barnes

Domestic violence

Domestic Violence Awareness Project

October 2022

BY DANA BICKFORD

Domestic Violence Awareness Month is observed each October to raise awareness about domestic violence and provide resources and support for those affected. Domestic violence can take many forms, including physical, emotional, and financial abuse. It is important to recognize the signs of domestic violence and seek help if you or someone you know is experiencing it. Resources are available through organizations such as the National Domestic Violence Hotline, which can be reached at 1-800-799-SAFE (7233). Domestic violence affects people of all ages, genders, and backgrounds, and it is important to work together to end this issue.

Kaylyn Hansen and I are here to offer guidance for those who are in domestic and dating violence relationships.
Blood Institute

Oklahoma

Blood Drive at Satellite Campuses

By CALE GRASSUP

OBI hosts blood drive at satellite campuses
Photos by Mazy Murray.
Theatre students have been preparing for weeks for the upcoming production, "Little Women," which will open tonight and continues tomorrow at 7:30 p.m. and Saturday at 2 p.m. Admission is $3 for students, $5 for faculty and $7 for general admission.
Downtown murals ready for viewing

By BIMALA GURUNG
Staff Reporter

As Northwestern News reported two weeks ago, there are two new murals: “Prisoners of War” and “45 Infantry” in downtown Alva, and now they are ready for public viewing.

The Alva Mural Society sponsored these murals while artist duo Robbie Pierce and Don Prechtl, both from Oregon, painted the murals.

Pierce said they completed the murals in about three weeks, as estimated.

Like all of the previous murals, the Alva Mural Society is not organizing any sort of ceremony to unveil its 24 and 25 murals.

Jim Richey, artist liaison of the Alva Mural Society, said once the murals are completed, the artists are anxious to get out of the town and the society is anxious to store equipment used during painting and provide lighting for the murals.

“There is not any specific time to stop and make time for dedication,” Richey said.

He added the Alva Mural Society is planning to add few more murals in the next two years.

“We are planning a mural to commemorate the tallest man who came to visit Alva in 1930,” said Richey, “but there is not any definite plan.”

Richey added it is getting hard to raise money and most of the members are getting older. He said the Alva Mural Society would love to engage the new generation, “but a lot of young people are extremely busy.”

Elizabeth Parkhurst owns the building on which “P.O.W.” is painted.

“We wanted to preserve history of this community in a visual manner, and we are excited to have them,” Parkhurst said.

Carolyn Murrow, Alva resident, said the murals depict the history of the town, and she and her husband appreciate the art and what it does.

“We love it,” Murrow said.

Photo by Bimala Gurung

Prisoner of War is one of the two new murals, with more to come in the next two years.
Sororities recruit new sisters

By TRISHA PRICE
Staff Reporter

Northwestern sororities hosted Recruitment Week Sept. 10-13 on the Alma campus to add new members to the two sororities, Alpha Sigma Alpha and Delta Zeta.

Both sororities received new members after four days of questioning, bonding and getting to know the new candidates. Recruitment Week consisted of four events: open house, skit night, preference night and finally bid day.

According to Delta Zeta Vice President of Recruitment, Damage Bickford, said that the first events are mainly to get to know the girls going through recruitment.

"Each night gets more personal and the questions get harder," Bickford said.

Recruitment week was hosted in order to find the women who are interested in sororities.

Alpha Sigma Alpha Vice President of Public Relations and Recruitment, Tylar Mead said there is a lot of considering to do before choosing your new sisters.

"[Recruitment] is that college experience for a lot of girls, like what you see in the movies. It's not as scary as it's portrayed to be," Mead said.

"You have to be able to put aside past judgments and get to know the girls on a more personal level in only three days," Mead said.

Bickford agreed with Mead.

"Girls join sororities to have sisters and sisterhoods. It's just like best friends, but you can call them your sisters, you would drop anything you're doing for them," Bickford said.

Delta Zeta added six members and Alpha Sigma Alpha added seven. More information is available by contacting either Bickford or Mead by email, dbickford29@rangers.nwosu.edu, or lpmead00@rangers.nwosu.edu.
Two new murals launched in downtown Alva

By Bimala Gurung

The Alva Mural Society is adding the 24th and 25th murals, both in downtown Alva. The murals named "Prisoners of War" and "45th Infantry," commemorate the Oklahoma-based unit of the National Guard, especially the signal company based in Alva, who fought in the Korean War.

These are going to be the fifth and sixth murals from Pierce and the fourth and fifth comprehension of "P.O.W.," while Pierce tackled the "45th Infantry."

The two murals are going to cost $18,000 for the artists' fee, according to Jim Richey, artist liaison of the Alva Mural Society.

Richey said they have held fundraisers, auctions, sold notecards and received donations. They have also gotten help from the Oklahoma Art Council.

"These two murals are mainly funded by Share Trust and Alva Tourism Board," Richey said.

He added that he would not hesitate to claim Alva as the mural capital of Oklahoma. All of the murals are professionally done and depict the history of the town.

"When you drive around the Boulevard, it's nice, more interesting and adds character to the town," said local resident, Ronda Gentry.

"When you drive around the Boulevard, it's nice, more interesting and adds character to the town."

She added that it helps all generations learn about the history through vivid images.

Tim Walker and Bruce Walker from Arkansas said they are amazed with the murals around the town.

"I know a lot of people who say they [murals] are unique," said Jodie Bradford, tourism chamber secretary.

Bradford said there may be even more people coming for the murals because not everyone stops by the visitor center and many people come to town on the weekends when the office is closed.

With two new murals, there will be 25 murals total throughout Alva, with the majority of them located in downtown.

Alva Mural Society was established in 1997, and since then it has been sponsoring one or two murals each year.

"When you drive around the Boulevard, it's nice, more interesting and adds character to the town."
New master's program announced

By MAZY MURRAY
Staff Reporter

The Northwestern College of Arts & Sciences announced a new master’s degree program in American Studies. In the past year, Dr. Shawn Holliday, associate dean of Graduate Studies, proposed the program to the Academic Affairs Committee and State Regents.

The proposal is now approved and the program will begin accepting applications for the 2013 fall semester. According to the proposal, the new program will enable students to explore and interpret the American experience from an interdisciplinary perspective that encompasses the fields of agriculture, history, political science, English, sociology, mass communication and education. This program allows Northwestern to focus on regional issues while relating to national issues. For instance, nine hours of the program will study Oklahoma and the American West, while three hours will discuss the leadership issues in northwestern Oklahoma.

“We already have five students who have expressed interest,” Holliday said.

The proposal outlined that with this degree, future students could find career opportunities in museums, government and law. Job titles could include business affairs director, collections manager, historian and training coordinator.

“I would like to make this one of the premier programs statewide,” Holliday said.

According to the proposal, that allowing Northwestern to implement a Master of Arts in American Studies is a win-win situation for students, faculty, and community members in northwestern Oklahoma, meeting the needs of an economically disadvantage and culturally devalued region of the state and nation.

Admission into this program is set to start in May 2013. The Master of Arts in American Studies degree will use the existing admissions, retention and graduation standards that are employed in Northwestern’s Office of Graduate Studies.

For further information, Holliday is available at (580) 327-8589.

New improv troupe hosting tryouts tonight

By DANNA BICKFORD
Staff Writer

The improv group on campus, The One Nighters, will be having auditions this Thursday in Fine Arts at 8:00 p.m. with the hopes of gaining new members.

“There are currently five members in the improv group and we don’t have a set number of how many people we will be accepting during auditions. It depends on how much talent there is,” said Tylar Mead, junior mass communications major and captain of the improv group.

According to Mead, The One Nighters hope to perform twice a semester on campus.

“We will start preparing for improv nights three weeks before a show, meeting once or twice a week. We will practice different scenarios; practicing skits and playing characters the audience is familiar with. This way we will be able to perform from the seat of our pants once we have all the ideas fresh in our minds,” Mead said.

According to Mead, due to not knowing how the turnout is going to be for the improv nights, the price of admission per person will vary from 50 cents to one dollar, or if they are doing a donation, they will accept cash goods.

Mead said she has always been involved in theatre in high school as well as college.

“Theatre has just always been a huge part of my life. I am involved in the improv group because it keeps me in touch with my theatrical background. It’s mentally stimulating when you have to preform and become a character with barely any time for preparation. I really love and enjoy being in The One Nighters,” Mead said.

According to Mead you can belong to any club or organization to be in the improv group, it is not just for theatre majors and minors.

Mead said the student body will be informed when they are about to have an improv night on campus; flyers will be spread across campus and an e-mail will be sent to all the students.

For more information about The One Nighters and auditions, Mead is available by e-mail tpmead00@rangers.nwosu.edu.

According to The One Nighters slogan, “It may last only a couple of hours but we will leave you wanting more.”

Photo provided.
Tylar Mead, troupe captain.
Student to lead evolution discussion

By COTY GREEN
Assistant Editor

Dr. Aaron Place, assistant professor of biology, and his students will present a series of lectures discussing biological evolution at 8 p.m. this Sunday in the Science Amphitheater.

This is the first of a three part series for the class, Biological Evolution. The first lecture is presenting evidence for evolution. There are seven students who will discuss different points of the larger, all-encompassing theory of evolution. The class reviews peer reviewed journals to cite during their presentations.

"Misconceptions are probably my favorite thing to teach students about: A lot of people didn’t learn enough about evolution in high school. Evolution is a theory, a well proven theory that helps to explain life on earth," Place said.

The students will present over cellular, embryonic, genetic, morphological, paleontological, and bio-geographical evidence.

"Everyone perceives evolution to be linear; it’s really more branching," Place said.

The next two lectures will be presented later in the semester, and will focus on the course of evolution and the mechanisms of evolution.

Place said another popular misconception is that science and religion cannot co-exist. He says that in his class they discuss this dichotomy in depth in class.

Leviathan Society tours historic sites

Promoting student trips to significant historical sites and cultural events off-campus, the Leviathan Society at Northwestern took students on a tour of the historic city of San Antonio (Texas) in late September.

Dr. Aaron Mason, associate professor of political science, and Dr. Eric Schmalz, associate professor of history, coordinated the group’s visit with the Northwestern Department of Athletics, which scheduled its football match against the University of Texas at San Antonio for Sept. 22. Along with the Leviathan Society, the visiting Ranger football team toured the famous Alamo in downtown San Antonio the day before the competition was held at the Alamodome.

Both Mason and Schmalz wished to thank Andy Carter, director of athletics, for his assistance in making this trip possible.

The Leviathan Society also visited other sites in the city’s downtown area, including San Fernando’s Cathedral, the former Spanish Royal Governor’s Palace and the River Walk.

In early fall 2009 Mason and Schmalz established the Leviathan Society at Northwestern. This informal group in the Social Sciences Department encourages students interested in topics on government, politics and history to participate in campus sponsored activities and trips. It consists of students majoring in political science and history, though membership is open to students of all majors.

Photo provided

The Leviathan Society visited the Alamo in downtown San Antonio.
Study Abroad plans trip to Germany

By CLAY THOMAS
Assistant Editor

Northwestern’s study abroad program will visit Germany in May 2013 while offering courses in psychology, humanities and business.

The trip will last eight days, running from May 16 and concluding on May 23. There is an additional extension you could purchase, in which the trip would conclude on May 25. Dr. Wayne McMillin, dean at Northwestern’s Enid campus, is coordinator of the trip this year. Also on the committee is Dr. Wei Zhou and Dr. Kathryn Lane.

The trip is affordable and also educational. Starting at $3,300, you could also use leftover money from your financial aid to help pay for it.

It could be the trip of a lifetime.

“It’s not your typical learning experience, in that you’re not in a classroom, but you get to fully submerge yourself in a place, and you get out of it more than a lecture. Everyone says it is an experience they will never forget. It opens them up to other cultures,” Lane said.

Any class taken will count as a three credit hour course. Still not interested? You don’t even need to enroll in a class to go.

“We are one of the rare universities that doesn’t force you to take a class to go,” Lane said.

Junior Mazy Murray of Wayne, is excited to travel again this year.

“It was an experience of a lifetime. All of the trip was a great experience from learning about culture to actually eating different foods. Seeing the different sides of the country from the farms to the city life was amazing. Coming from a farm background, I felt connected with the natives because we are all striving for the same thing,” she said.

“My favorite part of the trip would be making all the memories with my new friends. Having the opportunity to experience something new and also meet new friends from my own campus was so exciting.”

If interested in going this year, the group is holding meetings to gather more information. These take place on Oct. 11 at 3 p.m., Oct. 24 at 2 p.m., Nov. 8 at 3:30 p.m., and Nov. 28 at 2 p.m. You can contact Dr. Lune at kelane@nwosu.edu or in Vinson Hall room 214, Dr. McMillin on the Enid campus at wtmcmillin@nwosu.edu, or Dr Zhou in Jesse Dunn 227a or at wzhou@nwosu.edu.

Reichenberger honored Homecoming parade marshal

Dorothy (Teutschmann) in 1958. Following 18 years of naval service, Reichenberger came to Northwestern State College in 1965 and graduated in two and a half years with a Bachelor of Arts degree in social science. He then earned his master’s degree at Wichita State University before joining the Northwestern history faculty in 1967.

In December 1992, he retired from Northwestern after 25 years of service.

Some of Reichenberger’s greatest memories at Northwestern came from the students and the work he’s been able to accomplish at the university.

“I’ve really enjoyed the work and students at Northwestern,” Reichenberger said.

This Homecoming, Reichenberger looks forward to seeing how former students have changed over the years.

Through Reichenberger’s donations, he has been able to provide area students with scholarships and has funded endowed chairs for the university.

Following his wife’s death in 2005, after 45 years of marriage.

Reichenberger endowed the Dorothy Reichenberger Memorial Scholarship in Music and the Dorothy J. Reichenberger Chair in Music. One of the most generous benefactors of the university, he continues to give to a number of other Northwestern scholarships and programs.

He has served as a Northwestern Foundation trustee since 1993 and is a former chair of the Investment Committee.

As chair, he worked to ensure the funds invested by the Northwestern Foundation earned their greatest potential, while minimizing the risk to those funds.

There are many alumni and community events planned for Saturday, Oct. 13, beginning at 8 a.m. with the 5K Ranger Run and One Mile Fun Run.

A reception for Reichenberger will be held in the alumni tent (across from Rialto) at 9 a.m. before he leads the parade at 10 a.m.

Reichenberger said he looks forward to riding in the parade.

More details about Homecoming events, is available www.nwosu.edu/homecoming.
Flu shots available in the Student Center

By Danna Bickford
Staff Writer

The Kettermán Skills Lab is offering flu shots for students, faculty, staff and the Alva community Monday, Oct. 1 in the Ballroom of the Student Center. Injections cost $25 per person, cash or check.

According to the Kettermán Skills Lab Flu Shot Clinic flyer, Northwestern nursing students will be administering the injections from 1-5 p.m. on the second floor of the Student Center.

“I’m excited for this learning experience for giving shots,” said junior Nursing major Kasey Miller. “Being able to put on this clinic with my classmates is going to be a lot of fun. I encourage everyone to get vaccinated for the season and to support our nursing program.”

For more information about the upcoming flu shot clinic, Leslie Collins, Coordinator of Kettermán Lab is available by e-mail ln.collins@nwosu.edu.

“I’m excited for this learning experience for giving shots,” junior Nursing major Kasey Miller said. “Being able to put on this clinic with my classmates is going to be a lot of fun. I encourage everyone to get vaccinated...”
Women's rodeo places second at Colby

By TYLAR MEAD
Staff Reporter

The Northwestern rodeo team competed in their first rodeo last Saturday in Colby, Kan.

Lauren Barnes placed first in goat tying. Mycah Samples placed fourth in barrels, Alexis Allen placed sixth in barrels and Jared Thompson placed first and Jake Williams placed fifth in steer wrestling.

Stockton Graves, head coach, said he was a little disappointed in the men’s team, but very proud of the women’s team, who won second.

“We are focused on qualifying both teams for nationals this season,” Graves said.

There are changes and improvements being made, according to Alexis Allen, sophomore rodeo member.

“The experience in the past season was good, but we need better practices and improvements on finding the money for scholarships,” Allen said. “Overall I think we did really good at our first rodeo, but there’s always room for improvement,” Allen said.

This is Stockton Gravé’s first year being a part of the rodeo coaching staff but is getting positive feedback from his team. “He is a good new addition to the coaches we already have,” Allen said. The rodeo team will host their first rodeo Nov. 1-3 at the Woods County Fair Grounds.

Choir holds retreat and workshop

By MAZY MURRAY
Staff Reporter

The Northwestern Singers choir had an annual retreat Friday Sept. 21. Following the retreat they hosted the All-State high school workshop.

At the retreat the Northwestern Singers choir had the opportunity to work on their current music and prepare for All-State the next day. Their theme this year is “China,” preparing them for their international tour in Beijing, China, next spring.

During the retreat the group tried different Chinese foods, learned about the culture and etiquette, and bonded over some games in the halls of Fine Arts, according to Dalton Lambeth, tenor for the Northwestern Singers.

Nine local high schools were involved in the All-State workshop, comprised of 65 high school students who had the opportunity to practice with section leaders and listen to the choir perform. The choir sang “Come Thou Fount of Every Blessing,” by Mark Wahlberg.

“It was good for our students to take a leadership position and be proud of our program. It was a very positive experience and really hyped the program up,” said Dr. Irene Messoloras, assistant professor of music and choir director.

The high school students were able to eat with the Singers and talk about college life. According to Messoloras, the Singers work hard in class and are able to use their experiences and correct the high school students’ audition pieces.

“Even though it can be a stressful event, it is great recruitment strategy and it can help the high school students,” Lambeth said.
Natural History Museum gets an update.

Phone: 327-8513
Hours: 12:00 p.m. - 5:00 p.m.

By JUSTIN RECTOR
Campuses to Celebrate Hispanic Heritage Month

Campus Life

Photo by Clay Thomas

East Central's Andy Hendrick dres a shirt while under pressure from Northwestern's Eddie Calihan. "The shot was missed high."

According to Hendrick, the team was hoping for a better performance in their upcoming games.

Despite the loss, Hendrick remained positive, saying, "We're excited for the upcoming games and ready to give our best."
Northwestern students who recently began student teaching are (front row, from left) Morgan Plummer, Illana Bell, Candy Jones, Chelsey Wilks, Andra Olive, Casey Stoll, Cassie Teel-Potter; (second row) Dr. Young, Tanya Gordon, Christina Nunez, Lauren Milner, Skye Carpenter; (third row) Tabbitha Huggins, Crystal Perrin, Sarah Brodi, Cary Cox, Matt Foster, Josh Swain; (fourth row) Kaylee Byrd, Patti Hess, Trey Long; (fifth row) McKensy Henley, Bill Edwardson, Charles Hensy, Halee Hogner, Lucas Camac, Tommy Rogers. Not pictured: Dyshia Evans, Dannon Haglberg.

Photo Illustration by Kylea Copeland.
NAS members work on their sheet for the competition.

Skylar Birdsall
Wellness Center to offer Zumba classes

Zumba, I get to burn a lot of calories and have a good time,” said Cora Cook, a senior majoring in recreation administration.

According to Cook, all Zumba classes will be held in the Wellness Center from 6:30 p.m. to 7:30 p.m. on Wednesdays. Attendees are required to wear appropriate workout clothes and shoes.

The Zumba classes are open to all students and members wanting to participate. Attendees are encouraged to bring water and enjoy the dance-based workout.

“Zumba is a fun atmosphere, and it’s always something new,” said Cora Cook. 

According to Cora Cook, she doesn’t even realize she is working out because she is enjoying herself so much. 

Photo by Erika MIYAMOTO
Campus blood drive brings in 250 donors
LADY RANGERS BREAK THE ICE!

By BRENTA HEARN Staff Writer

The Lady Ranger volleyball team won their first match of the season on Tuesday night against Oklahoma Panhandle State University (OPSU), beating them 3-1. Despite the tough weekend at the Southwest Baptist Crossover, losing to Nebraska-Kearney (3-0), Lindenwood (3-0), Fort Hays State (3-0), and Southwest Baptist (3-0).

The first set against OPSU started of a little rocky with the Aggies scoring first and taking a five to zero lead before the Rangers scored their first point. With strong kills by junior outside hitter from Contagem, Brazil, Paola Turibio helped put pressure on the Aggies, the Rangers lost a close set 25-21.

The Rangers started the second set behind the Aggies until scoring back to back kills by Turibio and freshman from Broomfield, Colo. Lacey Stewart. Another huge kill by Turibio tied the set at 12. After short rallies back and forth the Rangers led 24-20. Stewart had a kill for the Rangers and won the set 25-20.

Rangers started the third set on top leading 5-4. OPSU called a timeout with the Rangers on top 14-8, as well as their coach Mike Stephens received a yellow card after saying strong words to the official. After the timeout, Stewart scored with a kill making the score 15-8. Even though the Aggies made a small comeback the Rangers won the third set 25-17.

The Rangers continued their momentum into the fourth set with tough serving. With strong plays by both teams the Rangers kept their lead even though the Aggies started a comeback. Aggies served into the net, which led to a Ranger win 25-19.

After the match, Rangers' head coach Fernanda Frey could not keep the smile off her face.

"The girls worked really hard which made us successful and it was very exciting to win. Now that they know what it feels like to win as a team, I think we will see it a lot more," Frey said.

Photo by Clay Thomas
Natalie Malone and Paola Turibio defend their side of the net in the Rangers' winning effort on Tuesday Night against Panhandle State University.
Banished Books intrigue students

The reader does not know what challenged withon the front on the American Library Association website. "Harry Potter" series due to "Bridge to Terabithia" and the freedom to read what you want. "I can't believe this is happening to me," said a book by its cover. The book is banned from schools of the Northwest.

BY KAY A. HART

The ever-growing list of banned books have been ignored and distrusted. Banned books are an important part of the American Library Association's mission to promote freedom of speech and the right to read. They challenge our assumptions and push us to think critically.

The Northwest

Libraries across the country<br>Libraries are celebrating the<br>Libraries are celebrating the<br>Libraries are celebrating the<br>Libraries are celebrating the
The creation of a new Ranger!

By BIMAL A GURUNG
Staff Reporter

The campus group Conserving Our Ranger Environment (CORE) is organizing a film showing of "If a Tree Falls" at 7 p.m. on Oct. 28 in EC 169, according to Adam Burnett, CORE vice president.

According to the official website for "If a Tree Falls," it is a documentary about the environmentalist group the Earth Liberation Front, whom the FBI has called the "number one domestic terrorism threat." The movie was nominated for the best documentary feature at the 2012 Academy Awards.

"It is a very thought-provoking movie," Burnett said. "It gets people to question things we do in everyday life."

He added there will be open discussion forum after the film with a panel of two faculty members and two students to answer audience questions.

Burnett explained CORE is a non-profit student organization that aims to improve the environment and community around northwest Oklahoma.

Next on group's agenda, CORE is organizing a book drive during finals week this semester to collect textbooks to recycle them.

Photo by Jay Lee
First place sheet design by the Art Society hangs in the Student Center.

Ranger Renaissance:
115 Years of Champions
Red & Black
Show your Ranger pride!
Coronation set for Miss Northwestern

By TYLAR MEAD
Staff Reporter

The Miss Northwestern and outstanding teen scholarship pageant begins at 4 p.m. Saturday in the Herod Hall auditorium, free to students with their student ID cards and $10 at the door or $8 for buying tickets in advance.

There are five contestants competing for Miss Northwestern title, including Ashton Blewitt of Helena, Amber Seevers of Kinsley, Kan., Tali McDonald of Alva, Madison Bird of Alva and Chelsay Adams of Mooreland. Chelsay held the title of Miss Moreland and later attended the Miss Cinderella pageant where she won that title as well.

There’s four areas to preparing for this pageant, and those are interview, swimsuit, talent and evening gown,” Adams said. “But even more, the hardest part for me is to make sure I don’t lose sight of myself, don’t establish this image of this is what I have to look like and should like in order to be a successful pageant girl,” Adams said. “It’s so much more it’s displaying who you really are and your own beliefs and your thoughts on society.”

Every contestant is required to have a platform on an issue they believe is important.

“My platform is called ‘This is a Beautiful Me,’ and that is self-esteem help for young girls and boys. My goal is for our youth to be able to look in a mirror and say out loud ‘this is a beautiful me,’ Adams said.

For contestant Blewitt, competing in the Miss Northwestern pageant is one more way she can reach out to others and become a positive role model to young adults.

“It is an amazing scholarship opportunity, great way to get involved with the community and it builds lifelong friendships,” Blewitt said.

The six teens compete in the same events as the Miss girls except they will not have a swimsuit portion, they will be wearing active wear. When crowned the next step for the teen contestant will then begin to prepare for the state pageant in June. Those competing include Victoria Kimbrell of Enid, Kelsey Castle of Jet, and Sage Sunderland, Taylor Hadwiger, Cheney Bird and Veronica Nelson all of Alva.

Special Events Coordinator and Pageant Director Rachel Stewart said she wants all the contestants to get up there and have fun and showcase who they are and what they are about.

“The main thing for me is just that each girl can do their very best and present themselves well,” Stewart added. “We would like to invite everyone to come and support the girls because it takes a lot of courage to compete and hit every element.”
Rangers snap losing streak with win over Panhandle State

Victorious

Photo by Kyle Cooper

By JAY LE

Ranger's quarterback Kory Jones and the Rangers managed to pull away from the Texas A&M University-Commerce Lions to win the game on Saturday, April 14. The Rangers have been on a losing streak since the beginning of the season and finally turned things around with a 28-21 victory.

Jones led the Rangers with his accurate passing and strong running abilities. He completed 19 of 27 passes for 200 yards and two touchdowns, helping his team establish a lead early in the game.

The Rangers defense also played a crucial role in securing the win. They held the Lions to just 11 points, allowing the offense to breathe easier and concentrate on their next drive.

Despite some early struggles, the Rangers managed to rally back and take control of the game. Their determination and hard work paid off as they emerged victorious.

With this win, the Rangers look forward to continuing their momentum and competing against the University of Texas at Tyler in their next game.

The Rangers fans were elated with the win and were seen cheering and celebrating on the sidelines. The victory brought a sense of relief and joy to the entire community.

Ranger's head coach Bob Colclough was pleased with the team's performance and believes that this win sets the tone for the rest of the season. He praised his players for their hard work and dedication to the sport.

The Rangers are now 3-4 on the season and hope to maintain their winning streak as they face their next opponent.

The Rangers' next game is scheduled for April 21 against the University of Texas at Tyler. The team looks forward to this match-up and hopes to continue their winning economy.

The Rangers faithful are encouraged to support their team at the next game and experience the excitement of winning as a community.
Campus gets spooky
Annual Haunted House to open Monday

By DANNA BICKFORD
Staff Writer

The REAL organization is hosting the Haunted House on Northwestern’s campus for the third year in a row, according to REAL’s Vice President Gilda Palacio, junior biology major.

The Haunted House opens next Monday, October 29- Wednesday, October 31st from 8:00 p.m. - midnight. The Haunted House tours will take place in the basement of Vinson Hall.

According to Palacio, REAL started decorating for the Haunted House at the beginning of this week.

“We got a late start with decorating, but we are going to finish in time. We start decorating about four in the afternoon and stay late into the night. It’s a lot of fun decorating and getting into the scary Halloween mood with the rest of the REAL members,” Palacio said.

According to Palacio all the REAL members are helping out with decorating for the Haunted House and will be either giving tours or playing a role in the Haunted House.

“I will be acting in the Haunted House. I can’t give tours because I will get scared even though I know what’s coming, and I don’t like being scared,” Palacio said.

Palacio said the cost to get into the Haunted House is five dollars or four dollars for Northwestern students with student ID or if you bring a canned good.

“This Haunted House is open to everyone in the community and we encourage everyone to support REAL by getting scared. The Haunted House is our biggest fundraiser of the year and we are really excited for this year’s Haunted House,” Palacio said.
Acrobats whirl to center stage next week

By ANTHONY MOFFA
Staff Reporter

Northwestern is hosting the Shangri-La Chinese Acrobats 7:30 p.m. Tuesday Oct. 30 in the Herod Hall Auditorium, with tickets costing $15 for adults and $10 for students.

This event is part of the Northwest Oklahoma Concert Series. Dr. Irene Messoloras, chair of the Department of Fine Arts, is in charge of choosing who to bring in as part of the Concert Series.

“We tried to look for variety in our Concert Series. This group has been successful in the past, so we decided to bring them back,” Messoloras said.

According to a Northwestern press release, the Shangri-La Chinese Acrobats will offer students a look into the traditions of the Orient with a performance consisting of martial arts, balancing feats and Chinese acrobatics.

“I think it’s important to have students and the community experience these events in order to experience different cultures,” Messoloras said.

According to IAI Presentations, Inc., the acrobats display multicultural and multifaceted feats of balance, Kung Fu, brilliant costumes and Chinese comedy.

A reviewer from Spotlight Magazine said the group “...displayed immense skill and agility, took the audience into a magical world and gave them a glimpse of Chinese cultural tradition,” while Michael Collins, lectures and special events coordinator from Northeastern Illinois University, said “the audience was sitting on the edge of their seats throughout the whole show. The students were still sitting down wanting more after the show was over.”

Messoloras added that it is beneficial for students to experience a culture different than their own because it enriches the community they are a part of.

Photos by Erika Birk
Shangri-La Chinese Acrobats at last year's performance.
BSU hosting Operation Christmas Child

By CLAY THOMAS
Assistant Editor

The BSU will be hosting a shoe box drive benefiting kids in need overseas. They are asking Northwestern students to help their cause by giving time and donations.

Kyle Spade, Byron senior, is helping with what they are calling Operation Christmas Child. “We’ve got four turned in right now. We have about 10 boxes that are already halfway filled. We want people to come get these boxes. We would love to have all 25 boxes filled. All they need to do is come pick up a box and help fill it up. We also need $7 to help pay for the shipping overseas,” Spade said.

In order to get a box that is partially filled, you must go to the BSU and pick it up. You can also do it yourself. You can use an empty shoe box or small plastic container, determine from a brochure you can pick up at the BSU. You can use a variety of gifts for the box; however, they are asking to be sensitive in what toys you give the kids. It is possible that your box could go to a country stricken with war, so a G.I. Joe figurine would not be acceptable.

Once they are filled, you can turn them in at the BSU any time before Thursday, Nov. 1.

For more information, you can contact the BSU or go to www.samaritanspurse.org/occ. They also have a Facebook as well as a Twitter account which can be found at www.facebook.com/OCCshoeboxes and www.twitter.com/occ_shoeboxes.

Photo provided by Kylea Copeland

whether your gift will be for a boy or girl, as well as their age category.

The categories are two to four years, five to nine, or 10 to 14. Use the appropriate label.
Evidence for Evolution
Second talk in series set for Sunday

BY COLT GREEN
Assistant Editor

Dr. Aaron Place and the science department will host its second part in a three-part series on evolution, 7 p.m. Sunday Oct. 28 in the Science Amphitheater.

The first presentation centered on the evidence for evolution. This one will focus on evolution and how humans proceeded from single cell organisms to modern species.

“Once the things we talk about is interaction between, hominids; we now know that Neanderthals were hunted to extinction by homo-sapiens. They weren’t hybridized,” Place said.

Place and seven students, will cover the evolution of prokaryotes to multicellular organisms. Some of the main points to be covered deal with plants, tetrapods, fish and human evolution.

The final lecture deals with the methods of evolution, mainly natural selection and genetic drift.

It’s set to take place at the end of November.

Northwestern named 2013 military-friendly school

Northwestern has been named to the 2013 Military Friendly Schools list. The list honors the top 15 percent of colleges, universities and trade schools in the country that are doing the most to embrace America’s military service members, veterans and spouses as students and ensure their success on campus.

Northwestern currently has about 70 students with past or current military service.

“We are proud to be recognized for our commitment to help veterans and active duty service personnel move forward toward a college degree,” said Dr. Janet Cunningham, university president.

Northwestern provides advisers on staff who can assist veterans with career placement. Because Northwestern’s tuition and fees rates are among the lowest in the region, the institution also can provide the best financial environment for military students through scholarships.

When military students are called to active duty, they are able to return without a penalty. In addition, Northwestern offers in-state tuition without residency requirements for active-duty and military dependent students.

A complete list of the 1,739 colleges, universities and trade schools on this year’s list exhibit leading practices in the recruitment and retention of students with military experience can be found at www.militaryfriendlyschools.com.

These schools have world-class programs and policies for student support on campus, academic accreditation, credit policies, flexibility and other services to those who served.
Three students place at Women's Professional Rodeo Association

By KATY HART
Staff Reporter

Three Northwestern students landed top spots at the Women's Professional Rodeo Association World Finals in Lincoln Neb., Oct. 18-20. According to wpra.com, the WPRA allows women to compete in barrel racing, breakaway roping, team roping and tie down calf roping. The three-day event consisted of four rounds of competition.

Cali Griffin, senior and student assistant rodeo coach, competed in the breakaway roping where she placed first in the second round, third in the fourth round, and roped the fastest time of the weekend.

“It was really good seeing the girls from our team rope so well,” Griffin said.

Micah Samples, junior, heeled in the team roping and placed second in the second round, and third in the third round. Samples also competed in the breakaway, and the barrel racing, where she placed in the top 30 and made it back to the short round.

“I’ve been practicing and competing at the college rodeos on weekends to prepare for the competition. All in all I feel that I did pretty good in all of my events and I was happy...” Samples said.

Junior Jessica Koppitz also competed in the breakaway roping. Koppitz placed fifth in the third round, won the fourth round and placed sixth in the average for the weekend.

“Jessica roped really good all weekend,” Griffin said.

All three women are part of the Northwestern Rodeo Team, but competed as individual professionals over the weekend in Nebraska.

Photos provided
Female contestants Cali Griffin, Micah Samples, and Jessica Koppitz at the WPRA Finals.
$41,000 richer after National Finals Team Roping

BY TRISHA PRICE Staff Reporter

Which student is $41,000 richer after last week?

After having a successful week of winning at the USTRC National Finals Team Roping in Oklahoma City, Okla., Oct. 20th-28th, Dawson McMaster, has $41,050 to add to his bank account.

McMaster is a number 6 header and a number 9 heeler but after last week numbers don't matter. McMaster won $9,000 heeling and $31,300 heading at the United States Team Roping Championships National Finals. He also won $600 dollars at the PRCA Prairie Circuit Finals heeling for his partner Joe Macoubrie. McMaster also won a saddle, a buckle and Gist Silversmith's spurs.

"I started with six runs and ended up having seven, I had $1600 in entry fees," said Dawson McMaster, a senior majoring in Health and Sports Science.

That is the amount of money that McMaster spent on his entry fees at the USTRC Finals and does not include his stalls, fuel money or anything else.

"I raised Thunder and trained him myself," McMaster said about his heel horse Thunder.

He also rode his partner Macoubrie's horse on the head side.

"I basically practiced on him a couple times and then rode him," McMaster said.

McMaster won the #15 Preliminaries heeling for Joe Macoubrie, placed 4th in the #13 Preliminaries heading for Brandon Vaske, and placed 2nd in the #12 Shootout heeling for Scott Vander Hamm. Macoubrie and Vaske are both Northwestern graduates.

"I've been roping since I was little, I used to calf rope but I don't anymore. I spent too much money doing that," McMaster said.

McMaster rodeos because it has always been his hobby and he likes to win money.

"I'm inspired by all the people that..."
Spanish Club Celebrates Day of the Dead

By Anthony Morea

A bread called "Pan de Muerto" is offered during the Day of the Dead celebration. "Pan de Muerto" is a bread offered at the altar to remember deceased friends and family members. It is believed that the dead will come back to the living to be remembered and loved. The bread is decorated with colorful designs and is placed on the altar alongside other offerings such as flowers, candles, and incense. The celebration includes parades, music, and folkloric dances. It is a time of reflection and remembrance of loved ones who have passed away. The Day of the Dead is a time for families to come together and celebrate the lives of their loved ones. It is a day of joy and remembrance. Spanish Club members incorporated elements of the Day of the Dead into their annual fall event to honor the traditions and beliefs associated with this important cultural celebration.
Students to show off talent at Open Mic Night

By Clay Thomas
IN THE FACE

WE SCANING

Halloween House

With some 40,000 spectators, the haunted house is a well-known attraction in the area. The haunted house is located in a Halloween-themed park and is known for its intense and realistic special effects. The haunted house is designed to create a sense of fear and suspense, with actors dressed in realistic costumes and makeup. Visitors are guaranteed a thrilling experience as they navigate through the various haunted rooms and corridors. The haunted house is open every night leading up to Halloween, and it is a must-see attraction for anyone looking for a unique Halloween experience.
Alva hosts annual robotics competition

By MAZY MURRAY  
Staff Reporter

The annual Heartland's Best Robotics competition rolled in Oct. 26-27 at the Alva REC Center with Perry High School coming out on top. Nine high school groups from Oklahoma gathered to compete with their robots and promote their designs.

The high school groups were judged on their project engineering notebook, marketing presentation, team interviews, spirit and sportsmanship, and robot performance, according to Dr. Karen Linstrum, assistant professor of psychology and judge of the robotics competition.

According to the program, BEST (Boosting Engineering, Science, and Technology) is a program designed to encourage youth in engineering, science and technology through a sports like contest in which local high school students design and build remote controlled robots.

The winning roster, provided by Dr. Steven Maier, director of the Alva robotics competition, the BEST top award in engineering went to Perry High School with first, OKC Homeschool with second, Lawton Academy of Arts & Sciences with third. The grand award also went to Perry High School.

The coach's award went to Jeff Zagar of Perry High School. Most photogenic award went to Deer Creek High School. The most elegant went to Wynona High School. Most robust award went to Perry High School. The Founders of BEST Spirit award went to Fairview High School. The T-shirt award, voted by the high school students, went to Lawton Arts & Sciences.

"This helps the kids work with each other, working in competition but also being respectful. It's amazing; I love it," Linstrum said.

This year's theme was Warp XX. As reported in the program, the objective was to design and build a prototype robot to transport cargo and equipment on the space elevator, tower during the three-minute match. There are a variety of tasks to do, to keep the space station operational.

Teams advancing to the Frontier Trails BEST regional competition are Perry High School, Deer Creek High School, OKC Homeschool and Lawton Academy of Arts & Sciences.

For further information Maier is available at (580) 327-8562.
Studio Art Program to sponsor animal art show

"Animalier: The Animal in Contemporary Art," an exhibition of art focusing on the animal form, is sponsored by the Studio Art Program at Northwestern, and will run from Nov. 2 to Dec. 2, at the Graceful Arts Center in downtown Alva.

Admission to the gallery, opening reception, film screening and curator's lecture is free and open to the public.

The show is curated by Brandice Guerra, assistant professor of art.

An art critic first used the term "animalier" as a derisive title for the 19th century sculptor of animal bronzes, Antoine-Louis Barye. The epithet was in keeping with the use of animal names as terms of reproach. The term gradually lost its original contemptuous intention and is now used specifically to describe 19th century animal sculptors and broadly to describe any artist who chooses to focus on the animal form. The description of animals, whether symbolic or scientific, has been a concern of artists since the dawn of recorded history.

This exhibition is intended to present a variety of approaches to the concepts concerning the representation of animals in contemporary artistic practice.

An opening reception is planned for Nov. 2, from 6-8 p.m. as part of First Friday Art Walk activities. Light refreshments will be served. That evening, the Studio Art Program also will play host to a free screening of Jean-Jacques Annaud's 1988 French language film, "The Bear," in the Graceful Arts rear studio (parental discretion is advised).

An informational lecture by Guerra on the history and symbolism of animals in art is planned for Nov. 14, at 5:30 p.m. in the Graceful Arts gallery.

Sixty-nine artists from 12 countries and 19 states submitted 127 works for consideration. The exhibition will contain 27 works from 21 artists in six countries and seven states.

Graceful Arts Center is open Tuesday through Friday from 10 a.m. to 5:30 p.m. and Saturday from 10 a.m. to 2 p.m.

Contact Guerra at beguerra@nwsou.edu with questions about the show.

For questions about the Graceful Arts Gallery and Studios, Kay Decker is available, gallery director, at kdecker@nwsou.edu.
Photo by Kylea Copeland
Liggins toting the ball down the field.

Photo by Kylea Copeland
The Lady Ranger soccer team tied Ouachita Baptist 2-2 and lost to Harding 1-0 to round out the season.
Native American Heritage Month

"The Cheyenne Way of Life"

Date: Monday, November 19, 2012
Time: 7:00 p.m.
Locations:
- Alva: CH 107
- Fred: C 226
- Woodward: W 111
- Ponca City: BC 105

Guest Speaker: Minoma Littlehawk-Sills

Minoma Littlehawk-Sills was born in Perryton, Texas and raised in Oklahoma. She is a Cheyenne, a member of the Cheyenne and Arapaho Tribes. She was raised by her Cheyenne grandparents, the late Daniel Warren Big Foot Littlehawk and the late Leah Bear Head. She is a mother of two and a grandmother of two. She currently resides in Seiling, Oklahoma with her husband Irvin Sills. After becoming an empty nester in 2004, she pursued an education and career.

She is a former employee of the Washita Battlefield National Historic Site and she has worked for the Little Bighorn National Monument. Ms. Littlehawk has been a featured speaker on Cheyenne life for Northwestern's
Thanks giving away from home: Local churches to offer meals for community

By BRITAIN GRUNING

Thanksgiving is just a week

The Church of the Nazarene
Church of the Nazarene
1109 College Ave.
11/18/21012

First United Methodist Church
626 College Ave.
11/22/12

Papago Student Union
1020 College Blvd.
Noon 11/24/12

Churches from the community have agreed to serve food, and the churches will serve Thanksgiving dinner in their respective locations. The meals will be served on Thanksgiving Day, and reservations are needed in advance.

 atividades culturais

Thanksgiving is just a week away, and local churches are preparing to offer meals for the community. The Church of the Nazarene, First United Methodist Church, and Papago Student Union have agreed to serve food, and the churches will serve Thanksgiving dinner in their respective locations. The meals will be served on Thanksgiving Day, and reservations are needed in advance.

 atividades culturais

Thanksgiving is just a week away, and local churches are preparing to offer meals for the community. The Church of the Nazarene, First United Methodi
Northwestern honors faculty and staff with awards ceremony

Northwestern honors faculty

Photo provided

Chairman of the Board of Trustees, John Barton, presents the John Barton Excellence Award to Teaching Assistant Professor of Education Bethany Blegen. Above, Dr. Steven Mackie (left), John Barton, and Dr. Steven Mackie (right) pose for a photo.

MacKie said, "I'm totally shocked and surprised. It's an honor to be among the nominees who have been given the opportunity to be recognized for their hard work and dedication to our students."

By CORY GREEN

The ceremony was held on the campus of Northwestern University, where students and faculty members gathered to celebrate the achievements of their colleagues. The distinguished faculty members were honored for their contributions to the university and their impact on the lives of their students.

The John Barton Excellence Award is given annually to an outstanding student or faculty member who has made significant contributions to the university community. This year, the award was presented to Teaching Assistant Professor Bethany Blegen for her outstanding work in the classroom and her dedication to her students.

The ceremony was held in the Alumni Center, where the audience was treated to a keynote address by President of Northwestern University. The president praised the recipients for their hard work and dedication to the university community.

The ceremony was a celebration of the achievements of Northwestern University's faculty and staff. The recipients were recognized for their contributions to the university and their impact on the lives of their students and colleagues.

The ceremony was a success, with a large crowd in attendance to celebrate the achievements of Northwestern University's faculty and staff. The recipients were honored for their hard work and dedication to the university community, and the ceremony was a fitting tribute to their contributions.
Choir to perform ‘Bach to Beatles’ Monday

“A world music segment has been added to help prepare them for their upcoming tour,” says the director of the University Choral and Concert Choir, Erin Hopkins.

The concert is called ‘Bach to Beatles’ and will have music from Germany, Bulgaria, France, Swahili, Bulgarian, French, and Irish. According to Dr. Jack Messolores, director of the University Choir and Concert Choir, says she can’t wait to perform. The concert will ultimately promote great composers and artists from every genre.

Messolores said making the concert possible and the audience will not be disappointed. "It’s going to be a fun, upbeat concert," Messolores said.

"Bach to Beatles" is a free concert hosted by The Department of Fine Arts.
Agriculture instructor receives Honorary American FFA Degree

Through outstanding personal commitment, Mark Sneary, instructor of agriculture and farm manager at Northwestern, recently received the Honorary American Future Farmers of America (FFA) Degree by the National FFA Organization. This award is given to those who advance agricultural education and FFA. After teaching agricultural education at Garber High School for 22 years, he came to Northwestern in July 2009 and helped establish the agricultural education program.

“I continue to recruit students that will someday teach agriculture at the high school level,” Sneary said.

Sneary is involved with the State Department of Career Tech with the various FFA activities. He has served for several years as a State Proficiency Award judge, a State Speech Contest judge and helped with both Northwest District Livestock Shows at Woodward and Enid. He takes pride in judging several livestock shows and speech contests in the northwest district.

“I will continue working with the FFA because that is where my heart is — with those FFA students who are trying to make a difference in their lives,” Sneary said.

“I know no other program that is as dedicated at changing lives of students as the FFA. I hope to continue to help with the various activities that are offered through the FFA and will continue working with students who want to become an agricultural education instructor and FFA adviser.”

For more information about Northwestern’s ag program, contact Dr. Dean Scarbrough, Department of Agriculture chair, at dascarbrough@nwosu.edu or (580) 327-8487.
Northwestern beats Connors State in Mind Games competition

By KATY HART
Staff Reporter

Six Northwestern students competed in the KSBI TV Mind Games Oklahoma Academic Challenge, a quiz bowl-style event sponsored by the Chickasaw Nation on Oct. 28 and won $2,000 in scholarship money.

According to ksbitv.com, Mind Games is the college level of the academic bowl, single elimination, competition open to all universities in Oklahoma. The competition is sponsored by the Chickasaw Nation and gives away over $200,000 in scholarships.

The questions asked in the competition include history, humanities, literature, science, mathematics and current events.

The program, televised by KSBI on Sunday, Oct. 28, had team captain Lukas Dollarhide and students Gabriel Dunbar, Nathan Sacket, Prashant Upadhyay, Zachary Zook and Zakk Burdg against Connors State College. Northwestern was victorious over Connors State with a final score of 520-210.

According to Shannon Leaper, faculty adviser and coach, they are a great group of guys who are doing a fabulous job, and she thoroughly enjoys working with them.

"They are a very hardworking team, and they practice three times a week," Leaper said.

Northwestern's next competition will be Dec. 9 at 6 p.m. on KSBI, and the past episodes can be watched online at ksbitv.com/mind-games.

If there are any Northwestern students interested in joining the team contact Shannon Leaper at 327-8572 or email sleaper@nwosu.edu.
Foundation Office hosted Thank-a-Thon to show donors appreciation

Pharoah Clyde Crisp:
They went all out to thank the donors.

Francisco Solano:
and with all of the student participation, it was a huge success. The goal for this year was to reach 75 donors.

Thank-a-Thon was in support of the students who contribute to the college. The students were asked to send in letters to let them know how important their contributions are to the students.

Thank-a-Thon took place in the second annual Pharoah's Annual Legends Dinner.

The purpose of the dinner is to show appreciation to the donors.

The donors really enjoy receiving the appreciation and it gives them a positive view of the college.

The thank-a-thon is very meaningful because it shows people know what we do.

According to Holiday, students who give money to Northwestern have a loud voice, even if they are not donating.

Pharoah also added that the students really appreciated the thank-a-thon.

Last year was the first time the thank-a-thon was held at the college.

In total, 75 donors were thanked.

The organizers want to thank all of the donors for their contribution.
By JAY LEE
Sports Editor

The Northwestern football team came away with their third victory in a row by defeating Southern Nazarene University last Saturday on Senior Night 35-28. That win marked the sixth straight victory over the Crimson Storm.

Jech had a complete game throwing for three touchdowns and 278 yards through the air. The running game struggled once again this season with only 56 yards on the ground. The defense came up big in the first half only allowing the high powered offense to just seven points in the first half, while Northwestern scored 14 of their own.

The game became a true shootout in the second half with both teams combining for 42 points in the half. The third quarter called for quick theatrics with SNU moving down the field in one play on a 50 yard run by Derick Perkins, Crimson Storm running back. Only one more play was needed to tie the score at 14 points with a one yard scamper by Perkins.

The Rangers with their black and red jerseys quickly answered the away team's score on the next drive. Jech, with a clever fake on fourth down, dumped a pass over the line to senior Josh Robinson, who then took the ball down the field for a 51 yard gain to SNU's six yard line. Ball carrier Jared Jackson took the ball in for the score on the very next play to make the score 21-14 in favor of the Rangers.

During the last six minutes of the third quarter, the score was tied by the Crimson Storm at 21. The scoring continued to escalate in the second to last quarter of the game, with the Rangers going up seven points again. After scoring one more time in the game, the home team moved the score to 35-21 with just 12 minutes left to play. The Storm didn't have enough power to come back all the way, taking the loss to the Rangers for the eighth time in nine years.

The Rangers travel to Monticello, Ark., to finish off the season with the Boll Weevils of the University of Arkansas at Monticello, Saturday at 3 p.m.
at home with a victory over SNU

Rangers secure third straight win
RANGER RODEO
16 students make short round at
western rodeo
during the North
sheep wrestling.

Photos by Mary Jones
Theatre performance scheduled for April 18-19

By JENNIFER POLLMILLER
Staff Reporter

The University's theatre program will host their postponed performance "Potpourri: an Evening of Short Plays" Thursday and Friday the 18 and 19 at 7 p.m. and Saturday at 2 p.m. in Herod Hall.

Although the delay gave them more time, the students didn't really have more preparation time, said Kimberly Weast, associate professor of theatre.

"Actually, it has been a bit stressful and a bit difficult to get the various casts together. We have had a few cast members drop out and finding replacements has been somewhat challenging."

Aside from preparation for "Potpourri" the theatre students have also been rehearsing for their other upcoming show, "My Tomorrow" by Glen Post, which will be presented at 2 p.m. on Saturday April 27 in Herod Hall.

Lauren Weiss, senior speech and theatre major is directing one of the 10-minute plays as well as "My Tomorrow" and agrees that the back-to-back shows are fairly stressful. She said that her key to being ready for both of the shows was staying organized and on top of every detail.

"I have 10 cast members that I am working with, which is kind of hard, but we are always open for new challenges and we are just trying to stay positive," said Weiss.

Weast is very excited for the presentation of "Potpourri: an Evening of Short Plays" because of the variety of themes and surprise endings. Weast encourages all faculty and students to come to the plays and support the theatre department.

Photo by Lauren Weiss

Photo illustration by Bimala Gurung
By Bev Nojące

SGA to host Alcohol Awareness Monday

Alcohol Awareness 10 Year Celebration

The purpose of this day is to let our student body feel the need to be active on issues that are important to us. The main reason wecontres that the events are for

SGA Director and the Director of Student Affairs, we say "Yes! Let's have it!"

The ever-present issue of alcohol has become more pronounced on our campus in recent years. This is due, in part, to the number of student events and parties where alcohol is consumed. As a result, the need for awareness and education on the effects of alcohol has become even more pressing.

The event will include a panel discussion featuring representatives from various departments and organizations on campus. The discussion will cover topics such as the impact of alcohol on personal and academic success, the role of law enforcement and campus security, and the importance of responsible drinking.

The event will be held on Monday, April 16, at 7:00 PM in the Student Union Ballroom. The event is open to all students, faculty, and staff. There will be refreshments provided.

Please join us in raising awareness about the impact of alcohol on our campus community. Together, we can work towards creating a safer and more responsible campus environment.

By Jacob Elts

April 15 will be club night. It will be a day to celebrate all the clubs and organizations on campus.

The event will be held from 7:00 PM to 10:00 PM in the Student Union Ballroom.

The event will feature performances by several clubs, including the Dance Club, the Music Club, and the Comedy Club. There will also be a variety of food and drinks available.

This event is open to all students, faculty, and staff. Please join us in celebrating the clubs and organizations that make our campus community so unique.

By Phin a Cunyn

April 16 will be Alcohol Awareness Monday. The event will be held at 7:00 PM in the Student Union Ballroom.

The event will feature a panel discussion on the impact of alcohol on personal and academic success. The panelists will include representatives from various departments and organizations on campus.

The event is open to all students, faculty, and staff. There will be refreshments provided.

Please join us in raising awareness about the impact of alcohol on our campus community. Together, we can work towards creating a safer and more responsible campus environment.

By Jacob Elts
Student attend the National Association of Social Workers-Oklahoma
Renaissance Faire hits campus tomorrow

By ANTHONY MOFFA
Staff Writer

The Northwestern Alva campus will host a Medieval & Renaissance Faire 10 a.m. to 7 p.m. Friday featuring food and activities that a person would have experienced from that time period.

Dr. Amy Hall, assistant professor of English, is in charge of coordinating the event. Hall said that even though they experienced a few setbacks due to the inclement weather this semester, everything will go on as scheduled because of the help and support of those around her.

According to Hall, she estimates there will be around 50 vendors and booths combined. "I had not expected it to get this big; we have three paid performers in addition to the clubs and classes," Hall said. "A lot of classes are doing this for a grade... they've been working really hard."

According to Hall, these faires are something she loves and she believes it could be good for students to attend, because there has been nothing like it close to Alva.

Hall said that students are encouraged to dress up in medieval attire, but aren't required to.

"If a person has a costume, they are more than welcome to dress up."

According to Hall, people attending the Faire should keep in mind that most activities are being done by students, not professionals.

Leah Burchfiel, senior English major, is reading from the Finnish "Kalevala" as part of the Faire.

"I am nowhere near a professional storyteller, I just like the sound of the trochaic tetrameter," Burchfiel said.

According to Burchfiel, the Kalevala was originally supposed to be sung, but she "can't self-subtitle."

"It's going to be a great time overall. We are going to run (the Faire) rain or shine, so come and enjoy the hard work everybody put into it," Hall said.
Biology student selected for grant funding

By JOSIE SVOBODA
Staff Writer

Anjela Shrestha, biology junior, was selected to receive funding from the Oklahoma EPSCoR program for her 2013 summer research project, titled "Mimicry in allopatry: The longnose snake as a coral snake mimic".

Shrestha was seeking an undergraduate research project dealing with her interest in wildlife. Dr. Aaron Place, associate professor of biology, came across the research opportunity through the Oklahoma EPSCoR, where they then came up with their own wildlife research project, according to Place.

"I am definitely passionate about snakes, but I’m also very passionate about undergraduate research projects. I have been involved with helping many undergrads with their research projects," Place said.

Shrestha is going to look at whether longnose snakes experience less predation because they look like coral snakes even though they aren’t from around this particular area, according to Place.

"It is hard to witness predation so Anjela will be making clay models of coral snakes and will be leaving them out in the field for four days to see if they were attacked," Place said.

Shrestha and Place will spend their grant money, which totals to $2,272, on supplies, equipment and travel expenses to complete the research, according to Place.

"What surprises me the most is that other Northwestern students go to other places and different schools to do their research instead of doing their research projects here in the northwest Oklahoma area. I hope students will be inspired to do their research projects here at Northwestern," Shrestha said.

The research project will begin when school gets out and will end at the end of June. July will consist of research analysis and manuscript preparation, according to Place.

“Our end goal is to hopefully have this study published where scientist will be able to read it. Having a peer-reviewed paper on your resume in the science field is a huge deal," Place said.
Northwestern Softball splits four game series with Ouachita Baptist

By KYLE SPADE
Staff Writer

Northwestern softball split a four game series last Friday and Saturday against Ouachita Baptist. The Lady Rangers lost the first and last game, but won the second and third game.

In game one on Friday, Ouachita Baptist won 0-5. This marked the fifth time the Lady Rangers have been held run-less in a game. Ouachita Baptist only gave up one hit all game, and receiving credit for that hit was senior Megan Bourdon. Junior Kellie Mason was the losing pitcher for the game.

Game two of the Friday double header faired better for the Lady Rangers as they won 6-1. Sophomore Cheyanne Terry, senior Monica Jarmillo, Bourdon, junior Tiffany Santisteban, senior Megan Burditt and freshman Taitum Hoffman all scored a run on the day. Santisteban had two RBIs, Terry, Jarmillo and senior Ali Seibel added one RBI a piece. Junior Allora Miller was the winning pitcher.

In day of the series the Lady Rangers defeated the Lady Tigers 6-2. Jarmillo, senior Alyssa Taylor, Santisteban, Seibel, Burditt and sophomore Jayci Wehrenberg all scored one run for the Lady Rangers. Seibel had three RBIs, Wehrenberg had two and sophomore Jessika Sandoval had one. Miller was the winning pitcher.

In the final game the Lady Rangers fell 4-3. Bourdon, Santisteban and Miller all scored a run. Miller hit a homerun in the sixth to give her two RBIs. Taylor was the other player with a RBI.

Kellie Mason was the losing pitcher on the day. The Lady Rangers fall to 14-16 on the season and 11-9 in conference play.

The Lady Rangers will travel to Ada, to play East Central on Friday and Saturday in a four game series. They will return home next Tuesday to play Washburn.
Dr. Chan to present a historical overview

Dr. Sarah Chan, assistant professor of music is in her second year of teaching.

By ANJEELA SHRESTHA
Staff Reporter

Dr. Sarah Chan, assistant professor of music at Northwestern, will speak on "Songs of the American West Frontier and Settlement: Music of the Pioneers, Soldiers, Railroaders, Miners, Cowboys, Ranchers and Homesteaders," at the Sod House Museum near Cleo Springs on Saturday, April 20, at 10 a.m.

This presentation will give a historical overview of the American west pioneer settlement as seen through the lens of the music that accompanied its movement across the American plains and coast. The study of American history and song will offer a rare glimpse into the intimate perspectives and sentiments of pioneers whose lives largely shaped the story of the great American west and whose legacy remains an important voice in its present cultural history.

Chan teaches piano, chamber music, music theory, music history and French at Northwestern.

In addition to her work as educator and scholar, Chan is an international concert pianist who has performed throughout America and Europe, with engagements at Carnegie Hall's Weill Recital Hall (New York), Merkin Concert Hall (New York), La Cité Internationale des Arts (Paris), Sala Ateneu (Barca, Romania), Maryland Hall for the Creative Arts (Annapolis), and Meany Hall for the Performing Arts (Seattle).

In fact, on April 12, she will be in South Carolina performing a solo recital and masterclass at Erskine College.

After the semester is over at Northwestern, Chan will spend her summer traveling to New York, Germany and Italy. Chan will begin on May 24, as a piano soloist with the New York Concert Artists Symphony. In July, she will have solo recitals at the Kunsthalle Concert Hall in Munich and the Palazzo Albrizzi Concert Hall in Venice.

She received her musical training at the Eastman School of Music of the University of Rochester, Le Conservatoire National Supérieur de Musique et de Danse de Paris, Peabody Conservatory of Music of Johns Hopkins University, Manhattan School of Music and the University of Michigan. She achieved her liberal arts studies at La Sorbonne, Columbia University and the University of Michigan.
Northwestern Oklahoma State University

Heritage Celebration Series

WOMEN'S HISTORY MONTH

Guest Speaker

Mary Buthman

Owner & Operator of Maria Raes Gourmet Foods

Wednesday, March 27th

5:00 to 6:00 p.m.

Alva IE129~Woodward 147
Enid 220~ Ponca City 127

Product Tasting On Each Campus Following Presentation!

In 1981, Mary opened Maria Raes Mexican Food restaurant in downtown Enid. She and her husband Mark ran the restaurant until 1987. She then began selling her original salsa to local grocery stores and expanded their product line to include 3 Levels of Salsa which are currently available in stores in Oklahoma, Kansas and Arkansas. Mary has a Bachelors degree in Journalism and Home Economics from the University of Central Oklahoma.
University singers return from China

By ANJEELA SHRESTHA
Staff Reporter

The University Singers, who were on a trip to China, returned to the United States March 23 after a 10-day tour which started March 14.

According to Dr. Irene Messoloras, assistant professor of music and chair of the department of fine arts, the singers performed in three renowned universities of China: Zhejiang University, Shanghai Jiaotong University and Tsinghua University.

"These universities are top universities of China like Harvard, Yale and Princeton of the United States," Messoloras said.

Messoloras also said it was an incredible experience, the reception from the Chinese audience was great, and it was an honor to perform in such prestigious universities. Messoloras added their aim was to make an impact through American music, and they did it. The majority of the program was based on American composers and the University Singers also performed with the Shanghai Jiaotong University Choir.

"It was truly a gift to be able to experience another culture through musical performance," Messoloras said.

According to Dalton Lamberth, junior and president of the choir council, this was the first international tour for the university choir.

Messoloras added as the first international tour, it has helped the choir to be visible within its program in the university.

"We are very fortunate to have the support of school administration, who see this as valuable experience for our students as well as promoting the university... Our students were so focused and showed great artistry for choral music that it was a privilege to conduct them," said Messoloras.

Beside singing, the group visited various tourist destinations like the Great Wall, the Shanghai Museum, the Silk Factory, the Tea Garden and the Forbidden City.

"I would like to thank everyone who helped make this possible and am looking forward to future performances," Messoloras said.
ISA hosts festival of cultures, dinner

The Festival of Cultures arrives tonight at 7 p.m. in the Student Center Ballroom. The International Student Association (ISA) hosts the yearly event to showcase various cultures to the community.

Tickets are still available and cost $5 for students and $10 for non-students. Tickets can be found at the ISA office in the Fine Arts building until 5 p.m. and will also be sold at the door this evening.

According to ISA president Anjeela Shrestha, international students know about American culture from their daily activities, but there is less chance for Americans to know about other cultures. The Festival of Cultures offers international dances, songs, costumes and a variety of authentic food (which for many attendees is the main event).

“There will definitely be new dishes this year and people from [as far away as] Florida are traveling to the festival,” Shrestha said.

According to Northwestern’s website, the ISA is composed of students from around the world. Northwestern has students from 15 other countries including Brazil, Bulgaria, Canada, China, France, Ghana, India, Japan, Mexico, Nepal, New Zealand, Nigeria, Democratic Republic of Congo, Spain and Venezuela.

“There can be nothing better than this to experience exotic cultures of all around the world while living in a small town like Alva,” said Bimala Gurung, ISA public relations officer, who added that U.S. students are also participating in the event this year. “It is celebrating cultural diversity a Northwestern.”

Three nursing students elected as officers of Oklahoma Nursing Student Association

By ANTHONY MOFFA
Staff Writer

Three Northwestern nursing students have been selected to the state officers board of the Oklahoma Nursing Student Association. Of the around 500 students that applied, only 16 were chosen statewide.

The students selected are Deann Lanman, legislative director, Christina Robinson, membership recruiter, and Colton Palmer, community project director.

According to Leslie Collins, coordinator of the Ketterman Lab in Enid, student nurse association members from universities in Oklahoma run for office and if elected, they serve a year term.

“It will help them in their careers a lot because they gain leadership skills, and, being a nurse, it always helps to have those skills,” Collins said.

According to Collins, the positions within the state officers board are very prestigious because of the large field of applicants.

“They are allowed to make decisions for SNA at the Capitol at the legislative days they have, and are asked to speak at different meetings to get the word out about different schools,” Collins said.
Art Society announces awards winners

By LAUREN WEISS
Staff Reporter

Twenty people, a combination of students, employee, retiree and alumni placed in the Northwestern Art Show.

"There were great pieces this year, they all were outstanding. It gives you a chance to show your talent and let others see it," said Shawna Gilbert, NWOSU Art Society president and general studies senior.

Mazy Murray, a junior mass communication major, said this was her first experience entering in the Art Society's competition.

"I had no idea how many people entered and what a big deal it was."

Murray added that it was a great experience and she will definitely be entering next year.

Murray's photo of her violin close up with the rosin dusted on the strings won third place in the abstract category.

Jessica McDow, a senior elementary education major, won second place in landscape with a piece called "Blue Sky and Open Highway" and second place with her piece called "When I grow up." McDow entered a total of 15 pieces into the art show and said it was an honor to have won.

"Don't be afraid to enter any piece, what you might consider is not art might be art to others," McDow said.

She also added no matter what type of camera you have you can capture what you want. This is McDow's first time to enter and she said she will enter again.

Alumna Nice Mutshipayi won 16 awards, most of them being first and second; Valerie Case, University Relation Specialist, won 13 awards; Kylene Copeland, mass communication senior, was the next highest winner, also with 13 awards. Best in show was Dakota Helvie, general studies senior, and Valerie Case. A full list of winners is available at http://www.nwosu.edu/Websites/NWOSU/images/NAS/2013Winners10thAnnualArtShow.pdf.

On April 5 there will be a Winner's Showcase to display the artwork that placed will be at the Runnymede Hotel downtown.
Mind Games team makes semifinals

By ANDREW McNABB
Staff Reporter

Northwestern’s students competed again in Academic Mind Games on March 16. The competition aired Sunday, March 24, and the Rangers won the event, putting them in the semifinals for the second year in a row.

The team leader Shannon Leaper said she was proud of the six students who participated in the event and that they put in a lot of work practicing four to five days a week one to two hours a day. Leaper described them as a dedicated group.

Last year the team made it to the semifinals, where they earned $7,000 in scholarship money. This year Northwestern is trying to improve that number as they prepare for their next competition on April 10 when they head back and try to advance to the next round.

KSBI Mind Games is similar to Jeopardy, but all questions asked are collegiate based. The majority of the questions are from areas such as science, history and literature. There are multiple students with all different types of majors competing on this year’s team, making them strong in all aspects of the game.

Students travel to Dwight D Eisenhower Presidential Library and Museum

In connection with the Leviathan Society of the Northwestern Social Sciences Department and Institute for Citizenship Studies, students Jose Martinez, Woodward junior; and Lukas Dollard, Tonkawa senior, recently traveled to the Dwight D. Eisenhower Presidential Library and Museum in Abilene, Kan.

In early fall 2009, Dr. Aaron Mason, associate professor of political science, and Dr. Eric Schmalz, associate professor of history, established the Leviathan Society at Northwestern. This informal group in the Social Sciences Department encourages students interested in topics on government, politics and history to participate in campus sponsored activities and trips. It consists of students majoring in political science and history, though membership is open to students of all majors. Photo provided: Students pose in front of a statue of Dwight D. Eisenhower while on a field trip.
Festival of Cultures stirs the melting pot

By CLAY THOMAS
Assistant Editor

Northwestern hosted its Festival of Cultures on March 28 in the ballroom on the second floor of the Student Center. Many cultures were represented during the festivities, which included singing, dancing and a taste of different cuisine from around the world.

There were many people in attendance including President Janet Cunningham as well as Mayor Arden Chaffee.

“I think having exchange students adds a lot to the college atmosphere, and I’m glad they feel welcome here,” Chaffee said after the ceremony.

Jennifer Higeman, a sophomore from Beaverton, Ore., is an American who participated as an international student within the organization.

“It’s really exciting. My best friend is from Ghana. It’s exciting to learn about other cultures and have fun together,” Higeman said.

Sarah Saucedo, a senior from Wichita, Kan., was also looking forward to the event.

“I am very excited. I came last year and had a lot of fun. You would think it would be boring, but surprisingly, it’s pleasantly fun,” Saucedo commented before the event began.

After a brief introduction, dinner began. On the menu were different foods that the students had prepared. From curry to rice milk, and fish soup. There was something that would please everyone’s palate.

Stony Kalango, a freshman from Port Harcourt, Nigeria, agreed.

“The food was amazing,” Kalango commented. However, for him, it goes much deeper than the cuisine.

“It’s great. You learn about a different culture of people. It opens your mind up. They are great people to be around,” Kalango said.

And about the country where he currently resides?

“I like it. The weather is different. It’s the greatest place to be. People are always ready to help you achieve your goals and dreams. It’s easy

Photos by Kylea Capeland
Students put on cultural dances and performances.
Take ownership in the look of our council policies that are set up. Members of the staff
help give the campus a sense of
fresh new shows and more.

For many years, it has been a tradition for
the Zeta Pi Zeta Zeta Chapter to host this event. The over
all theme of the event has been
"Lettuce Love". Lettuce Love is an event that will
be held Thursday, April 25th, from
3:00 PM to 5:00 PM.

Special thanks to
understanding for those who have attended
and week to bring awareness, knowledge, and
Debra Zeta Pi Zeta Chapter. In honor of our 25th anniversary,
Pharmacy and Health Science major
for over 15 years. Many thanks to
Delia Zeta Update

Students and employees will come together to clean up on April 23.

Photo by Jordan Weiss

For the Spring Reunion Day, we will have our annual Campus Cleanup Day
on Tuesday, April 23. The event is sponsored by the Annual
Campus Cleanup Day on Tuesday, April 23.

Northwestern's Staff Council is sponsoring the annual Campus
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Art Show Winners Displayed at Runnymede

By LAUREN WEISS

Northwestern inducts members into Red and Black Scroll

By TRAVIS HARMON-SMITH

Northwestern inducts members into Red and Black Scroll
Johnathan Reviews at the plate for the Rangers to Ly and pull them on top.

Photo by Raha Campbell

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Wednesday Dec. 5, in the Kame.

The National Cancers go.

Supp Raffo.

By Trisha Price

Blood Drive set for
Northwestern men's chorale sounds off at the "Bach to Beatles" choir concert before Thanksgiving Break.

Photo provided

By CHELSAY ADAMS
Staff Reporter

The University Singers, University Chorale and Concert Choir showcased a variety of songs Nov. 19 at the Alva First Baptist Church in the "Bach to Beatles" concert.

There was a lack of seating available to numerous audience members, which resulted in scrummed pews and led many to stand at the back of the room.

The concert began with a piece by Bach, and ended with the Beatles song, "Blackbird." The choir sang countless songs for approximately 2 1/2 hours total.

Alva sophomore Keyton Byrd stated that he felt the concert went very well, and was proud of the way the choir members kept their pep throughout the performance.

"It was successful, fun, but also exhausting. Thank goodness for intermission or we wouldn't have had enough energy to finish the concert," Byrd said.

Vici freshman Shayna Hamilton was very pleased with how her first university concert concluded. She stated how the concerts in the months ahead will get even better.

"It was absolutely fabulous! I have never been a part of a group that was so intense and blended as well as what we did at the concert," Hamilton said.

The concert gave the audience a roller coaster of music.

"We went from having the energy of a house party, dancing and all, to slow and reserved," Hamilton said.

Both Byrd and Hamilton stated how this was one of the most difficult concerts they have sang in thus far, due to the broad scheme of music that was represented.

"It was musically challenging going from piece to piece, and switching decades after every song," Byrd said.

The hit of the night was the memorable performance given by the men within the choir to the song "Sound Off."

""Sound Off" was my favorite because it's more modern and it allowed us guys to interact with the audience, which motivated us as performers to do even better," Byrd said.

The concert's set list interested students who listen to all genres of music. Brenda Hearn, Tijeras, N.M., junior, said that this was her first university concert to attend.

"My favorite part was when the men did the "Sound Off" song and even danced while they sang it. It got everyone in the crowd excited. We all had fun," Hearn said.

The next university concert is the Christmas-themed concert scheduled for December 8 in Herod Hall.

Videos of the performance are available from Lynn Martin Photography in Alva.
ART SOCIETY TO HOST ANNUAL HOLIDAY GIFT STORE FOR KIDS

The Holiday Store allows the members of the Art Society to purchase gifts for the children of the community. The store is open from 9 am to 3 pm on Saturday, Dec. 15. The store is located at the Art Society Building, 120 Main St.

This year, the Art Society is hosting a special holiday gift store for kids. The store will feature a wide variety of gifts, including clothing, toys, and art supplies. All proceeds from the sale will be donated to local charities.

The store is open to the public, and visitors are encouraged to come and shop for the children in their lives. The store will also feature live entertainment, including musical performances and holiday caroling.

If you would like to donate items to the store, please contact the Art Society at (506) 372-8377.

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Essays, short stories, screen plays featured at final Poetry Reading

By KATY HART
Staff Reporter

The last Poetry Reading for the semester sponsored by the Northwestern English department is from 6:30 to 7:30 p.m. on Dec. 6 at the Alva Public Library.

The readers presenting include: Della Miller, Alva citizen; Ted Satterfield, instructor of mass communication; and Dawn Allen, adjunct instructor of English. This week's material will include excerpts from short stories, essays and short screen plays. The readings have been very diverse this semester, said Amy Hall, coordinator for the event.

"Anything that is artistic and getting the community involved with the arts, I give my full support," Satterfield said.

Satterfield will be reading excerpts from his comedic short screen play, which won awards at both the Barebones and Dead Center Film Festivals this past year.

"It is a really positive thing that is happening to Alva and Northwestern. It has been our goal for the students to embrace their writings," Hall said.

This is the second year for the Poetry Readings at Northwestern and the fourth for the semester. The next poetry reading will be Jan. 17.

For more information about future Poetry Readings next semester contact Hall at hall@nwosu.edu or by phone (580) 327-8428.
Biology students wrap up evolution lecture
Art Society honored with campus-wide service award

By JOSIE SVOBODA
Staff Reporter

SLICE (Service Learning and Civic Engagement committee) presented the NWOSU Art Society (NAS) with the "perSERVEring Ranger" award to recognize all of the community service that the group has done around the Alva area.

This is the first time SLICE has given the award, and it will become an annual recognition.

"We help serve the community in all aspects so it feels great to be recognized for it," said Shawna Gilbert, NAS president.

According to Angelia Case, sponsor of NAS, this organization participated in many community service activities, ranging from giving holiday cards to the adults in nursing homes to a Christmas ornament auction to help raise money for Northwest Family Services.

"It is a great feeling being a member of an organization that does so much for their community. The award makes me very excited to continue to be a part of this organization for the rest of my college career," said Micheela Sterling, freshman and NAS member.

According to the SLICE committee, in order to be eligible for the award the nominated club or organization must be in active status at one of the Northwestern (Alva, Enid, or Woodward) campuses.

The club or organization’s project/event must be registered through the Office of Service Learning and Civic Engagement.

Also, the criteria on which the committee bases the decision include:
- A dedication to service and a sense of responsibility to the Northwestern service learning and civic engagement vision;
- Serving as a community service model for other clubs and organizations;
- Exceptional leadership and organizational skills;
- Consistent work ethic and availability.

Members of NAS accept a service award last night at their meeting. Photo provided


"We're going to play hard, and we're going to have a good time," said Jennifer Wagner, assistant principal and a member of the coaching staff. "Our goal is to win at the end of the game."

The game was moved up to 7:30 PM due to inclement weather. The home team took the lead early, but the visitors fought back to tie the game late in the second half. The final score was 76-74, in favor of the home team.

Employees in Spirit Week basketball
Students face off against basketball teams.
Northwestern to host world-famous orchestra

The world famous Glenn Miller Orchestra is the most popular in the world today for both concert and swing dance engagements, and Northwestern will feature the orchestra as part of the Northwest Oklahoma Concert Series on Tuesday, Feb. 12, at 7:30 p.m. in Herod Hall Auditorium.

Individual tickets for the Concert Series are available on an "as available" basis at $15 for adults and $10 for students.

With its unique jazz sound, the Glenn Miller Orchestra is considered to be one of the greatest and most sought after bands of all time. The present Glenn Miller Orchestra was formed in 1956 and has been touring consistently since, playing an average of 300 live dates a year all around the world.

Contact Dr. Irene Messoloras, chair of the Department of Fine Arts, at (580) 327-8692 or irmessoloras@nwosu.edu, to purchase tickets or pick them up at Holder Drug, the NWOSU Bookstore, Graceful Arts Center, Rialto or by calling (580) 327-8692.

The Northwest Oklahoma Concert Series is supported by the Oklahoma Arts Council, the National Endowment for the Arts and the Charles Morton Share Trust. The last concert this year will be on Monday, March 11, with the Cat's Pajamas.

Photos provided

Two pieces of art painted by Brandice Guerra, MFA, will be published in the International Painting Annual 3 book this summer. Created in 2012, the first entry (above) is called "Two-Headed Hereford (Alva, Oklahoma)," and is an oil painting on a 12x9 panel.

Guerra created "I, Said the Sparrow" (above left) in 2009. Guerra was selected as one of 11 professionals to qualify for the third juried International Painting Annual.
2013 inductees into the Northwestern Sports Hall of Fame
Professors' artwork featured in publication
Conclusion

The Diversity Committee wishes to thank the NWOSU Senior Administration for providing funding and support for the various events and ongoing activities sponsored by the Diversity Committee and the various academic and student services departments. Without administrative assistance and direction, NWOSU could not serve as the guiding force of inclusion in this culturally homogeneous region of the United States.

The faculty and staff at NWOSU provide numerous opportunities to the students and surrounding service area communities to engage in experiential learning activities which emphasize the necessity of understanding the global environment. In a region that is predominantly White, middle-class and Protestant, it is important for the university to continually focus attention on the global nature of politics, business, and service. Not only do the students at NWOSU deserve this educational exposure, but the general public within the service area must be able to experience the value of global thinking as well.

While diversity frequently brings to mind the cultural differences among and between groups within a given region, it also must create an awareness and acceptance of difference in other aspects of living. As Americans continue to live longer and better lives, younger generations must be taught the value of intergenerational harmony, and the needs associated with aging. The Southern Great Plains region exhibits one of the highest dependency ratios in America, and this fact alone underscores the increasing demand for the requisite community-based health and social services designed to serve an aging and increasingly poorer population. NWOSU continues to support the efforts of its helping professions programs by providing the resources necessary to meet the various accreditation programmatic standards. These programs will graduate students who have the abilities and knowledge to serve all segments of the population.

Finally, as one of the regional universities in the State of Oklahoma which is responsible for educating future generations of public school teachers, NWOSU realizes the importance of educating its prospective teacher education candidates about the special needs population within the public school arena. Learning, interacting and experiencing a world of opportunity should not be hindered by artificial barriers to access. The education program at NWOSU creates numerous opportunities for its education majors to engage in activities which increase their exposure to the broad scope of difference.

NWOSU insures through its academic practices and its institutional policies and procedures that a continued emphasis is placed on inclusion, understanding and acceptance of difference within and among its faculty, students, communities, and the broader world. A prime example of NWOSU’s institutional goal of creating opportunity for learning in a global atmosphere is the new partnership that has emerged between Sias University in China, UISIL and NWOSU. The collaborative nature of these partnerships will insure that cultural exchange opportunities exist for students and faculty to experience life and learning in other cultures around the world.
Math program to benefit from Title III grant

By JOHN CARVER
Staff Reporter

The math program is next in line to benefit from the Title III Grant awarded to Northwestern in fall 2011.

According to Professor of Mathematics Dr. Sheila Brintnall, this portion of the grant will help with retention of students and aim at helping students pass general math classes like College Algebra.

The English department benefitted from this grant last year and next year the Science Department will be the recipient.

Brintnall said that this grant will go in affect in the fall and will not directly change the math courses. Instead, it will affect how the professors may change their teaching methods. This will also help the adjunct math professors on the Woodward Campus as well as the Enid Campus.

The Title III Grant, which is worth $1.53 million, will be spread out over five years to specific areas where there are high enrollments with low success rates. The money from this grant will go to new technology that will be incorporated into the classroom, for example, new computers and computer programs.

Another way this grant will help the students is that the professors will go through professional development sessions.

According to Brintnall, professional development is where professors attend conferences or have speakers come to Northwestern to discuss new ways to motivate students, new teaching methods in the class room, and new technology that can be implemented in the class room.

"This grant will help address two of our greatest institutional challenges - retention and persistence through graduation," said Dr. Janet Cunningham, Northwestern president, in a press release shortly after the grant was awarded.
Campus hosts Enid entrepreneur for Women’s History Month

By JENNIFER POLLMILLER
Staff Reporter

March is Women’s History Month, a time to celebrate women in the workforce and their accomplishments. According to National Women’s History Project, this year’s theme is “Women Inspiring Innovation through Imagination: Celebrating Women in Science, Technology, Engineering, and Mathematics.”

NWHP chose the title from hundreds of other submitted ideas, and they added the subtitle themselves in order to focus on women in STEM programs in America.

According to the organization’s website, “The 2013 National Women’s History Month theme… honors women who throughout American history have used their intelligence, imagination, sense of wonder, and tenacity to make extraordinary contributions to the STEM field.”

Northwestern will celebrate Women’s History Month with Mary Buthman, owner and operator of Maria Raes Gourmet Foods in Enid. Buthman opened her restaurant in downtown Enid in 1981 and ran it alongside her husband until 1987. She then expanded to selling her three levels of salsa in local grocery stores. Her business has continued to grow and is now available at all Oklahoma Walmart stores as well as select stores in Kansas and Arkansas.

Buthman has a bachelor’s degree in journalism and home economics from the University of Central Oklahoma and is active in several local community organizations.

The speaker for this year’s celebration of Women’s History Month was chosen by Dr. Wayne McMillin, the dean of the Enid Campus. He said that he chose Buthman after her speech during the entrepreneur seminar hosted in Enid a few months ago. McMillin said she was a very good speaker with an incredible story and that the way her Mexican restaurant unfolded into salsa recipes and other products was the essence of innovation and this year’s national theme. McMillin said that Buthman’s speech was well received at the entrepreneur seminar, which made her a great candidate for the Women’s History Month program.

From this year’s speech, McMillin hopes women are inspired, and realize that with hard work and a dream a lot can be accomplished, and he believes Buthman has a great attitude on how she approaches business which he hopes people are able to take something away from.

Buthman’s speech is March 27 in Enid room 220, and via ITV to Alva Room IE 129, Woodward 147 and Ponca City room 127. Buthman will be dropping off samples of chips and three levels of salsa at all four locations prior to the event for tasting after the presentation.
Black History Month speaker returns for 7th presentation

By ANTHONY MOFFA
Staff Writer

Northwestern Enid campus
will host Bruce T. Fisher in
recognition of Black History
Month as a part of the University
Celebration Series 7 p.m. Monday
Feb. 18 in room 220.

Fisher's presentation "Tracing
Our Roots: African-American
Experiences in Oklahoma" will be
delivered through ITV to the Alva
campus in Carter Hall room 107
and Industrial Education room 129,
Woodward campus room 114, and
in Ponca City room 112.

According to a university
press release, Fisher was born
in Chickasha and grew up
in Oklahoma City, earning a
bachelor's degree in history from
Langston University and a master's
in history from Texas Southern
University in Houston.

According to Dr. Deena Fisher,
dean of the Woodward campus,
Bruce Fisher will speak about the
African-American experience in
Oklahoma.

"I encourage everyone to come
out if you haven't heard Bruce
Fisher. Several people I know have
heard him before and will come
out to hear him again. He's a great
storyteller," Deena Fisher said.

Bruce Fisher is the curator
for the African-American exhibit
in the Oklahoma History Center,
and this is his seventh appearance
at Northwestern as a guest speaker
during Black History Month since
2006.

"He's a noted speaker and has
been asked across the state to share
the African-American experience
with the general public and has
quite a following," Dr. Deena
Fisher said.

According to a university press
release, the presentation is free to
attend and is open to the public.

Bruce Fisher.

photo provided
Former Ranger Rodeo athlete takes 2nd at Timed Event Championship

By TRISHA PRICE
Staff Reporter

Northwestern has seen many of its rodeo athletes advance from the National Intercollegiate Rodeo Association to succeed in the Professional Rodeo Cowboys Association.

Paul David Tierney, a former Ranger, won $25,000 for placing second in the Timed Event Championship, which took place March 1-3 at the Lazy E Arena near Guthrie, Okla.

"It means a lot to place second. It was a good accomplishment since it was only my second time to be there, and it makes rodeoing the rest of the year a little easier," Tierney said.

The Timed Event Championship is a three-day marathon of team roping-heading, team roping-heeling, calf roping, steer wrestling and steer roping. Each contestant makes five runs in each event for a total of 25 runs over three days – doing all five events equals one go-round, and there were five rounds. The man with the fastest aggregate time is crowned the champion.

"My ultimate goal is to make the National Finals [Rodeo], and placing at the Timed Event will really help me out," Tierney said.

Rodeo is a family sport for the Tierneys. Not only was Paul David invited to enter the Timed Event Championships, but so were his brother, Jess, and his dad, Paul, a two-time PRCA world champion and a member of the Pro Rodeo Hall of Fame. Jess-Tierney, also a former Northwestern/Ranger, is a two-time qualifier to the Clem McSpadden National Finals Steer Roping. Along with the men entered in the event, there were around 20 family members and friends there for a support team.

"It's a great privilege since only a select top 20 cowboys are picked to compete," said Amy Tierney, one of Paul David's younger sisters. "To have all three of them there means that much more."

Amy said family members sat in the same section, so when one of the Tierney men made a good run, it wasn't hard to find "Team Tierney."

"To win at an elite level of competition takes dedication, and those who have been near Paul-David Tierney have seen it in him," said Kody Woodward, Northwestern's assistant rodeo coach, who has known Tierney since the two were in middle school and competed in Little Britches Rodeo. "He tries hard at everything he does, and he has a lot of talent. Woodward has a lot of faith in Tierney's ability and had a strong suspicion there would be success at the Timed Event Championship and also thinks Tierney has a great shot to qualify for the NFR soon."

"He ropes too good and puts too much work into it not to make it," Woodward said.
Photo illustration by Kylee Czaplicki

Enter Now!

March 14

Talent Show

Kathryn Monrow, edun.
Director. (802) 327-8439 or
from Kathryn Monrow.

More information on
Junior Class yearbook

Director. Kathryn Monrow.

Last year students
added. Like last year, participants
some music or performances
and hopefully we can get
her to show the talents
always good to get the
audience to win.

SOA Treasurer, It's

choice award decided by the

will be for 350. There

will be four cash prizes for the

will be selected and the

March 12.

and the deadline is while is

participate for the cash prizes.

Students' Beauty and Talent

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March 12.
Northwestern students and employees give blood, save lives

Students sign-up for their turn to donate.

By Josei Svoroda

Donating blood is one of the simplest things an individual can do to make a difference. According to Shouter, "It's a way to save lives." This is very significant to a donor who donates blood.

"Every minute that goes by, there was a blood drive was set," said Shouter. "We need people to donate their time to the OBL."

Shouter said they donate their blood and also to donate their time to the OBL. Even though the number of donors is just right, there were more donors were lower than what Northwestern would like to see. There were more donors were lower than what Northwestern would like to see. There were more donors were lower than what Northwestern would like to see.

"The simplest things are indi-"
Social work program accredited through 2021

Northwestern has been granted reaffirmation of accreditation for its social work program by the Commission on Accreditation of the Council on Social Work Education (CSWE). Accreditation was granted until February 2021.

To remain accredited, Kylene Rehder, social work program director and department chair, worked with faculty to prepare documentation and a written self-study that covered the program’s mission and goals, implicit curriculum, explicit curriculum and assessment.

In October 2012, Dr. Tina Hancock, a site visitor from CSWE, visited the program and interviewed faculty, administration, advisory board members and students.

"Reaffirmation of accreditation assures the highest quality of education to our students and prepares them for the professional practice of social work," Rehder said.

CSWE is a national association preserving and enhancing the quality of social work education for practice and promoting the goals of individual and community well-being and social justice.

The profession of social work in the United States looks to CSWE-accredited programs to produce social workers with the knowledge and skills to be professional social workers.

"Trained with the professional foundation of social work, graduates are prepared to address complex psychosocial functioning in individuals, families and groups, as well as create change in society to enhance the welfare of all people," Rehder said.

Dr. Janet Cunningham, president of Northwestern, praised the work of Rehder and the department’s faculty.

"Preparing for an accreditation visit requires many, many hours of additional work to ensure success,” she said. “Ms. Rehder and her staff have built a very successful program and we are proud of them for bringing national recognition to the program and to Northwestern.”

An accredited social work program means students become professional social workers post-graduation, become license eligible, and are able to apply for advanced standing placement to an entity that offers a Master of Social Work degree. Typically, the master’s program is a two-year program, but is reduced to one year for students who have a Bachelor of Social Work degree from an accredited institution.

"...we are proud of them for bringing national recognition to the program and to Northwestern.”

-President Janet Cunningham

Photo by Kylea Copeland
Northwestern Harlem Shake video takes USA Today and Youtube by storm

By ANDREW MCNABB  
Staff Reporter

Northwestern Ranger's men's basketball not only won conference this season but was also ranked No. 2 in U.S.A Today's list last week for their Harlem Shake video, beating out Kansas and Louisville.

The idea of making the video stemmed from all the hype Kansas and Louisville were getting from their videos, and the Rangers thought they could top it, and that's exactly what they did.

According to team member Daryl Glover, it was a group decision to do it and not just one person's idea; however, they never thought it would get out and get as many views as it did even though that was their hope all along.

But thanks to their fans and fellow classmates sharing and re-posting the video on social media sites, it grabbed a lot of people's attention.

The No. 2 ranked video is available for viewing at http://www.youtube.com/watch?v=11khKD-PpEM.

Photo by Kylea Copeland
Rangers celebrating their victory over SNU and their best record in conference.
Ranger Research Day submissions due April 12

By BRUCE WRIGHT
Staff Reporter

Northwestern will host its seventh annual Ranger Research Day this semester. The deadline for submissions is Friday, April 12 via email to spholliday@nwosu.edu. Either a paper or poster presentation will be accepted.

Ranger Research Day is designed to help undergraduate students, graduate students and faculty have presentations on their resume when they begin to apply for graduate school.

Having a presentation on your resume from an event like Ranger Research Day, "Will help tremendously, when applying for graduate school," said Dr. Shawn Holliday, associate dean of graduate students.

"It's a great opportunity for anyone that wants practice at giving presentations while also being able to add something very productive to your resume," Holliday said.

The event is the preliminary to Oklahoma Research Day, a state-wide/regional research event. Ranger Research Day will take place from 8:30 a.m.-4 p.m. on April 26th in the Alabaster room on the 3rd floor of Vinson Hall. The two different presentations types are paper or poster.

A paper presentation is for students who choose not to do a poster. These students will present an academic research paper as if they were attending a scholarly conference. The poster presentation is a hybrid between a scholarly research paper and a museum exhibit. The poster presentations will be from 8:30 a.m. to 12:30 p.m. and the paper presentations will be from 1:30 to 4 p.m.

More information about Ranger Research Day is available at, www.nwosu.edu/ranger-research-day, or by email to Dr. Holliday at spholliday@nwosu.edu.

Piano Festival adds key components

By ANJEELA SHRESTHA
Staff Reporter

The 2013 Northwestern Piano Festival is taking place March 9 in Fine Arts and Herod Hall from 8:30 a.m. to 2:45 p.m.

This festival is presenting two musical components: master class instruction and adjudicated competition.

Master classes give students the opportunity to supplement their studies with studio teachers through interaction with legendary guest performers. The adjudicated competition is to help achieve real life judging experience.

This is a pre-college program for pianists from kindergarten to high school. Students get the opportunity to learn as well as showcase their talent in music.

Dr. Sarah Chan, associate professor of music, is the director of the 2013 Piano Festival. Chan said the purpose of this festival was to teach young pianists and give them suggestions to help them move along in the musical field.

"It is very valuable for young people to have music in their life. People in music have more creativity," Chan said.

It is Chan's second time to be a part of this festival. Clint Cropp, Northwestern sophomore, was the winner of the Piano Festival two years ago and is performing again this year.

With many more contributors from Kansas and several parts of Oklahoma, Chan said this year has the most participation.

The winner of the recital will perform in Herod Hall 2-2:45 p.m. Both are open for public with no charge.

More details about the festival are available online at the Northwestern website.
Photo provided

Cheerleading tryouts are April 19 and 20.

Jazz Band

Thursday, 7:30 p.m.

D Tower, across from Student Center campus.
Campus finishes first Renaissance Fair

By ANTHONY MOREA
Theatre opens "Popcorn" tonight.

By Jennifer Poulton-Miller
SGA to host Bahama Breakaway

By MICAH SAMPLES
Staff Reporter

The Student Government Association is hosting the annual Bahama Breakaway 1p.m. to 4:30 p.m. on April 25 on the downtown square. According to SGA information all students are welcome to come take a break before finals begin to enjoy food, games, and prizes worth over $600.

The Bahama Breakaway has been a part of Northwestern for nearly ten years.

"The event is to have a fun and positive interactions with students and peers as well as the faculty and staff that attend the event," said Kaylyn Hansen, director of student life and counseling.

Sand volleyball is one of the main activities. Teams of eight are to be signed up by 1:15 p.m. for the tournament. First and second place teams will be awarded with a cash prize. Also, a dunk tank, Slip 'N Slide, rock wall and other activities will be set up in the square.

Free hamburgers and hotdogs will be available while drawings for gift cards to various stores in Alva will be given away.

Bahama Breakaway T-shirts are $10, available in the business office and for further questions, Hansen, is available at khansen@nwwosu.edu or 327-8439.

Photo by Kylea Copeland
Students playing volleyball at last year's Bahama Breakaway.
CORE, staff council to lead campus cleanup

By ANJEELA SHRESTHA  
Staff Reporter

The Staff Council Committee with co-sponsorship of Conserving Our Ranger Environment (CORE) is hosting Campus Cleanup Day from 1-4 p.m. April 23.

Natalie Miller, chair of the staff council committee and assistant certification officer, said the event includes planting flowers, cleaning flower beds and water fountain, cleaning and mulching green space, picking up trash and cleaning up leaves. They will meet in the area between Fine Arts and the Student Center before starting the activities.

"We'll have staff council members to supervise the activities. It's going to be similar like last year but with better supervision and organization," Miller said.

According to Miller, CORE is providing water, gloves, and trash bags for the event. Dr. Steven Mackie, faculty sponsor of CORE and assistant professor of education, wrote the grant for those necessities. The Department of Maintenance is helping with tools and flowers to plant.

This year CORE is not organizing the Big Event but helping with Campus Clean Up Day, according to Mackie, and this is first time CORE has co-sponsored the event.

"Even though CORE has shifted its focus from service to educational activities, CORE members realize the importance of service in order to foster community involvement," Mackie said.

Miller added she would like as many volunteers as possible to come and help cleaning the campus. This event is also helpful to students who have service learning projects for some classes. It is important to keep the university clean and beautiful, and every year this event is followed by an alumni banquet, so it also helps our campus look well for the alumni, Miller said.

Flyers for the event will be out soon. Interested individuals, clubs and organizations can contact Miller through the flyer information to sign in for the event.
Students attend National Social Workers
37th annual Oklahoma state conference

Northwestern’s social work faculty and students recently attended the National Association of Social Workers (NASW) 37th Annual Oklahoma State Conference held at the University of Oklahoma’s College of Continuing Education.

This year’s conference theme was “Resiliency, Weaving, and Advocacy.” Northwestern was represented by social work majors, as well as Kylene Rehder, social work program director and chair of the department of social work, and Casie Brittain, social work interim director of field education.

Students in attendance included social work seniors Crystal Bryant, Stillwater; Lacey Vaughan, Lamont; and Jason Thompson, Woodward.

During the conference, social work practitioners and students had the opportunity to attend more than 20 different workshops covering topics such as suicide prevention, addressing needs of Latino immigrant families, Medicaid, health literacy, self-care, narrative therapy, social work ethics, disaster preparedness and response, moral injury, working with veterans and social work licensure requirements and policy updates.

Sharolyn Wallace, NASW-OK president, presented Northwestern student Vaughan with the Undergraduate Student of the Year Award. To learn more about Northwestern’s Department of Social Work, Rehder is available at kdre@nwsu.edu or (580) 327-8135.

Photo provided
From left: Casie Brittain, Crystal Bryant, Kylene Rehder, Lacey Vaughan and Jason Thompson.

Photo by Kylea Copeland
Allora Miller throwing one of her seven strikeouts of the game.
Salsa Contest

Date: Thursday, May 2nd
Time: 5:00 -6:00 PM
Location: Ranger Room
Registration Deadline: April 30th, 2013

**Pre-Registration to compete is required**
Maximum 10 entries will be accepted. First Come, First Serve

Salsa Tasters!

Purchase your ticket to cast your vote for the “People’s Choice Award.”

Front door entry $1.00 per person

*1st Place Red's Place BBQ Dinner*
*2nd Place Gambino's Pizza*
*3rd Place McDonalds Meal*

*People's Choice Award Cinco de Mayo Dinner*

See Official Salsa Contest Rules & Official participant’s entry form
NWOSU Diversity Report 2012-2013
Conclusion
Conclusion

The Diversity Committee wishes to thank the NWOSU Senior Administration for providing funding and support for the various events and ongoing activities sponsored by the Diversity Committee and the various academic and student services departments. Without administrative assistance and direction, NWOSU could not serve as the guiding force of inclusion in this culturally homogeneous region of the United States.

The faculty and staff at NWOSU provide numerous opportunities to the students and surrounding service area communities to engage in experiential learning activities which emphasize the necessity of understanding the global environment. In a region that is predominantly White, middle-class and Protestant, it is important for the university to continually focus attention on the global nature of politics, business, and service. Not only do the students at NWOSU deserve this educational exposure, but the general public within the service area must be able to experience the value of global thinking as well.

While diversity frequently brings to mind the cultural differences among and between groups within a given region, it also must create an awareness and acceptance of difference in other aspects of living. As Americans continue to live longer and better lives, younger generations must be taught the value of intergenerational harmony, and the needs associated with aging. The Southern Great Plains region exhibits one of the highest dependency ratios in America, and this fact alone underscores the increasing demand for the requisite community-based health and social services designed to serve an aging and increasingly poorer population. NWOSU continues to support the efforts of its helping professions programs by providing the resources necessary to meet the various accreditation programmatic standards. These programs will graduate students who have the abilities and knowledge to serve all segments of the population.

Finally, as one of the regional universities in the state of Oklahoma which is responsible for educating future generations of public school teachers, NWOSU realizes the importance of educating its prospective teacher education candidates about the special needs population within the public school arena. Learning, interacting and experiencing a world of opportunity should not be hindered by artificial barriers to access. The education program at NWOSU creates numerous opportunities for its education majors to engage in activities which increase their exposure to the broad scope of difference.

NWOSU insures through its academic practices and its institutional policies and procedures that a continued emphasis is placed on inclusion, understanding and acceptance of difference within and among its faculty, students, communities, and the broader world. A prime example of NWOSU’s institutional goal of creating opportunity for learning in a global atmosphere is the new partnership that has emerged between Sias University in China, UISIL and NWOSU. The collaborative nature of these partnerships will insure that cultural exchange opportunities exist for students and faculty to experience life and learning in other cultures around the world.