Northwestern Oklahoma State University

Diversity Report

2011-2012 Academic Year
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 multcampus 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 throughout 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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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
- Dr. Paul Mathis, Assistant Professor Education
- Ms. Kathleen O’Halleran, Instructor of Political Science and Coordinator of Social Science Education
- Dr. Francisco Martinez, Associate Professor of Spanish
- Dr. Claudia Young, Assistant Professor of Spanish
- Dr. Cornelia Mihai, Associate Professor of Chemistry
- Dr. Eric Schmaltz, Associate Professor of History
- Ms. Cindy Martindale, Instructor of Nursing
- Ms. Julie Barrazza, 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
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 on November 9th, 2011 for its fall meeting. See attached agenda as Exhibit A. The Diversity Committee met on February 17th, 2012 for its spring meeting. See attached agenda as Exhibit B.

- Dr. Kay Decker met with the Education Department faculty on April 19th, 2012 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. See training materials as Exhibit C.

- Dr. Francisco Martinez and Dr. Cornelia Mihai presented a faculty and staff training about Cross Cultural Communications on April 19th.

- 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 2011-2012 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.

- The Diversity Committee held two meetings during the 2011-2012 academic year. Diversity Committee members were recognized at the annual Faculty/Staff Recognition Ceremony in November, 2011.

- 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.
NWOSU Diversity Committee Meeting—Fine Arts Room 229

November 9th, 2011

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

2. Review of Faculty and Staff contributions to Diversity Awareness on campus for academic year 2010-2011. Select those faculty and staff to be recognized at this year’s Faculty and Staff Recognition Ceremony set for Tuesday and Wednesday, November 15th and 16th in Enid and Alva.

3. Discussion of need for revision of NWOSU Diversity Policy. Hand out of examples from other institutions as well as NWOSU’s current policy. Set date for recommendations to be submitted.

4. Determine Diversity Trainings for Enid and Alva campuses in spring semester. Dates and topics to be taught need to be determined.

5. New business.

6. Adjourn.
February 17 2012—Diversity Committee Meeting

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

2. Discuss needs for a new Diversity Plan.

3. Review other institutional Diversity Plans.

4. Discuss upcoming Faculty and Staff Cross Cultural Training with Dr. Martinez and Dr. Mihai.

5. Reminder about Diversity Reporting Efforts.

6. Adjourn.
Diversity Training Workshop
Northwestern Oklahoma State University
Dr. Frank Martinez & Dr. Cornelia Mihal

"The most universal quality is diversity."
—Montaigne

Main Topics
- Cross-Cultural Communication
- Cultural Intelligence

Main Goals
- Provide a framework for understanding Cross-Cultural Communication
- Analyze How Context Impacts Verbal Communication.
- Offer a definition of cultural intelligence.
- Help you identify your communication style.

Opening Question
What is your definition of culture?

Working with Culturally Diverse Populations:
- Communication Styles Across Cultures
Politically Correct

- HISPANIC
- INDIAN
- AFRICAN-AMERICAN
- ETHNIC MINORITY
- ASIAN
- BLACK
- MEXICAN
- NATIVE AMERICAN

"The readiness of a college to confront its 21st-century responsibilities is directly correlated with the degree to which it has embedded diversity and globalism concerns into the basic philosophy and infrastructure of the Institution."

--James A. Banks (2008)

Diversity Variables

- Ethnic Identity / Racial Group
- Language
- Social Class / Group
- Religion / Traditions
- Gender / Sexual Orientation
- Abilities / Disabilities

Culture

Let's define Culture

- Culture is the acquired knowledge people use to interpret experience and generate behavior (Spradley, J.)
- Culture is that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society (Tylor, E.)

Culture is a distinctly human means of adapting to circumstances and transmitting this coping skill and knowledge to subsequent generations. Culture gives people a sense of who they are, of belonging, of how they should behave, and of what they should be doing. Culture impacts behavior, morale, and productivity at work, and includes values and patterns that influence company attitudes and actions. Culture is dynamic. Cultures change...but slowly. (Moran et al, p. 6, 2007)

Culture as a Shaper

- Values
- Beliefs
- Behavior
**Edward Hall's Reflections on Culture**

- Culture = models, templates.
- Culture is the medium we live in, like the air we breathe.
- Culture is innate but learned (i.e., we are born with the physical necessity and capacity to specialize our bodies, brains, hearts in line with cultural patterns.)
- Culture is living, interlocking system(s)–touch one part, the rest moves.
- Culture is shared, it is created and maintained through relationship.
- Culture is used to differentiate one group from another. (In other words, division into groups comes first; deliberate differentiation via cultural symbols comes second.)

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**Culture as Metaphors**

**Analysis**

Illustrates "hidden culture": the world of assumptions, habits, beliefs that may not be consciously articulated or taught. The metaphor implies danger; the necessity of having a skilled pilot, and justifies the use of cultural experts as there is much more to culture than meets the eye.

*http://www.culture-at-work.com/2012atr.html*

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**Melting Pots & Salad Bowls**

*http://www.culture-at-work.com/2012atr.html*

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**Popular metaphors for the relationship of immigrant cultures within a larger nation or dominant culture have shifted from the melting pot to the salad bowl. In the latter, immigrant cultures maintain their original integrity in the new national salad. More cynical observers may note that whether it is a stew or salad it all gets eaten and assimilated in the end.**

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**What is your Metaphor?**

*"Where am I?"

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**Culture as Higher or Low Context**

*http://www.culture-at-work.com/2012atr.html*
Low Context Cultures

- Role oriented, people play by external rules
- More knowledge is codified, public, external, and accessible.
- Sequencing, separation of time, of space, of activities, of relationships.
- More interpersonal connections of shorter duration.
- Knowledge is more often transferable.
- Task-centered. Decisions and activities focus around what needs to be done, division of responsibilities.

High Context Cultures

- Less verbally explicit communication, less written/verbal information.
- More internalized understandings of what is communicated.
- Multiple cross-cutting ties and intersections with others.
- Long term relationships.
- Strong boundaries - who is accepted as belonging vs. who is considered an "outsider".
- Knowledge is situational, relational.
- Decisions and activities focus around personal face-to-face relationships, often around a central person who has authority.

Low Context Cultures

- United States & Canada
- Europe
- Australia

High Context Cultures

- Latin America
- Asia
- Africa
- Middle East
Comparison on How Context Impacts Communication

- A high context culture uses high-context communications: information is either in the physical context or internalized in the person with the little communicated in the explicit words or messages.
- Japan, Saudi Arabia, Spain, and China are cultures engaged in high context communications. On the other hand, a low-context culture employs low-context communication, most information is contained in explicit codes, such as words.
- Canada and the United States as well as many European countries engage in low-context communication.

Communication between high and low context people is often fraught with impatience and irritation because low-context communication may give more information than necessary, while high-context communicators may not provide enough information or background. This example illustrates a communication misunderstanding that had grave results, Avianca Flight, Long Island in 1991.
- The communication misunderstanding involves the high and low content of communication styles. The copilot was a Colombian (high-context) and the American controller (low-context).

Styles of Communication

- Direct/High Context - High intensity and large unconscious understanding a person can be expected to bring to a particular communication setting. It tends to be homogeneous and collectivist, people carry with them highly developed and refined notions of how most interactions will unfold.
- Direct/Low Context - Like US tends to be more heterogeneous and individualist and accordingly have evolved a more direct communication style. They cannot depend on merely on manipulating context - doing or not doing something that is always done or said in that situation - or communicating nonverbally to make themselves understood. They must rely on words to communicate.


Constraints to Understanding

- Cognitive
  - Behavioral
  - Emotional

Cognitive Constraints

- World views that provide a framework into which all new information is compared or inserted
Emotional Constraints

- Different cultures regulate the display of emotion differently. Some cultures get very emotional when they are debating an issue -- yell, cry, show their anger, fear, frustration, and other feelings openly. Other cultures try to keep their emotions hidden, sharing only the "rational" or factual aspects of the situation.

Behavioral Constraints

- Each culture has its own rules about proper behavior which affect verbal and nonverbal communication. Whether one looks the other person in the eye or not, whether one says what one means overtly or talks around the issue; how close the people stand to each other when they are talking, how loud, how fast, wait time before speaking...

Friendly Distance?

- What is the main thing you got out of today's content?
- As you think about communication styles, what are the future directions you'd like to undertake as a professional? (general and/or specific)

Definition of Cultural Intelligence

- Is the ability to engage in a set of behaviors that uses skills (e.g., language or interpersonal skills) and qualities (e.g., tolerance for ambiguity, flexibility) that are tuned appropriately to the culture-based values and attitudes of the people with whom one interacts. (B. Peterson, 2004).

Knowledge about cultures (facts and cultural traits) = Awareness (of yourself and others) + Specific skills = Cultural intelligence

Cultural Intelligence Survey
Five Basic Culture Scales

- Equality/Hierarchy scale
- Direct/Indirect scale
- Individual/Group scale
- Task/Relationship scale
- Risk/Caution scale

Equality / Hierarchy Scale

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<tr>
<td>A style based on equality means people prefer to:</td>
<td>- be self-directed</td>
<td>- have flexibility in the rules they play</td>
<td>- have the freedom to challenge the opinions of others in power</td>
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<td>- make exceptions, be flexible, maybe bend the rules</td>
<td>- treat men and women in the basically same way</td>
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A style based on Hierarchy means people prefer to: | - take direction from those above |
| | - have strong limitations about the appropriate behavior for certain roles |
| | - respond and not challenge the opinions of those in power because of their status |
| | - impose regulations and prohibitions |
| | - expect men and women to behave differently and to be treated different |

Direct / Indirect Scale

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<td>A direct style means people prefer to:</td>
<td>- be more direct in speaking and less concerned about how something is said</td>
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<td>- communicate concerns straightforwardly</td>
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<td>- engage in conflict when necessary</td>
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<td>- express views or opinions in a frank manner</td>
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<td>- any things clearly, not leaving much open to interpretation</td>
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Indirect means people prefer to: | - focus not just on what is said but on how it is said |
| | - discreetly avoid difficult or contentious issues |
| | - express concerns tactfully |
| | - avoid conflict if at all possible |
| | - express views or opinions diplomatically |
| | - assume the listener is interpreting meaning |

Individual / Group Scale

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<td>An individual style means people prefer to:</td>
<td>- take individual initiatives</td>
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<td>- use personal guidelines in personal situations</td>
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<td>- focus on themselves</td>
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<td>- judge people based on individual traits</td>
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<td>- make decisions individually</td>
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<td>- act individually before the team</td>
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<td>- be nonconformists when necessary</td>
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A group style means people prefer to: | - act cooperatively and establish group goals |
| | - standardize guidelines |
| | - make loyalty to friends a high priority |
| | - determine their identity through group affiliation |
| | - make decisions as a group |
| | - take the team before the individual |
| | - conform to social norms |
| | - keep group membership for life |

Task / Relationship Scale

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<td>A task style means people prefer to:</td>
<td>- define people on what they do</td>
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<td>- make decisions quickly with little information</td>
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<td>- focus on present and future</td>
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<td>- be less cautious (&quot;ready, fire, aim&quot;)</td>
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<td>- change quickly without fear of risks</td>
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<td>- try new and innovative ways of doing things</td>
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<td>- use new methods for solving problems</td>
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<td>- use formal rules, regulations, guidelines and directions</td>
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<td>- be comfortable changing plans at the last minute</td>
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A relationship style means people prefer to: | - establish extensive and personal relationships |
| | - define people on who they are |
| | - plan for dates and meetings |
| | - make decisions after the team |
| | - conform to social norms |
| | - keep group membership for life |

Risk / Caution Scale

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<td>A risk style means people prefer to:</td>
<td>- collect considerable information before making a decision</td>
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<td>- focus on past</td>
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<td>- be concerned about &quot;rules, risks, and the status quo&quot;</td>
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<td>- change slowly and avoid risks</td>
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<td>- wait more rules, regulations, guidelines</td>
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<td>- report past precedents of what works and what doesn’t</td>
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<td>- not change plans at the last minute</td>
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</table>

A caution style means people prefer to: | - rest on information |
| | - maintain ability to change plans at the last minute |
| | - make decisions immediately |
| | - focus on past |
| | - be concerned about "rules, risks, and the status quo" |
| | - change slowly and avoid risks |
| | - wait more rules, regulations, guidelines |
| | - report past precedents of what works and what doesn’t |
| | - stick to proven methods for solving problems |
| | - not change plans at the last minute |
Can Cultural Intelligence be Increased?

- Appropriate conduct in a mixed-cultural business meeting can be learned, as can many other cross-cultural skills. A significant industry has emerged to train business people and other professionals in intercultural awareness and sensitivity. Such training, along with reading on your own (see Recommended Reading for suggested books), can help you increase your cultural intelligence.

Don't make the mistake of thinking that you can't learn cultural intelligence. Yes, it can be difficult when people who studied a second language in college can recite much of it they can speak today. New and existing intercultural skill, just like a foreign language, must be practiced to be retained.

Many Ways to View the World

One of the ways people inevitably increase their awareness when learning about other cultures is to move from thinking "My way is the only way" toward thinking "There are many valid ways" of interpreting and participating in life.

ONE WAY
My way is the only way.
I refuse to adjust.

MANY WAYS
There are many valid ways. I am prepared to adjust.

Applying Cultural Intelligence in Daily Work and Life

- What's your own style when dealing with people from other countries?

Management Issues

- Hierarchy and clearly defined roles expected
- Decisions are dictated
- Pyramid organization exists
- Equality and flexible roles rule
- Decision making is a shared process
- Flat organization exists

Decision-Making Style

- After much talk, everyone agrees on decision
- Decision is an announcement of what has already been agreed upon over time
- The leader collects input from everyone, then makes a decision
- One person makes a decision and the others are expected to obide by it
**Conflict Style**

Direct

- People say what they mean and mean what they say.
- Conflict is good.

Indirect

- It is important to be respectful and to maintain harmony.
- Conflict is to be avoided.

---

**Work Style and Priorities**

Work Style

0 1 2 3 4 5 6 7 8 9 10

- Multitask
- Maintain

Work Priorities

0 1 2 3 4 5 6 7 8 9 10

- Live to work
- Work to live

---

**Employee Motivation and Rewards**

Personal

- Personal or customized rewards (gift certificate or recognition)
- Intrinsic motivation

Impersonal

- Impersonal or standardized rewards (cash)
- Extrinsically motivated

---

**Strategies**

Views on Change

0 1 2 3 4 5 6 7 8 9 10

- Positive
- Negative

Level of Control over Life and Work

0 1 2 3 4 5 6 7 8 9 10

- In control
- Not in control

Quality

0 1 2 3 4 5 6 7 8 9 10

- Excellent
- Functional

---

**Planning Style**

- Ready, Aim, Fire
- Ready, Fire, Aim

---

**People and Communication Issues**

Freedom versus Identity

0 1 2 3 4 5 6 7 8 9 10

- Freedom
- Identity

Pace of Life

0 1 2 3 4 5 6 7 8 9 10

- Time is scarce
- Time is plentiful

Courtesy, Protocol, Formality

0 1 2 3 4 5 6 7 8 9 10

- Informal
- Formal
Reasoning Style

- Start with conclusion
- Finish with conclusion
- Arrive at the conclusion all at once

Cognitive style and Communication

<table>
<thead>
<tr>
<th>Linear</th>
<th>Circular</th>
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<tbody>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
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</table>

- Straight to the point
- Meander to the point

Communication Style

<table>
<thead>
<tr>
<th>Physical Space</th>
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<tbody>
<tr>
<td>Near</td>
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<td>0 1 2 3 4 5 6 7 8 9 10</td>
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- Comfort with silence
- Embrace silence
- Avoid silence

Flow of conversation

<table>
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<tr>
<th>0 1 2 3 4 5 6 7 8 9 10</th>
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<tbody>
<tr>
<td>Non-interrupting</td>
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Intercultural Self-Assessment

<table>
<thead>
<tr>
<th>Cultural self-awareness</th>
<th>Cultural self-awareness of others</th>
<th>Cultural sensitivity</th>
<th>Cross-cultural communicative skills</th>
<th>Cultural empathy</th>
<th>Cultural humility</th>
<th>Cultural flexibility</th>
<th>Open-mindedness</th>
<th>Humility</th>
<th>Self-confidence</th>
<th>Self-control</th>
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What is your Cultural Style?

Works Cited

- http://www.ncrel.org/sers/areas/issp/educators/edrar tfp.html
- http://freetutor.fortlewis.edu/InteNmApp.html
- http://www.lib.ohio.edu/guides/ontwbing.asp
Diversity and NCATE—Preparing Teacher Education Faculty

NCATE's definition of diversity is as follows "differences among groups of people and individuals based on ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area." The types of diversity necessary for addressing elements on candidate interactions with diverse faculty, candidates, and P-12 students are states in the rubric for those elements (Gollnick, 2011). Be sure that you can speak to the specific types of diversity that your site visitors are referencing.

NWOSU Demographic Data

Faculty Gender with Doctorates—male=55.81% and female=44.19%
Faculty at the Professor Level—male=7 and female=10

Student Demographic Data Based on 2008 Data from the NWOSU Fact Book

Undergraduate total=1,836
Asian .58%
Black 4.58%
Hispanic 3.90%
American Indian 5.44%
International 1.35%

Graduate total=240

Gender
Male=40.66%
Female=59.34%
Note: Female students have a much higher retention rate among undergraduate students

Elementary Education

Early Childhood
0 male/60 female/6 minorities

Special Education
2 male/21 female/1 minority

Elementary Education
12 male/128 female/17 minorities

Graduate Education

Elementary Education
1 male/14 female/1 minority

Secondary Education
26 male/37 female/10 minorities

Reading Specialist
0 male/12 female/0 minorities

Our Recruitment Process—Northwestern Oklahoma State University recruits all prospective students within our service region. Please review the demographic statistics from our service region counties found in the Diversity Report which is produced each year. We have a well developed plan for training all faculty and staff about issues related to diversity that will go online starting next academic year. One of the key issues that we must remember to explain to any accreditation site visitor is that we cannot force faculty or students to report their ethnic or racial background. For example, we have 14 faculty
and staff of American Indian heritage and most are card carrying enrollees. However, these faculty and staff did not disclose their ethnicity upon hiring. Our student population is the same way, we cannot force them to disclose therefore we know we have a serious undercount in terms of racial and ethnic composition. We do the best we can to aggregate this data, however, we cannot force anyone to disclose individual characteristics such as race, ethnicity, sexual orientation, human capacity, religiosity, etc. As such, we need to take all necessary steps to insure that our students are exposed to a wide variety of groups and individuals with backgrounds different from the WASP middle class model.

Another important issue to remember about Oklahoma. Approximately 23% of the children of this state will spend some part of their childhood in poverty level households. As such, we know that \( \frac{1}{4} \) of the student population coming into NWOSU is likely to come to us from households that could not afford the latest in technology, exposure to the arts and humanities, and many of our students have not traveled beyond the immediate state. The vocabulary of the average household in our state is not above the 9\(^{th}\) grade level. As such, our curriculum must address the lack of exposure among many of our students. We must recognize that many students did not grow up in homes with iPads or laptops. Technology and its jargon is foreign to them.

Huge Diversity Factor to Remember! Please make sure that our site visitors understand that our student population is socio-economically challenged in many cases. Our definition of diversity is focused on this segment of our population and we must understand the necessity in curriculum modifications in order to engage these students in a thoughtful and appropriate manner. The Title III grant and the Upward Bound Program are both programs designed to assist students whose backgrounds did not support higher education preparedness.
NWOSU Diversity Report 2011-2012
University Strategic Plan
and
Diversity Program
NWOSU Strategic Plan - Rising Above

The landscape surrounding higher education is continually changing, creating greater challenges, and opportunities, for institutions of higher education. In order to deal effectively with these changes, strategic planning is a highly-important process.

Northwestern Oklahoma State University completed the strategic plan - A Vision for Leadership - in 2010. The plan provided the blueprint for achieving tremendous success in improving curriculum and launching new academic programs, increasing enrollment, building campus infrastructure and increasing external support.

In the fall of 2010, Dr. Janet Cunningham, university president, appointed a Strategic Planning Committee to lead the development of a new strategic plan. Dr. Stephen Reno, former chancellor of the University System of New Hampshire and president of Southern Oregon University, assisted the university in the process. With Northwestern's next accreditation visit from the Higher Learning Commission of the North Central Association scheduled for 2014, and work on the self-study document scheduled to begin in 2011, the decision was made to closely align the work of the Strategic Planning Committee and the North Central Steering Committee.

The current strategic plan - Rising Above - details our work to build upon our past successes and position Northwestern to better serve our students, our communities and the citizens of Oklahoma. We invite you to read our strategic plan to see how Northwestern will thrive in today's challenging times. Please feel free to offer your comments or thoughts on the plan at http://www.nwosu.edu.

Proud Member of

ORGANIZATIONS COMMUNITY

STRAategic PLANNING COMMITTEE

Dr. Steve Lohmann, Chair
Dr. Janet Cunningham, ex-officio
Allen " Skeeter " Bird
Dr. James Bowen
Myra Davison
Dr. Deena Fisher
Brad Franz
Leah Faines
Dr. Shawn Holliday
Dr. Mike Knedler
Dr. Tim Maharry
Dr. Steven Matier
Wendy McManus
Dr. Chandler Mead
David Pecha
Dr. Cynthia Pfeifer-Hill
Dr. Dean Scarbrough
Dr. Eric Schmitz
Jesse Schroeder
Debbie Skinner
Karen Sneary
Steve Valencia
David Washington
Kimberly Weast
Lora Bryant - Woodward Campus
Tiffany George - Alva Campus
Michelle Kaufman - Enid Campus
Kyle Murrow - Alva Campus
Mission Statement - Current

Northwestern Oklahoma State University provides quality educational and cultural opportunities to learners with diverse needs by cultivating ethical leadership, critical thinking, and fiscal responsibility.
Northwestern
OKLAHOMA STATE UNIVERSITY

NWOSU Vision Statement

Northwestern aspires to be a vibrant innovative regional University of choice whose students, faculty, staff, and alumni succeed and lead in their academic, professional, cultural, and service endeavors.
NWOSU Core Values - Current

Academic Excellence

Northwestern will provide the best possible educational experience for every student.

Focus on quality teaching and advising
Respond effectively to the learning needs of each student
Embrace the role of technology in the educational process
Promote opportunities for teaching and learning outside of the classroom

Accessibility

Northwestern is committed to accessibility of its programs and services.

Embrace our mission as a multi-campus regional university
Continually work to maintain affordability
Seek new methods to deliver programs and services to our constituencies

Community

Northwestern will strive to create a sense of community that extends beyond campus boundaries.

Seek partnerships and initiatives that will improve the quality of life for area residents
Promote institutional and individual service to others
Embrace our role in a global society

Diversity

Northwestern will respect the individual rights of all persons.

Value the differences in every individual
Promote the expression of differing opinions and beliefs
Appreciate the culture and backgrounds of each person
Treat every individual with respect

Responsibility

Northwestern will maintain the highest levels of ethical standards and accountability.

Act with integrity and accept responsibility
Use our resources in the most effective and efficient manner
Conduct business in an atmosphere of transparency
Promote a culture of continuous improvement
Planning Assumptions

Planning Assumptions are statements of projected institutional conditions important as a base for planning.

Faculty

- Number of full-time faculty will remain constant.
- Demand for qualified adjunct faculty may increase with enrollment.
- The ability to recruit and retain qualified faculty will become more difficult in the current and future budget climate.

Grants and Fundraising

- Fundraising and grants will become more important to support vitality of the institution.

Curriculum and Instruction

- The University will remain committed to offering remedial education classes as required.
- The academic freshman profile will remain consistent over the next five years.
- Demand for online courses will increase (from student & faculty perspective).
- The need for additional course sections in General Education courses will increase.

Student Population

- The number of students who attend NW will increase instead of opting for a more expensive education elsewhere.
- The University will be committed to serving students of varied academic backgrounds.
- Students will require additional support services and guidance to meet their academic goals.
- The University will continue to assess the need for on-campus housing.

Enrollment Management

- The mix of in-state/ out-of-state will likely remain the same (80%/20% by 2015).
- NWOSU enrollment will remain near current levels by 2015.
- Online enrollment at Northwestern will continually grow over the next five years.
- Enrollment levels are dependent upon the continuance of the Alva Incentive program (scholarship program for first-time students living in Alva).
- Affordability will be a positive factor in recruitment.
Driving Forces

Demographics

- The population of underserved and underprepared students entering college within the state and across the nation will continue to rise.
- An increasing number of people in Oklahoma will be of minority ancestry.
- The population of northwest Oklahoma continues to decline causing the number of high school graduates also to decline.
- Competition for students will increase among colleges & universities for a declining student population.
- More people returning to school to work on their degree after having been in the workforce for 3-4 years after high school. This trend may especially be noticed on the branch campuses in Enid and Woodward.

Social

- The trend towards increasing mobility of students and ability to use multiple institutions for degree completion.
- The number of students with special needs will increase.
- Sustainability will become an even more important societal value.

Economy

- State economy will continue to be driven by energy production.
- State funding will remain stable or decrease.
- The gap left in the budget by the lack of stimulus funds.

Technology

- Increasing expectations for constant web presence, rapid connectivity, use of mobile technology and up-to-date delivery systems.
- Increased needs for alternative methods of delivery of classes.

Political

- Increased competition for resources among higher education institutions in the state and region (inconsistent funding formula).
- Increased internal and external expectations for accountability and assessment.

Educational

- Students attend multiple institutions for degree completion.
- Increased need for 24-hour support in student services, education and technology (delivery method).
- Assessment expectations relating to accreditation for degree and certificate programs.
- Increase in online degree programs offered by other universities.
A VISION FOR LEADERSHIP

An update of Northwestern Oklahoma State University’s Strategic Plan

JUNE 2011

Northwestern
Oklahoma State University
Northwestern will provide a broad-based collegiate experience to prepare students for leadership in our global society.

Rationale
Northwestern provides an environment that fosters development in critical thinking, leadership, and literacy in cultural, social, and academic settings. We seek to create an atmosphere that embraces and leverages diversity in thought, ethnicity, gender, lifestyle, generation, and perspective throughout our organization. To that end, the University commits to creating opportunities for interaction within the community of learners by encouraging service learning, inspiring entrepreneurship, and promoting responsible citizenship.

Objective 1 - Enhance programs and opportunities that develop leadership skills.

Initiatives/Indicators of Progress

Ensure opportunities for internship and/or field experiences in all appropriate disciplines.

- **Internships have been created in 13 academic disciplines**

Implement a requirement for three hours of leadership coursework and promote student interaction with recognized leaders.

- **Leadership coursework has been implemented as a general education and degree requirement.**
- **Course offerings in leadership have been expanded.**
- **Students have been provided with additional opportunities for interaction with recognized leaders.**

Develop an academic minor in leadership.

- **An academic minor in leadership was developed in 2007.**

Investigate feasibility of creating new academic majors.

- **Agriculture education major was established in 2009.**
- **The need and viability for a major in public administration is being researched.**
- **A minor in art will begin in fall 2011.**

Objective 2 - Enhance understanding and awareness of diverse cultures within a global society.

Initiatives/Indicators of Progress

Expand opportunities for study abroad.

- **Study abroad trips to Costa Rica continue.**
- **An exchange agreement has been signed with SIAS University in China offering new opportunities.**

Pursue relationships with underrepresented groups within our region.

- **Two Upward Bound grant programs have been funded to reach out to traditionally underserved groups.**
- **Emphasis has been placed on increasing participation in Hispanic Heritage Month, Native American History Month, Black History Month, and Women’s History Month.**

Develop global awareness through the general education curriculum.

- **Global awareness competencies in the general education curriculum were implemented in 2007.**
- **Selected general education courses now must include a global awareness component.**
- **Assessment methodologies for global awareness competencies have been established.**
- **Courses in Japanese have been added to the foreign language offerings in general education.**
- **The institution has played host to guest speakers from Iraq and exchange students from SIAS University in China.**
- **Northwestern continues to build relationships with Langston University, an historically black university.**
Develop strategies to increase percentages of diverse populations.
- Two trips have been taken to SIAS University in China to share information about Northwestern.
- Specific high schools with large minority enrollments have been targeted for focused recruiting efforts.

Increase opportunities for international students to share their experiences with the University community.
- International students host an annual international dinner.
- International students presented programs to civic groups and other organizations.

Objective 3 - Expand access to the technologies needed to maximize learning.

Initiatives/Indicators of Progress

Use appropriate technology to improve University services.
- Online capabilities now include degree audits, travel requests, event scheduling, portfolios and course evaluations.
- An intranet and portal system has been developed.
- Smartboards have been installed in several classrooms.
- An emergency text message alert system has been developed.
- Continuous upgrades are being made to ITV studios.
- An online program in accounting has been created and approved by the Higher Learning Commission.

Objective 4 - Enhance opportunities for Northwestern’s community of learners to participate in service learning/civic engagement programs and activities.

Initiatives/Indicators of Progress

Develop methods to effectively document and assess service learning/civic engagement activities.
- Through a VISTA grant, the University has been able to employ a service learning coordinator.
- Service learning information is now available on the Northwestern website.
- Reporting procedures for service learning/civic engagement activities are being developed.

Embed service learning/civic engagement components within the curriculum.
- A Service Learning/Civic Engagement (SLICE) Committee has been formed.
- A service learning plan was implemented in 2009.
- Most majors have developed service learning/civic engagement courses.
- Established a requirement that all academic departments/divisions have at least one course available to students, either an elective or core course, that contains a service learning activity.

Promote special recognition for faculty, staff, and students who actively engage in service learning/civic engagement.
- The SLICE Committee continues to author guidelines for recognition.
- Implemented a process where participation in service learning is noted on student transcripts.

Objective 5 - Cultivate an environment that encourages student, faculty and staff engagement in the collegiate experience.

Initiatives/Indicators of Progress

Improve the coordination and promotion of activities and events on all campuses.
- New website includes a student events calendar on homepage.
- The “On The Record” newsletter is distributed to all campus e-mail accounts.
- Full implementation of the facility scheduling (EMS) software is complete.
Recognize student accomplishments and involvement in campus life
  • Work continues to encourage faculty and staff to share information with University Relations.
  • Student and employee accomplishments are highlighted in annual presentation to alumni and is then distributed campus-wide.

Improve internal communications to enhance interaction and improve transfer of information.
  • An intranet portal has been created for the internal dissemination of information.
  • Emergency action plans have been updated and communicated.

Provide opportunities to enhance leadership skills for mid-level managers.
  • Mid-level managers are currently organizing a group to create a plan to address professional development needs.

Objective 6 - Advance the concepts and practices of responsible citizenship that contribute toward the common good.

Initiatives/Indicators of Progress

Promote awareness of United States citizenship topics through observation of special dates and dissemination of information.
  • Northwestern participates in Constitution Day on an annual basis.
  • Competencies related to domestic awareness and effective citizenship have been implemented in the general education curriculum.
  • The Department of Social Sciences has established the Masonic Institute for Citizenship Studies through a gift from the Masonic Fraternity of Oklahoma.
  • Seminars addressing issues of civic engagement, civility, and ethics have been coordinated by social sciences faculty.
  • Social sciences faculty coordinate campus seminars on political topics and coordinate voter registration and literacy programs.
Northwestern will expand support for faculty development to nurture the academic environment.

Rationale
Recognizing that the faculty is the driving force behind any institution of higher education, Northwestern seeks to nurture the activities and abilities of each faculty member in the areas of teaching, scholarship, and institutional involvement.

Objective 1 - Provide opportunities for faculty members to improve classroom teaching skills.

Initiatives/Indicators of Progress

Create Community for the Advancement of Student and Teacher Learning Excellence (CASTLE) Center to provide on-campus resources for faculty development.

- The University has not secured the external funding needed for this initiative.

Provide on-campus faculty development opportunities.

- The Faculty Development Advisory Board (FDAB) has improved the new faculty orientation into a more comprehensive and multi-day event.
- The FDAB has developed workshops in response to faculty needs, including opportunities at Assessment Day.

Expand use of technology in the classroom.

- Smartboards are now installed in all ITV studios and in several department classrooms.
- The psychology and science departments have acquired the HITT systems.
- Academic deans will continue working with faculty to provide classroom technology through allocation of capital funds.
- Coordinator of Sponsored Programs will assist academic departments and Information Technology in seeking external funding opportunities for classroom technology.

Objective 2 - Provide faculty members with resources to nurture scholarly activity.

Initiatives/Indicators of Progress

Increase funding for off-campus faculty development opportunities.

- Budget challenges have led to prioritization strategies for allocation of travel funds.

Incentivize faculty who seek external funding to support research and teaching.

- Grant Oversight Committee and Coordinator of Grants and Sponsored Programs oversees program that incentivizes faculty and staff who seek external funding ($100 given for a grant submission; $150 given for grant awarded).

Encourage faculty participation in showcasing research activity.

- Continue support for participation in Ranger Research Day and Oklahoma Research Day.

Objective 3 - Provide faculty with resources to improve their institutional involvement.

Initiatives/Indicators of Progress

Build a paradigm of faculty enrichment in the advisement and retention process.

- Student Services has worked closely with faculty to become much more proactive, with faculty receiving student contact information to schedule advisement sessions and contact them regarding missed classes.
- Advisement training opportunities have been expanded.
- Administration has emphasized the faculty role in student retention.
Northwestern will maintain an aggressive external affairs program to position the University as a regional leader in higher education.

Rationale
Communicating clear and concise messages about Northwestern is of paramount importance in building public support for the University’s mission. Northwestern will engage in a comprehensive external affairs program to communicate the importance of Northwestern to the future of northwest Oklahoma and the surrounding region.

Objective 1 - Provide effective integrated marketing services to enhance student recruitment efforts.

Initiatives/Indicators of Progress

Develop print and electronic publications to meet the goals of the Enrollment Management Plan.
- New viewbooks and supporting materials are created each year.
- All departmental brochures have been updated.
- Training continues with all departments to provide editing access to web pages.

Create marketing strategies to attract students who have outstanding records of academic achievement and leadership.
- Work continues to update print and electronic publications to recruit students to the President’s Leadership Class and the Honors Program.

Continue defining the distinctive qualities to be used in communications and marketing to separate Northwestern from similar and competing institutions.
- Current messages focus on U.S. News & World Report rankings on quality and affordability.

Objective 2 - Develop and maintain an effective governmental relations program.

Initiatives/Indicators of Progress

Develop relationships to build support for Northwestern among state officials and education leaders.
- University officials continue to have an active presence at the State Capitol.
- The President’s Leadership Class meets annually with local legislators and the Leadership Northwestern group has played host to dinners with House leadership and other legislators.
- Northwestern students and administrators are active participants in Higher Ed Day at the Capitol.
- President Cunningham served as chair of the state Council of Presidents (2010-11).
- The President and the Associate Vice President for University Relations serve on the Higher Education Legislative Network Group.

Develop and build relationships with elected leaders and appointees at the federal level.
- Administrators have traveled to Washington D.C., to meet with the state’s congressional delegation and their staffs, and with agency representatives at the departments of Education and Agriculture. Future trips are planned.
- Several senior staff members played host to an on-campus lunch with Rep. Frank Lucas.

Create an advocacy council of alumni and other leaders to work closely with the President to positively influence governmental stakeholders.
- The President works closely with a formal advisory group in Enid and with selected leaders in other communities.
Work closely with leaders in area communities to build support for Northwestern.
  • *Administrators have executive leadership roles with the chambers of commerce in Alva, Enid and Woodward.*
  • *Administrators are members of economic development groups in all three campus communities.*
  • *Northwestern encourages community groups to use university facilities for meetings and activities.*

Produce an annual report to be distributed to key stakeholders.
  • *The first annual report was printed in the fall of 2008 and is published annually.*

**Objective 3 - Develop and maintain a consistent visual identity in the University’s publications, campus signage, advertising and Web presence.**

Initiatives/Indicators of Progress

Create campaigns that support branding and visual identity initiatives.
  • *New logos were introduced in the fall 2008 to provide consistency in visual identity.*
  • *All three campuses now have signage or statues that utilize the horse and rider logo. Additional displays of university symbols are planned.*
  • *Additional outlets for the retail sale and distribution of Northwestern merchandise have been secured, including a major national retailer.*

Develop cost effective methods for advertising.
  • *University Relations has worked closely with the Recruitment Office on marketing strategies. Additional funds have been allocated to market to non-traditional, out-of-state and transfer students. Additional investments have been made in online advertising and in the use of social networking sites.*

Create, launch, and maintain a new University web site that is attractive, informative, and easy to navigate.
  • *The University’s new website was launched in September 2008. Content management software training for faculty and staff is ongoing.*

**Objective 4 - Develop and implement marketing efforts that foster and promote Northwestern traditions and pride.**

Initiatives/Indicators of Progress

Create new programs and events that foster pride in Northwestern.
  • *University Relations has organized many special events to promote school pride, including annual t-shirt events for basketball games and a Thursday football pep rally.*
  • *New events for students and alumni have been added to Homecoming activities.*
Northwestern will devise and implement an aggressive plan for upgrading its infrastructure to project a positive, growing, and vital image to its stakeholders.

Rationale
Northwestern recognizes the value of aesthetically pleasing campuses at its Alva, Enid, and Woodward sites to provide a safe learning environment, enhance recruitment and retention, and cultivate a sense of pride in its community of learners.

Objective 1 - Continue to upgrade classroom and administration buildings to foster a student-oriented learning environment and evaluate facilities for capital improvement projects.

Initiatives/Indicators of Progress

Renovate the Science Building and the Health and Physical Education Building to provide quality learning environments.
- Funds secured through a 2005 capital bond issue provided $4.6 million to renovate both facilities. The renovations were completed in 2009.
- Additional funding to enhance renovation of the Science Building was secured through private funding and grants.

Construct a classroom building to meet the needs of the growing student population at the Woodward Campus.
- New entrance signage was completed in 2010.
- Additional parking spaces were added in 2011.

Objective 2 - Improve facilities to enhance the quality of life for residents in University housing.

Initiatives/Indicators of Progress

- Enhancements to University housing are ongoing. Specific improvements include new lighting, windows, bedding, carpet and tile. Security cameras also have been installed.
- The University plans to conduct a student housing needs assessment.
- Significant upgrades to the cafeteria were completed in 2009.

Objective 3 - Initiate improvement of specified public venues.

Initiatives/Indicators of Progress

Upgrade athletic facilities.
- The Vision for Victory campaign for athletics raised nearly $2.4 million and led to the construction of a new football complex and a major renovation of the baseball stadium.
- Both locker areas for men's and women's basketball have been renovated.
- New scoreboards have been purchased or installed for the football, soccer, softball and baseball fields.
- The University completed a gift/purchase agreement to secure additional land for its rodeo practice facilities.
- Architectural renderings of a new pressbox/public use facility at Ranger Field have been completed.
- New lighting was installed at Ranger Field and Myers Stadium in June 2011. Lighting at the on-campus intramural field was installed in the summer of 2011.

Renovate Herod Hall Auditorium to enhance the environment for cultural events.
- Architectural renderings of improvements to Herod Hall Auditorium are being developed.
- Plans to secure external funding for renovations are ongoing.
- Improvements to sound and lighting have been made.

Enhance outdoor spaces to create attractive and functional environments.
- Brick signage projects have been completed at the Alva and Woodward campuses.
- Statues of the mascot - "The Ranger" - have been installed at the Alva and Enid campuses.
- Plans to improve the mall area on the Alva campus are underway.
- A greenspace was created on the northwest corner of the Alva campus.
STRATEGIC DIRECTION 5
A Vision for Leadership

Northwestern will actively work to find and secure external funding to support programs and initiatives.

Rationale
Northwestern is evolving from being a state-supported institution toward being a state-assisted institution. The Northwestern Foundation will assist the University in securing external funding for its prioritized projects and needs.

Objective 1 - Expand the number of donors and friends to foster support for the University and its mission.

Initiatives/Indicators of Progress

Increase membership and participation in the Northwestern Foundation.
- The University and Foundation have raised more than $12.5 million in private funds since July of 2006, including $4 million that was added to the endowment.
- Since fiscal year 2007, the average gift per donor has increased 73% from an average of $2771.23 per donor to $4797.92 per donor.
- While the total number of donors decreased by 8 percent in fiscal year 2010, the amount of total giving increased by 5 percent and endowment giving increased by 8 percent.
- The employment of a Communications and Marketing Manager has allowed the Foundation to create effective messaging to potential new donors.

Increase participation in events and activities designed to build affinity among University donors and friends.
- Alumni task forces have been established in Enid and Woodward to generate support for the University. Special alumni events have been created in each community.
- New alumni events have been added to the Homecoming schedule.
- Total alumni and friends contacts increased more than 50 percent over the past four years.
- Total number of lifetime memberships in the Alumni Association have increased 40 percent over the last four years.
- Lifetime memberships in the Alumni Association increased 10 percent in FY 2010.

Enhance and expand the annual giving campaign, the major gift program, and the planned giving program.
- In fiscal year 2011, the Foundation established a new record in total funds received with more than $3.6 million dollars collected for students and the University.
- The number of participants in the Millennium Club has more than doubled in the past five years.
- Since FY 2007, the number of endowed faculty chairs has increased by six and four additional lectureships have been established. The University now has 21 endowed faculty chairs and a total of 27 endowed accounts.
- Annual scholarship drives have been established in Enid and Woodward.

Objective 2 - Increase funds generated through grants and contracts.

Initiatives/Indicators of Progress

Develop structure for the operation of the Office of Grants and Sponsored Programs.
- The University has employed a coordinator for the Office of Grants and Sponsored Programs to provide oversight of sponsored programs, direct the process for the identification of funding opportunities and to ensure quality control of funding applications.
- From FY 2007 to FY 2010, dollars received through grants and sponsored programs have increased from $864,390 to $2,078,547.
Northwestern, through the use of its enrollment management plan, will increase the overall student population to ensure the vitality of the institution.

Rationale
Northwestern's ability to fulfill its mission depends on an evolving enrollment management plan. A well-planned and well-organized collaborative effort will assist in recruiting and retaining graduating high school seniors, two-year college transfers, graduate students, and non-traditional students.

Objective 1 - Implement a strategic enrollment management plan, which will include the recruitment of new students through a systematic program promoting the quality educational opportunities that Northwestern has to offer.

Initiatives/Indicators of Progress

Increase the number of new students.
- The University created an enrollment management plan in 2006 that provided a written communications plan designed to move students through each stage of the recruitment process. A primary recruitment area was established that includes the northwest quadrant of Oklahoma, the Texas Panhandle and southern and southwest Kansas.
- Headcount enrollment has increased from 2,007 in the fall of 2006 to 2,311 in the fall of 2010. Current fall semester enrollment is the fifth largest in University history.
- The number of first-time freshmen has increased from 240 in the fall of 2006 to 447 in 2010.
- Residence hall population rose to a 25-year high of 637 in the fall of 2010.
- The University has employed a part-time recruiter to work specifically with transfer students.
- The number of international students have increased from 34 in the spring 2008 to 58 in spring 2011.

Objective 2 - Increase Northwestern's six-year graduation rate.

Initiatives/Indicators of Progress

Increase retention rates.
- Six-year graduation rates have increased from 31 percent (Students who entered in fall 2000) to 33 percent (Students who entered in fall of 2003). This is the latest data available.
- Fall-to-fall retention rate among new undergraduate students has remained in 63-69 percent range for the past three years.
- The University has employed a full-time retention coordinator.
- Curriculum for freshmen experience courses (Ranger Connection) has been continually evaluated and improved.
- Academic support programs have been expanded, including the expansion of the Academic Success Center and supplemental instruction in select areas.
- Work is ongoing to identify at-risk students at the earliest possible time and provide intervention services.
- A new course titled Peak Performance has been implemented to assist first-time freshmen who may need additional academic assistance.
- An online early alert system has been created for faculty to alert the Retention Office of possible at-risk students.
- Renovations began in 2006 at all residence halls to create a more comfortable living environment.
- The University has implemented initiatives to recruit former students who did not complete a degree.
Northwestern will seek and build strategic alliances and partnerships with education and government agencies and the business community, and strengthen existing relationships as part of its mission to serve the people of the State of Oklahoma.

Rationale
Northwestern recognizes the value of alliances and partnerships. The University will proactively seek opportunities to strengthen current collaborative efforts and establish new alliances. Meaningful partnerships will enable Northwestern to make continuous improvements that will benefit the campus community and the region.

Objective 1 - Collaborate with educational institutions to improve services and opportunities in the region.

Initiatives/Indicators of Progress
Evaluate current and establish new articulation agreements with community colleges and CareerTech centers to facilitate transfer of course credit among institutions.

- Northwestern and Northern Oklahoma College have established the Bridge Program to facilitate dual enrollment at both institutions and provide seamless transfer opportunities.
- The University continues to review agreements with community colleges and CareerTech centers and look for additional partnership opportunities.
- The Division of Nursing has signed articulation agreements with area Career Tech centers and are now accepting credit for CNA training.
- Ongoing efforts are underway to market the BAAS degree.
- The University’s involvement in the Reach Higher program provides adult students with a fast-track, online degree completion opportunity.

Seek grant opportunities in partnership with PK-12 and postsecondary schools.

- Upward Bound and Upward Bound Math and Sciences grants have been secured to work with students from 10 area high schools.
- Northwestern works with middle schools in Alva and Fairview as part of the Education 102 project, designed to improve awareness of postsecondary education opportunities for middle school students.
- The University has worked with other educational entities to secure funds from the Department of Agriculture, Department of Justice, and the Small Business Administration, along with state agencies and private business.

Objective 2 - Enhance the University’s relationship with government agencies to advance learning and leadership opportunities.

Initiatives/Indicators of Progress
Expand educational opportunities for active military personnel and their families.

- Strengthened relationships with the Oklahoma Army National Guard through the GOLD Program.
- Ongoing efforts to provide educational opportunities for Vance Air Force Base personnel.
- DANTE credit for military personnel is now accepted.

Develop partnerships with municipal government agencies.

- University personnel serve as members of community economic development entities and facilitate the commitment of resources when necessary.
- Agreements with the Alva Recreation Complex, Woods County Fair Board and Alva Airport Board allow for the use of their facilities.
Strengthen Northwestern's relationship with federal agencies.
- Administrators have traveled to Washington D.C., in March 2009 and October 2010 to talk with our congressional delegation and their staffs, and meet with agency representatives at the departments of Education and Agriculture. Future trips are planned.

Objective 3 - Assist entrepreneurs and businesses in startup, growth, and development of their entities.

Initiatives/Indicators of Progress

Provide consulting services to entrepreneurs and firms regarding business operations.
- The Walch Center for Business Development has worked with Arysta LifeScience and chemistry faculty on a research and development project involving brine.
- A grant for professional development has assisted 2,953 people in northwest Oklahoma since October 2005.
- Northwestern is home to services provided by the Oklahoma Small Business Development Center and SCORE.

Expand the focus of the Career Services Office to facilitate placement of students, graduates, and alumni in the workforce.
- Career fairs are held each semester on the Alva and Enid campuses. Nearly half of the students who attended were offered employment or internships.
- Teacher fairs are conducted each spring.
- Numerous workshops are conducted on resume writing, interviewing skills and professional dress.
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 ensure 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.
Statement of Nondiscrimination and Affirmative Action

This institution, in compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act Amendment Act of 2008, and other applicable federal laws and regulations, and to the extent required by law, does not discriminate on the basis of race, color, national origin, sex, age, religion, genetic information, physical or mental disability, or status as a veteran in any of its policies, practices, or procedures. This includes, but is not limited to, admissions, employment, financial aid, and educational services. Inquiries concerning the application of these programs should be made to Brad Franz, Vice President for Student Affairs and Enrollment Management, Northwestern Oklahoma State University, 709 Oklahoma Boulevard, Alva, Oklahoma 73717, or 580-327-8415.
Diversity Program
for
Northwestern Oklahoma State University

Northwestern Oklahoma State University published its Strategic Plan, Building a Community of Learners, in 2003. Northwestern developed its Strategic Plan over a period of three years using a process that involved administrators, faculty, staff, students, alumni, and area citizens, to focus on building a community of learners. Strategic Direction 6 of the Plan focuses on the University’s need to continually sharpen its ability to compete for students in a time of high mobility and plentiful educational opportunities. The philosophical basis for Northwestern’s Strategic Plan is a set of Core Values one of which states that the University “values each individual as part of a diverse community of learners.” Elements of the Plan target the enhancement of diversity as a key factor in the building of the community while addressing the needs of the individual and form the genesis of its diversity program.

A dynamic diversity program is an essential dimension of Northwestern’s pursuit of excellence. As the world continues to change Northwestern’s community of learners must respond with a proactive approach for promoting diversity on its three campuses. Furthermore, students, faculty, staff, administrators, and stakeholders must realize that a diversity program involves continuous experimentation, assessment, and innovation. For the purpose of Northwestern’s program, diversity is defined as:

1. the range of differences among people, including, but not limited to: the characteristics covered in Northwestern’s Affirmative Action Plan: race, color, national origin, sex, age, religion, physical or mental disability, or status as a veteran.
2. recognizing and valuing each individual and his/her contributions to a diverse community; and
3. a commitment to respect and equitably treat all of the world’s citizens.

Northwestern’s Strategic Plan contains elements, embedded throughout the document, that focus on diversity. Specifically, the rationale for Strategic Direction 1 states that among other elements of the educational experience Northwestern seeks to provide an environment that fosters “respect for all world citizens.” The Strategic Direction list the following strategic actions and indicators of progress:

- Develop actions to maximize cultural diversity opportunities and awareness.
- Invite speakers from underrepresented groups for presentations and interaction with students and staff.
- Develop partnerships with other institutions for multicultural exchange. Actively seek students and employees from underrepresented groups.

Strategic Direction 3 of the University’s Plan states that “Northwestern will strengthen the university community by encouraging and supporting diverse,
intellectually-stimulating and community-building activities.” Strategic actions/indicators of progress to address this Direction include:

- Develop and implement strategies to increase a sense of inclusion in the University community among students at all campus locations.
- Enhance the quality and quantity of extracurricular programs and activities to increase diversity, school spirit and alumni support.

**Action Plan**

The University will initiate the following specific actions to ensure the fulfillment of these parts of the Strategic Plan:

**Administration**

1. The University president and senior staff will use special opportunities to emphasize diversity and to increase cultural sensitivity across all campuses.

2. A diversity committee will be formed with representatives from administration, faculty, staff, and students to assist in creating an environment to recognize and appreciate cultural diversity.

3. The administration will give special recognition to faculty, staff, students, and departments who make special contributions to creating an environment that fosters diversity.

4. Senior staff members will work with local community groups and entities to make all area communities more friendly to students, staff, and faculty.

5. The administration will support and encourage opportunities for students and faculty to study other cultures (e.g., study abroad program, Presidential Leadership class, Spanish program trip to Mexico, etc.)

**Student Services**

1. Coordinate special events to enhance awareness of cultural diversity (e.g. Martin Luther King Day, International Dinner).

2. Support and promote other campus and community events that highlight diversity (e.g. Northwest Oklahoma Concert Series, Multicultural Club).

3. Implement field trips for Ranger Connection classes aimed at exposing students to diverse cultures.

4. Expand recruitment efforts to include underrepresented populations.

5. Increase interaction of international students with other students, faculty, and staff.

6. Enhance student awareness and participation in all student organizations.

7. Establish a “host family” program for international students.
8. Develop and publicize a guest speaker list of international students to share cultural diversity.

Staff
1. Conduct staff development workshops/seminars to increase awareness of other cultures.
2. Acquire and promote appropriate library and learning resources for students and faculty
3. Highlight achievements of diverse populations (e.g., the library’s Black History month display)

Faculty
1. Design coursework that addresses diversity requirements of learned societies.
2. Promote the hiring of diverse faculty members
3. Provide cultural sensitivity training for students, faculty, staff, and administration.
4. Pursue ways to include the promotion of cultural diversity in the faculty evaluation process.
5. Develop and maintain a multicultural website that includes speakers’ bureau list.
6. Highlight the efforts of departments or groups that work to promote cultural diversity.
7. Involve faculty in study abroad program.
8. Design course work where students will be proficient in evaluating the US and the World as a multi-racial and multi-cultural society.
9. Design course work where students will be able to identify and evaluate the impact of various cultural factors on national and international events.

As a part of its on-going commitment to promote and enhance diversity, Northwestern will assess progress on each of these actions annually through the work of the Diversity Committee.
NWOSU Diversity Report 2011-2012
University Service Area Demographics
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>Ethnicity</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>.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.
Minority Faculty and Minority Faculty Recruitment Issues

According to the Office of Human Resources data on faculty and staff 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 4
5. Hispanic/Latino 8
6. White non Hispanic 226

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 is not large. 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.
Tribal Locations
Pre Statehood (1889)

Note: No Tribal Relocations to region in Cherokee Outlet which is the NWOSU Service Region.
American Indian Settlement Patterns in Oklahoma: A Brief Explanation

Northwestern Oklahoma State University is a small, regional, four year university that serves ten counties in Northwestern Oklahoma, and counties in South Central Kansas and the Texas Panhandle. This region of the United States has undergone significant demographic change in the last century. Oklahoma, as a territory, was first set-aside by the federal government during the mid 1800s for Indian Removal. American Indian tribes, whose home lands were east of the Mississippi River, were “removed” to lands in what is now the state of Oklahoma. Beginning in the latter half of the 1800s, Plains Tribes were also relocated to what is now the state of Oklahoma. The eastern half of the state was set aside for the Five Civilized Tribes which included the Cherokee, Choctaw, Chickasaw, Creek, and Seminole; the lands in southwestern Oklahoma were set aside for the Plains Tribes which included the Kiowa, Comanche, Caddo, Cheyenne, Arapaho, and Apache. In far north central and northeast Oklahoma, the upper Great Lakes and upper mid-west tribes such as the Ottawa, Delaware, Sauk and Fox, Iowa, Ponca, and Tonkawa tribes were allocated lands.

Beginning in 1889, various parcels of land across Oklahoma were opened for White Settlement by Land Run. The region, formerly known as the Cherokee Outlet or Cherokee Strip, was opened to White Settlement in 1893. Northwestern Oklahoma State University, located in Alva, Enid and Woodward is located in the former Cherokee Outlet region. The northwestern region of Oklahoma was never set aside for American Indian settlement. Rather, this region of the state was used by cattle companies for grazing rights and was leased from the Cherokee Tribe. The Cherokee Tribe was headquartered in eastern Oklahoma near Tahlequah. However, the tribe saw a benefit in leasing the region to cattle companies. As such, Northwestern Oklahoma was not home to any “relocated tribe” of American Indians. Centuries ago, the region was populated by millions of American Bison or buffalo and the nomadic Plains tribes moved through the region as hunters of the big game. Furthermore, the Oklahoma Panhandle was known as “No-Man’s Land” and also was not populated by American Indian tribes. As such, while Oklahoma is often considered an Indian state, not all areas of the state were populated by American Indian tribes.

It would be a mistake to consider northwest Oklahoma and the panhandle as tribal lands. The number of American Indian students who attend NWOSU is small, and it is difficult to recruit these students away from their “home territories and families” in eastern or southwestern Oklahoma.
NWOSU Diversity Report 2011-2012
Student Demographics
Northwestern Oklahoma State University

Summary of Student Demographics

Following this brief overview of student demographics are selected pages of the current NWOSU Fact Book (2009). 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 and in 2009:

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>2005 Data</th>
<th>2009 Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>4.00%</td>
<td>4.34%</td>
</tr>
<tr>
<td>American Indian</td>
<td>3.62%</td>
<td>5.91%</td>
</tr>
<tr>
<td>Asian-American</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>3.19%</td>
<td>3.94%</td>
</tr>
<tr>
<td>International Students</td>
<td>2.52%</td>
<td>1.61%</td>
</tr>
</tbody>
</table>

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 well over half of the total student population of 2,233 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 49 years of age. In 2009 there were 541 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 46 students from many different countries.
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.
### TOTAL MINORITY ENROLLMENT

<table>
<thead>
<tr>
<th>Fall</th>
<th>Asian #</th>
<th>Asian %</th>
<th>Black #</th>
<th>Black %</th>
<th>Hawian/Pac. Islander #</th>
<th>Hawian/Pac. Islander %</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>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>11</td>
<td>0.55%</td>
<td>75</td>
<td>3.74%</td>
<td>0</td>
<td>0.00%</td>
<td>64</td>
<td>3.19%</td>
<td>64</td>
<td>4.19%</td>
<td>51</td>
<td>2.54%</td>
<td>1,722</td>
<td>85.80%</td>
<td>0</td>
<td>0.00%</td>
<td>2,007</td>
</tr>
<tr>
<td>2007</td>
<td>12</td>
<td>0.59%</td>
<td>86</td>
<td>4.23%</td>
<td>0</td>
<td>0.00%</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</td>
<td>0.00%</td>
<td>2,031</td>
</tr>
<tr>
<td>2008</td>
<td>10</td>
<td>0.48%</td>
<td>95</td>
<td>4.58%</td>
<td>0</td>
<td>0.00%</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</td>
<td>0.00%</td>
<td>2,076</td>
</tr>
<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>
<td>2,233</td>
</tr>
<tr>
<td>2010</td>
<td>9</td>
<td>0.38%</td>
<td>106</td>
<td>4.81%</td>
<td>2</td>
<td>0.09%</td>
<td>108</td>
<td>4.69%</td>
<td>138</td>
<td>6.86%</td>
<td>46</td>
<td>2.00%</td>
<td>1,755</td>
<td>78.27%</td>
<td>137</td>
<td>5.86%</td>
<td>2,301</td>
</tr>
</tbody>
</table>

![Graph showing enrollment trends over years](image-url)
## ENROLLMENT BY GENDER

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Male</th>
<th>Percent</th>
<th>Number</th>
<th>Female</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>786</td>
<td></td>
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<td></td>
<td>1,221</td>
<td>60.84%</td>
<td>2,007</td>
</tr>
<tr>
<td>2007</td>
<td>796</td>
<td></td>
<td>39.19%</td>
<td></td>
<td>1,235</td>
<td>60.81%</td>
<td>2,031</td>
</tr>
<tr>
<td>2008</td>
<td>844</td>
<td></td>
<td>40.66%</td>
<td></td>
<td>1,232</td>
<td>59.34%</td>
<td>2,076</td>
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<tr>
<td>2009</td>
<td>947</td>
<td></td>
<td>42.41%</td>
<td></td>
<td>1,286</td>
<td>57.59%</td>
<td>2,233</td>
</tr>
<tr>
<td>2010</td>
<td>1,011</td>
<td></td>
<td>43.94%</td>
<td></td>
<td>1,290</td>
<td>56.06%</td>
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![Bar chart showing enrollment by gender from 2006 to 2010]
### MALE ENROLLMENT BY CLASSIFICATION

<table>
<thead>
<tr>
<th>Classification</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>226</td>
<td>263</td>
<td>287</td>
<td>329</td>
<td>378</td>
</tr>
<tr>
<td>Sophomore</td>
<td>125</td>
<td>130</td>
<td>145</td>
<td>160</td>
<td>167</td>
</tr>
<tr>
<td>Junior</td>
<td>153</td>
<td>140</td>
<td>136</td>
<td>170</td>
<td>178</td>
</tr>
<tr>
<td>Senior</td>
<td>199</td>
<td>166</td>
<td>169</td>
<td>175</td>
<td>185</td>
</tr>
<tr>
<td>Unclass. Undergrad.</td>
<td>26</td>
<td>38</td>
<td>44</td>
<td>42</td>
<td>45</td>
</tr>
<tr>
<td>Graduate</td>
<td>35</td>
<td>43</td>
<td>43</td>
<td>46</td>
<td>43</td>
</tr>
<tr>
<td>Post-Graduate</td>
<td>22</td>
<td>16</td>
<td>20</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>786</strong></td>
<td><strong>796</strong></td>
<td><strong>844</strong></td>
<td><strong>947</strong></td>
<td><strong>1,011</strong></td>
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### FEMALE ENROLLMENT BY CLASSIFICATION

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<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
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<td>Freshman</td>
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<td>260</td>
<td>283</td>
<td>328</td>
<td>348</td>
</tr>
<tr>
<td>Sophomore</td>
<td>190</td>
<td>175</td>
<td>168</td>
<td>171</td>
<td>174</td>
</tr>
<tr>
<td>Junior</td>
<td>237</td>
<td>257</td>
<td>257</td>
<td>260</td>
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<tr>
<td>Senior</td>
<td>353</td>
<td>310</td>
<td>304</td>
<td>314</td>
<td>345</td>
</tr>
<tr>
<td>Unclass. Undergrad.</td>
<td>47</td>
<td>49</td>
<td>43</td>
<td>43</td>
<td>60</td>
</tr>
<tr>
<td>Graduate</td>
<td>125</td>
<td>141</td>
<td>136</td>
<td>120</td>
<td>82</td>
</tr>
<tr>
<td>Post-Graduate</td>
<td>45</td>
<td>43</td>
<td>41</td>
<td>50</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,221</strong></td>
<td><strong>1,235</strong></td>
<td><strong>1,232</strong></td>
<td><strong>1,286</strong></td>
<td><strong>1,290</strong></td>
</tr>
</tbody>
</table>
### FALL 2010 ENROLLMENT
#### BY MAJOR, GENDER, AND MINORITY STATUS

<table>
<thead>
<tr>
<th>Major</th>
<th>Male</th>
<th>Female</th>
<th>Minorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Accounting</td>
<td>82</td>
<td>24</td>
<td>29.27%</td>
</tr>
<tr>
<td>Ag Ecology</td>
<td>7</td>
<td>6</td>
<td>85.71%</td>
</tr>
<tr>
<td>Agri-Business</td>
<td>112</td>
<td>97</td>
<td>86.61%</td>
</tr>
<tr>
<td>Biology</td>
<td>71</td>
<td>25</td>
<td>35.21%</td>
</tr>
<tr>
<td>Business Administration</td>
<td>246</td>
<td>121</td>
<td>49.19%</td>
</tr>
<tr>
<td>Business Education</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Agri-Education (New-2009)</td>
<td>36</td>
<td>26</td>
<td>72.22%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>12</td>
<td>4</td>
<td>33.33%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>47</td>
<td>42</td>
<td>89.36%</td>
</tr>
<tr>
<td>Conservation Law Enforcement</td>
<td>5</td>
<td>5</td>
<td>100.00%</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>108</td>
<td>77</td>
<td>71.30%</td>
</tr>
<tr>
<td>E-Commerce</td>
<td>1</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>72</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>110</td>
<td>7</td>
<td>6.36%</td>
</tr>
<tr>
<td>English (includes EN &amp; Eng Educ)</td>
<td>32</td>
<td>5</td>
<td>15.63%</td>
</tr>
<tr>
<td>General Studies</td>
<td>26</td>
<td>12</td>
<td>46.15%</td>
</tr>
<tr>
<td>Health &amp; Physical Ed. (includes HE &amp; HP)</td>
<td>218</td>
<td>158</td>
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<tr>
<td>History</td>
<td>28</td>
<td>19</td>
<td>67.86%</td>
</tr>
<tr>
<td>Mass Communications</td>
<td>56</td>
<td>24</td>
<td>42.86%</td>
</tr>
<tr>
<td>Mathematics (includes MA &amp; ME)</td>
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<td>9</td>
<td>45.00%</td>
</tr>
<tr>
<td>Music - Instrumental</td>
<td>9</td>
<td>5</td>
<td>55.56%</td>
</tr>
<tr>
<td>Music - Liberal Art (New-2009)</td>
<td>4</td>
<td>3</td>
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</tr>
<tr>
<td>Music - NonTeaching</td>
<td>2</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Music Vocal</td>
<td>14</td>
<td>6</td>
<td>42.86%</td>
</tr>
<tr>
<td>Natural Science</td>
<td>8</td>
<td>3</td>
<td>37.50%</td>
</tr>
<tr>
<td>No Major (includes post-grads)</td>
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<td>45</td>
<td>42.86%</td>
</tr>
<tr>
<td>Nursing</td>
<td>140</td>
<td>8</td>
<td>5.71%</td>
</tr>
<tr>
<td>Organizational Leadership</td>
<td>4</td>
<td>2</td>
<td>50.00%</td>
</tr>
<tr>
<td>Political Science</td>
<td>17</td>
<td>12</td>
<td>70.59%</td>
</tr>
<tr>
<td>Pre-Engineering</td>
<td>17</td>
<td>12</td>
<td>70.59%</td>
</tr>
<tr>
<td>Pre-Law</td>
<td>2</td>
<td>2</td>
<td>100.00%</td>
</tr>
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</table>
### FALL 2010 ENROLLMENT
### BY MAJOR, GENDER, AND MINORITY STATUS

<table>
<thead>
<tr>
<th>Major</th>
<th>Total</th>
<th>Male</th>
<th>Percent</th>
<th>Female</th>
<th>Percent</th>
<th>Minorities</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Medical</td>
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<td>27</td>
<td>33.75%</td>
<td>53</td>
<td>66.25%</td>
<td>19</td>
<td>23.75%</td>
</tr>
<tr>
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<td>156</td>
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<td>32.69%</td>
<td>105</td>
<td>67.31%</td>
<td>39</td>
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</tr>
<tr>
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<td>30</td>
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<td>66.67%</td>
<td>10</td>
<td>33.33%</td>
<td>4</td>
<td>13.33%</td>
</tr>
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<td>Social Work</td>
<td>66</td>
<td>5</td>
<td>7.58%</td>
<td>61</td>
<td>92.42%</td>
<td>7</td>
<td>10.61%</td>
</tr>
<tr>
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<td>50.00%</td>
<td>2</td>
<td>50.00%</td>
<td>2</td>
<td>50.00%</td>
</tr>
<tr>
<td>Spanish</td>
<td>1</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>100.00%</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>Special Education</td>
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<td>13.64%</td>
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<td>86.36%</td>
<td>6</td>
<td>27.27%</td>
</tr>
<tr>
<td>Speech</td>
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<td>4</td>
<td>30.77%</td>
<td>9</td>
<td>69.23%</td>
<td>3</td>
<td>23.08%</td>
</tr>
<tr>
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<td>28.57%</td>
</tr>
<tr>
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<td>58.73%</td>
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<td>41.27%</td>
<td>34</td>
<td>26.98%</td>
</tr>
<tr>
<td><strong>Graduate Majors</strong></td>
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<td>Counseling and Guidance</td>
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<td>9</td>
<td>90.00%</td>
<td>3</td>
<td>30.00%</td>
</tr>
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<td>75.93%</td>
<td>2</td>
<td>3.70%</td>
</tr>
<tr>
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<td>0.00%</td>
<td>5</td>
<td>100.00%</td>
<td>1</td>
<td>20.00%</td>
</tr>
<tr>
<td>Reading Specialist</td>
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<td>0.00%</td>
<td>3</td>
<td>100.00%</td>
<td>1</td>
<td>33.33%</td>
</tr>
<tr>
<td>Secondary Education</td>
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<td>29</td>
<td>54.72%</td>
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<td>45.28%</td>
<td>11</td>
<td>20.75%</td>
</tr>
<tr>
<td>Post Graduates</td>
<td>60</td>
<td>15</td>
<td>25.00%</td>
<td>45</td>
<td>75.00%</td>
<td>6</td>
<td>10.00%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2301</td>
<td>1007</td>
<td>43.76%</td>
<td>1294</td>
<td>56.24%</td>
<td>550</td>
<td>23.90%</td>
</tr>
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</table>
TOTAL FALL RESIDENT ENROLLMENT BY COUNTY

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<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>Average</th>
<th>A</th>
<th>E</th>
<th>W</th>
<th>X</th>
</tr>
</thead>
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<td>85</td>
<td>104</td>
<td>103</td>
<td>42</td>
<td>85</td>
<td>106</td>
<td>7</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Ellis</td>
<td>38</td>
<td>38</td>
<td>31</td>
<td>34</td>
<td>32</td>
<td>35</td>
<td>15</td>
<td>3</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>Garfield</td>
<td>388</td>
<td>366</td>
<td>362</td>
<td>351</td>
<td>319</td>
<td>357</td>
<td>169</td>
<td>217</td>
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<td>1</td>
</tr>
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<td>47</td>
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<td>19</td>
<td>0</td>
<td>1</td>
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<td>48</td>
<td>51</td>
<td>48</td>
<td>51</td>
<td>31</td>
<td>1</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>Kay</td>
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<td>154</td>
<td>149</td>
<td>159</td>
<td>147</td>
<td>153</td>
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<td>9</td>
<td>0</td>
<td>79</td>
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<td>Major</td>
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<td>64</td>
<td>56</td>
<td>62</td>
<td>69</td>
<td>60</td>
<td>58</td>
<td>12</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Noble</td>
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<td>7</td>
<td>11</td>
<td>14</td>
<td>11</td>
<td>13</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
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<td>Woods</td>
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<td>275</td>
<td>275</td>
<td>292</td>
<td>271</td>
<td>274</td>
<td>258</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Woodward</td>
<td>236</td>
<td>256</td>
<td>254</td>
<td>287</td>
<td>286</td>
<td>264</td>
<td>120</td>
<td>9</td>
<td>213</td>
<td>10</td>
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<td>39</td>
<td>45</td>
<td>22</td>
<td>39</td>
<td>7</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>All Other Okla. Counties</td>
<td>277</td>
<td>291</td>
<td>303</td>
<td>357</td>
<td>479</td>
<td>341</td>
<td>368</td>
<td>29</td>
<td>19</td>
<td>9</td>
</tr>
<tr>
<td>Total In-State</td>
<td>1613</td>
<td>1637</td>
<td>1662</td>
<td>1793</td>
<td>1811</td>
<td>1703</td>
<td>1314</td>
<td>319</td>
<td>280</td>
<td>131</td>
</tr>
<tr>
<td>Total Kansas</td>
<td>123</td>
<td>127</td>
<td>135</td>
<td>121</td>
<td>129</td>
<td>127</td>
<td>126</td>
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<td>2</td>
</tr>
<tr>
<td>Total Texas</td>
<td>86</td>
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<td>86</td>
<td>92</td>
<td>112</td>
<td>92</td>
<td>101</td>
<td>4</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Total Other States</td>
<td>129</td>
<td>142</td>
<td>164</td>
<td>192</td>
<td>203</td>
<td>166</td>
<td>186</td>
<td>15</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Total Foreign</td>
<td>56</td>
<td>41</td>
<td>29</td>
<td>35</td>
<td>46</td>
<td>41</td>
<td>43</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Grand Total Enrollment</td>
<td>2007</td>
<td>2031</td>
<td>2076</td>
<td>2233</td>
<td>2301</td>
<td>2130</td>
<td>1770</td>
<td>343</td>
<td>297</td>
<td>137</td>
</tr>
</tbody>
</table>

** 2010 Campus Breakdown

** Duplicated Count: A - Alva and online courses, E - Enid, W - Woodward, X - Outreach sites.
# FALL 2010 UNDERGRADUATE MAJORS
Percentage of Traditional to Non-Traditional (25 and older)

<table>
<thead>
<tr>
<th>Major</th>
<th>Traditional</th>
<th>Non-Traditional</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Accounting</td>
<td>59</td>
<td>72%</td>
<td>23</td>
</tr>
<tr>
<td>Ag Ecology</td>
<td>7</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>Agri-Business</td>
<td>107</td>
<td>96%</td>
<td>5</td>
</tr>
<tr>
<td>Agri-Education</td>
<td>35</td>
<td>97%</td>
<td>1</td>
</tr>
<tr>
<td>Biology</td>
<td>65</td>
<td>92%</td>
<td>6</td>
</tr>
<tr>
<td>Business Administration</td>
<td>172</td>
<td>70%</td>
<td>74</td>
</tr>
<tr>
<td>Business Education</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>10</td>
<td>83%</td>
<td>2</td>
</tr>
<tr>
<td>Computer Science</td>
<td>39</td>
<td>83%</td>
<td>8</td>
</tr>
<tr>
<td>Conservation Law Enforcement</td>
<td>4</td>
<td>80%</td>
<td>1</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>83</td>
<td>77%</td>
<td>25</td>
</tr>
<tr>
<td>E-Commerce</td>
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<td>0%</td>
<td>1</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>48</td>
<td>67%</td>
<td>24</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>68</td>
<td>62%</td>
<td>42</td>
</tr>
<tr>
<td>English (includes EN &amp; EE)</td>
<td>22</td>
<td>69%</td>
<td>10</td>
</tr>
<tr>
<td>General Studies</td>
<td>9</td>
<td>35%</td>
<td>17</td>
</tr>
<tr>
<td>Health &amp; Physical Ed. (includes HE &amp; HP)</td>
<td>211</td>
<td>97%</td>
<td>7</td>
</tr>
<tr>
<td>History</td>
<td>16</td>
<td>57%</td>
<td>12</td>
</tr>
<tr>
<td>Mass Communications</td>
<td>54</td>
<td>96%</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics (includes MA &amp; ME)</td>
<td>17</td>
<td>85%</td>
<td>3</td>
</tr>
<tr>
<td>Music - Instrumental</td>
<td>9</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>Music - Non-Teaching</td>
<td>2</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>Music - Liberal Art</td>
<td>4</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>Music Vocal</td>
<td>13</td>
<td>93%</td>
<td>1</td>
</tr>
<tr>
<td>Natural Science</td>
<td>6</td>
<td>75%</td>
<td>2</td>
</tr>
<tr>
<td>No Major (includes post grads)</td>
<td>105</td>
<td>64%</td>
<td>60</td>
</tr>
<tr>
<td>Nursing</td>
<td>103</td>
<td>74%</td>
<td>37</td>
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<tr>
<td>Organizational Leadership</td>
<td>1</td>
<td>25%</td>
<td>3</td>
</tr>
<tr>
<td>Political Science</td>
<td>12</td>
<td>71%</td>
<td>5</td>
</tr>
<tr>
<td>Pre-Law</td>
<td>2</td>
<td>100%</td>
<td>0</td>
</tr>
</tbody>
</table>

28
### FALL 2010 UNDERGRADUATE MAJORS

#### Percentage of Traditional to Non-Traditional (25 and older)

<table>
<thead>
<tr>
<th>Major</th>
<th>Traditional</th>
<th>Non-Traditional</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Pre-Medical</td>
<td>79</td>
<td>99%</td>
<td>1</td>
</tr>
<tr>
<td>Pre-Engineering</td>
<td>17</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>Psychology</td>
<td>97</td>
<td>62%</td>
<td>59</td>
</tr>
<tr>
<td>Social Science</td>
<td>17</td>
<td>57%</td>
<td>13</td>
</tr>
<tr>
<td>Social Work</td>
<td>37</td>
<td>56%</td>
<td>29</td>
</tr>
<tr>
<td>Sociology</td>
<td>3</td>
<td>75%</td>
<td>1</td>
</tr>
<tr>
<td>Spanish</td>
<td>1</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>Special Education</td>
<td>14</td>
<td>64%</td>
<td>8</td>
</tr>
<tr>
<td>Speech</td>
<td>13</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>Technical Management</td>
<td>2</td>
<td>33%</td>
<td>6</td>
</tr>
<tr>
<td>Undecided</td>
<td>117</td>
<td>93%</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1680</strong></td>
<td><strong>77%</strong></td>
<td><strong>497</strong></td>
</tr>
</tbody>
</table>

Percentage of Traditional to Non-Traditional (25 and older)

[Diagram showing percentages]
# Five-Year Student Financial Aid Disbursements

<table>
<thead>
<tr>
<th>Year</th>
<th>Grants</th>
<th>#</th>
<th>Loans</th>
<th>#</th>
<th>Scholarships</th>
<th>#</th>
<th>Work</th>
<th>#</th>
<th>Total Aid</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>$2,977,258</td>
<td>1118</td>
<td>$4,025,531</td>
<td>940</td>
<td>$1,180,014</td>
<td>705</td>
<td>$333,990</td>
<td>288</td>
<td>$8,516,793</td>
<td>1842</td>
</tr>
<tr>
<td>2006-2007</td>
<td>$3,114,072</td>
<td>1064</td>
<td>$4,065,073</td>
<td>937</td>
<td>$1,233,230</td>
<td>677</td>
<td>$329,389</td>
<td>266</td>
<td>$8,741,764</td>
<td>1769</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$3,366,401</td>
<td>1075</td>
<td>$4,008,910</td>
<td>895</td>
<td>$1,577,858</td>
<td>772</td>
<td>$369,775</td>
<td>248</td>
<td>$9,322,944</td>
<td>1805</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$3,597,799</td>
<td>1128</td>
<td>$4,134,440</td>
<td>923</td>
<td>$1,567,427</td>
<td>826</td>
<td>$424,808</td>
<td>593</td>
<td>$9,824,474</td>
<td>1874</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$5,124,516</td>
<td>1279</td>
<td>$4,693,438</td>
<td>1012</td>
<td>$1,695,787</td>
<td>963</td>
<td>$475,414</td>
<td>730</td>
<td>$11,989,155</td>
<td>2036</td>
</tr>
</tbody>
</table>
### 2009-2010 Student Remediation

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuplacer test required and taken: Student placed in college level course</td>
<td>77</td>
<td>59</td>
<td>29</td>
<td>71</td>
</tr>
<tr>
<td>Accuplacer test required and taken: Student placed in remedial course</td>
<td>235</td>
<td>310</td>
<td>239</td>
<td>187</td>
</tr>
</tbody>
</table>

*From Oklahoma State Regents for Higher Education Annual Student Remediation Survey*
Success Rates From Remedial English to Credit Bearing English Courses

The following graph represents students who took remedial English and enrolled in a credit bearing English course during the academic years listed. The graph represents their results in the credit bearing course (ENGL 1113 or 1213) in percentages.

Note: Success for ENGL 1113 & 1213 is a grade of A, B, or C
The following graph represents students who began taking remedial math classes at the 0013 level and enrolled in a credit-bearing math course during the academic years listed. The graph represents their results in the credit-bearing course (1403 or 1513) in percentages.
Success Rates From Remedial Math to Credit Bearing Math Courses

The following graph represents students who began taking remedial math classes at the 0123 level and enrolled in a credit bearing math course during the academic years listed. The graph represents their results in the credit bearing course (1403 or 1513) in percentages.

![Graph showing success rates from remedial math to credit bearing math courses.]
# College Persistence Rates

## Profile of First-time, Full-time*, Degree Seeking Freshmen

Entered NWOSU as a First-time Student and Continued at NWOSU

<table>
<thead>
<tr>
<th>First</th>
<th>Entering</th>
<th>Percent Enrolled Each Subsequent Fall</th>
<th>Cumulative Percent Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2nd</td>
<td>3rd</td>
</tr>
<tr>
<td>Fall</td>
<td>Class Size*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>251</td>
<td>64.9</td>
<td>50.6</td>
</tr>
<tr>
<td>2003</td>
<td>265</td>
<td>67.2</td>
<td>52.5</td>
</tr>
<tr>
<td>2004</td>
<td>249</td>
<td>62.2</td>
<td>45.0</td>
</tr>
<tr>
<td>2005</td>
<td>247</td>
<td>64.7</td>
<td>53.4</td>
</tr>
<tr>
<td>2006</td>
<td>203</td>
<td>68.5</td>
<td>49.8</td>
</tr>
<tr>
<td>2007</td>
<td>297</td>
<td>66.0</td>
<td>48.8</td>
</tr>
<tr>
<td>2008</td>
<td>264</td>
<td>63.3</td>
<td>54.5</td>
</tr>
<tr>
<td>2009</td>
<td>342</td>
<td>62.9</td>
<td></td>
</tr>
</tbody>
</table>

*Full-time status at semester end

Note: The graduation rates on this chart differ slightly from the rates on the Six-Year Graduation Rate chart where the entry class cohorts include first-time freshmen from the previous summer and the fall semester.
## FULL-TIME FACULTY BY GENDER AND RANK 2010-2011

<table>
<thead>
<tr>
<th>Rank</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Doctorate</td>
</tr>
<tr>
<td>Professor</td>
<td>8</td>
<td>38.10%</td>
<td>8</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>13</td>
<td>81.25%</td>
<td>13</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>5</td>
<td>38.46%</td>
<td>4</td>
</tr>
<tr>
<td>Instructor</td>
<td>17</td>
<td>41.46%</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>47.25%</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Number w/Doctorates</th>
<th>Percent of Total w/Dr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>8</td>
<td>55.56%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>13</td>
<td>44.44%</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>4</td>
<td>49.45%</td>
</tr>
<tr>
<td>Instructor</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

### Full-Time Faculty By Gender and Rank

#### Male

- Professor: 8
- Associate Professor: 13
- Assistant Professor: 5
- Instructor: 17

#### Female

- Professor: 13
- Associate Professor: 3
- Assistant Professor: 8
- Instructor: 24

### Full-Time Faculty By Rank

- Instructor: 45%
- Associate Professor: 18%
- Assistant Professor: 14%
- Professor: 23%
NWOSU Diversity Report 2011-2012
School of Arts and Sciences Documentation
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012
Please type your responses into the boxes provided.

<table>
<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>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>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, 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.

1. During the summer I traveled to England, Austria, Switzerland, France and Italy. During that trip I had the opportunity to explore a variety of cultures, both past and present. The trip included visits to the British Museum, the British Library, Schonbrunn Palace, the Louvre, Chapel of Saint Chappell, historical sites in ancient Rome, and Vatican City.

2. I had a grant proposal funded by the Mid-America Arts Alliance to bring Ronald Radford, flamenco guitarist, to Alva as part of the Northwest Oklahoma Concert Series. Mr. Radford presented two public school events and a noon lecture-recital in the cafeteria at Northwestern, on flamenco music and the gypsy culture of southern Spain in addition to his evening performance in Herod Hall.

3. I facilitated an appearance by the Vienna Boys Choir as part of the Northwest Oklahoma Concert Series. Their performance featured music indigenous to their native Austria, as well as music from Italy and Spain.

4. I facilitated a performance by Eileen Ivers and Immigrant Soul for the Northwest Oklahoma Concert Series. Their performance included indigenous Irish music.

5. Attended the Diversity Training workshop presented by Dr. Frank Martinez and Dr. Cornelia Mihai on April 19, 2012.

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. As part of the content for my session of the Leadership Northwestern class in the spring, I include a video and discussion of Martin Luther King’s “I Have a Dream” speech.

2. I have maintained contact with Sias International University, our partner school in
China, to facilitate recruitment of new Chinese students to Northwestern.

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 2011-2012

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>
</tr>
</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.

Music performance has been a part of the human experience in every culture and society of mankind. Through a wide variety of music repertoire, the NWOSU Choirs have aided in inspiring a range of emotions within the community through musical performance. In addition to presenting performances on campus, each semester students participate in off campus performances. These concerts have taken place in local schools, churches, performing arts tours and concert halls performing songs of different cultures and times.

In addition to musical performances showing the diverse nature of music, I have proposed an international performing arts tour to NWOSU administration to China during Spring 2013. If approved, this educational initiative would engage students and immerse students with Chinese culture, while providing the opportunity to explore and learn via performance.

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.

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 Flamenco Guitar, Vienna Boys Choir, Irish Violin.

The community concert choir was established to help bridge the gap from the university to our local community. NWOSU students (50 members) along with 35 community
members ranging from musical experience and age rehearsed and performed an Americana concert showcasing the diverse nature of American music. Our visiting Filipino Opera Singer/clinician Rodell Rosel spoke about his training from the Philippines to the United States to help us better understand music of his culture as well as diversity in musical style from Opera to popular music.

**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?

Diverse repertoire in vocal music: All choirs focused on folk music. From its origins, folk music has been the music of the working class, community-focused and by definition; it is something anyone can understand. Some of the earliest folk music is in regard to the African-American spiritual. In order to perform the pieces accurately, singers needed to learn about the struggle and hardships of these songs, as well as the hope within them.

**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?

Throughout recruitment efforts, the University Singers have toured the state of Oklahoma, Texas, and Kansas. They performed a diverse repertoire of music to schools of varying ranges of socioeconomic backgrounds which have provided a firsthand experience to NWOSU students of the diverse nature within our region. This includes race, ethnicity, school size and population of region.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu
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.

**Most extra-curricular activities are whole-community inclusive in that they are advertised to the entire community and are free to attend.**

**Artist Lecture,** fall 2011, lecture by B. Guerra for women’s group, Beta Sigma Phi Sorority. Free to attend.

**Oklahomans for the Arts Conference,** fall 2011, attended conference for artists and arts administrators in Tulsa, OK. Conference topic included community development/improvement through the arts.

**Sponsor, Northwestern Art Society,** co-sponsor along with Ms. A. Case. Campus arts organization open to all students- students do not pay dues to participate. Along with A. Case and V. Case, organized ornament decoration events for local charity. Helped install and judge NAS annual show which is free to enter and free to attend.

**Lecture,** “State of Studio Art at Northwestern”, fall 2011, lecture to Kiwanis community group.

**Art History Lecture,** “The English Arts and Crafts Movement”, spring 2011, Graceful Arts. Free to attend, open to entire community.

**Member of Graceful Arts Advisory Board,** fall-spring 11-12, member of community advisory board for Graceful Arts Gallery and Studios. Graceful Arts is a public art center offering many arts and humanities activities for the local and surrounding communities. Many of these programs are free of charge.
**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>Most Studio Art activities are open to the entire community and are free of charge.</th>
</tr>
</thead>
</table>

**Homecoming Art Exhibition**, fall 2011 - open to the public at Graceful Arts, free to attend, welcomed entries from entire university community (free to enter).

**Animation Screening, Allegro Non Troppo**, fall 2011 - Screened foreign language animated movie (Italian), Herod Hall, open to the university community, free of charge.

**Draw-In**, public drawing marathon, fall 2011, free of charge at Graceful Arts. Provided drawing materials free of charge to community. Attended by community members of all ages and backgrounds.

**Northwestern Juried High School Art Exhibition**, spring 2012, Organized an exhibition open to high school students from across region. Held at university library. Free to enter and to attend. Opening reception open to entire community. Entries judged on artistic merit.

**Faculty Solo Exhibition**, spring 2012, Graceful Arts. Held an exhibition of my recent work. Publicly advertised. Free to attend.

**Northwestern Artist Scholar Exhibition**, spring 2012. Organized an exhibition of Studio Art student work at Graceful Arts, publicly advertised, free and open to the public.

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 2011-2012
Please type your responses into the boxes provided.

<table>
<thead>
<tr>
<th>Faculty/Staff Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kimberly Weast</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School/Department Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences- Fine Arts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Campus Location (check one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alva</td>
</tr>
<tr>
<td>Enid</td>
</tr>
<tr>
<td>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, 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.

I took students, Castle Players and Fine Arts, in September to Joplin, Missouri. We worked in a clothing shelter, local church and with debris clean up. The students were greatly impacted by the devastation and needs of those with lower socioeconomic backgrounds who had no home insurance or medical assistance in Joplin.

**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 first fall production “The Effect of Gamma Rays in the Man in the Moon Marigold” dealt with a child whose mother was dysfunctional and how the child worked through, poverty, mental illness, verbal abuse and a low socioeconomic environment.

Our second theatre production “The Revenge of the Pigs” dealt with stereotypes we have placed upon those who are unique and different from us. This production was viewed by nearly 1000 grade school children and was very well received.
In Theatre History II we view, discuss and read numerous pieces of literature from the countries, of India, Spain, Italy, Germany, France and England.

In third production, “Exit The Body” we had married couple from diverse ethnic backgrounds.
*(As a side note- numerous theatre students are openly homosexual and are often required to portray heterosexual characters.) Therefore, we in the theatre are open to diverse lifestyle choices.

Our fourth theatre production, “The Hiding Place” dealt with the Jewish Holocaust.

I am on the Northwest Concert Committee. I am in charge of the technical side of the concerts. I directed four concerts. Three which introduced diversity to Northwestern-Ronald Radford- Flamenco Guitarist, The Vienna Boys Choir-from Austria and Eileen Ivers- Irish Music

I also managed Dr. Sarah Chan’s Piano Concert- Herself being Asian and her music being from a variety of different countries and time periods.

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 2011-2012
Please type your responses into the boxes provided.

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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.

Ranger Marching Band performed at Hennessey High School and Chisholm High School. We were in contact with numerous students from various socio-economic backgrounds as well as various ethnicities. Was in charge of the Oklahoma Intercollegiate Honor Band (Part of OMEA), where I was in contact with numerous musicians from all over the state of Oklahoma and the United States.

Attended the Tri-State Music Festival as both an adjudicator and spectator. Saw students from all types of backgrounds and various ethnicities from the three state area (Kansas, Oklahoma, and Texas). Also attended the K-101 Marching Band Festival in Woodward, Oklahoma. Again had contact with students from all over the region.

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 time Marching Band, Concert Band, Pep Band, or Jazz Ensemble met we had a diversity component incorporated within the curriculum. We have played Jewish, Latin American, and African American Music every semester. I have a number of Hispanic and African American students in all of our bands and I make certain to add music and information that is directed toward those very students. I also ask these students for input on musical selections and approaches to teaching and understanding the music from these various cultures.

In all of my Methods courses (this year was String Methods and Woodwind Methods), sensitivity training is taught and incorporated within the classroom in order to teach these aspiring new band directors of the various ethnic, socio-economic conditions that are out in the real world and how that will affect both their teaching and communication with students and parents from various backgrounds.
Faculty and Staff Diversity Documentation Guide  
Academic Year 2011-2012  
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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 2011** 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; 29 total participants: 65.5% female, 34.5% male [www.nwosu.edu/ToPPS](http://www.nwosu.edu/ToPPS)
- Ongoing grant writing 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)
- **9/17/2011** Stephenson Life Sciences Research Center scientific symposium; recognition of the international year of chemistry (Cornelia Mihai, Jason Wickham, NWOSU Chem Club students attending)
- **9/24/2011** Two separate reptile presentations at Enid Pride LGBT (Lesbian, Gay, Bisexual and Transsexual) celebration: [http://www.enidlightcoalition.org/enid-pride-2011-it-only-gets-better.html](http://www.enidlightcoalition.org/enid-pride-2011-it-only-gets-better.html) (Aaron Place)
- **12/1/2011** Invited speaker, Dr. Scott Hammerstedt, on the archeology of Native Americans: Spiro mounds (Jason Wickham with Aaron Place, Steve Thompson)
- **3/31/2012** Science & Religion forum at regional professional science conference (Aaron Place)
- **4/19/2012** Diversity Workshop Leader for NWOSU faculty and staff (Cornelia Mihai)
- **2011 – 2012** Registered volunteer and Hut Manager for Alva Girl Scouts; attendance at Girl Scout University for professional development (Steve Maier)

*Further detailed information is available upon request (photographs, syllabi, email correspondence, etc.)*

**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.

- **Spring/2010** Student honors component: Women Chemists website development [http://www.wix.com/spartyfide/Women-Chemists](http://www.wix.com/spartyfide/Women-Chemists); maintained as a reference for students (female student of Jason Wickham)
- **Fall/2011** Required class reading and assignment: The Immortal Life of Henrietta Lacks; discussion of a young African-American woman who died of ovarian cancer, the policies and
practices of medicine during the 1950's (Cynthia Pfeifer-Hill)

- Fall & Spring 2011/2012 The Creek Runs Red documentary in PHSC 3114 class: required laboratory and online discussion of implications of governmental policy and Earth resources in areas of less affluent (low SES) status
- Fall & Spring 2011/2012 Indigenous peoples discussions: Anasazi and Pueblos constructing cliff dwellings in sandstone; Pacific Islanders' folk tales of tsunami; use of scoria for food preparations
- Readings and seminar courses emphasizing global role of science, international interdependence, career guidance for students of all genders (Aaron Place, Steve Thompson, Venkata Moorthy, Cynthia Pfeifer-Hill)
- Fall/2011 OKAMP student Kody Jones completed an independent study, competed in Ranger Research Day winning 1st place (Steve Maier)
- Fall/2011 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 2012 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; 82 total participants, 59.8% female, 40.2% male (Steve Thompson, Steve Maier)
- 2011/2012 Science major demographics: 159 total (freshman to senior status); 40.3% male, 59.7% 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.)*

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kdecker@nwosu.edu
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).

   - **Math & Science Summer Academy** is an annual program since 2010 for area elementary school students (grades 2 – 4). This program is free for all participants, making available learning experiences in the math and sciences for students of all backgrounds. This program is a joint effort between the departments of Mathematics and Computer Science and the Natural Science. This program was suspended in 2012 due to a lack of funding, but efforts are underway for a 2013 academy.

   - **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 and 20 – 30 will be invited to participate in the summer of 2012. 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
classmen 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.**

- **Involves 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 2011-2012

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Category 1
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Departmental Activities:
I attended departmental activities related to *Dia de los Muertos, Cinco de Mayo, and Hispanic Heritage Month* (guest speaker). I attended the monthly poetry readings, which featured a diverse roster of writers.

Professional Activities:
- I attended the February 8-11 Southwest/Texas Popular Culture and American Culture Associations Conference in Albuquerque, New Mexico. Panels included papers on folklore, critical approaches to literature, and issues related to gender and sexuality. Panelists presented points of view and content that celebrated and recognized diversity of gender, ethnicity, ideology, sexual orientation, and race. I was Area Chair for the Folklore section of the conference.
- I worked with the Arizona Department of Education and WestEd Assessment as a consultant and editor on development of the AZELLA (Arizona English Language Learners Assessment). My work included leading review and development committees consisting of public school teachers and administrators who work with ELL students.
- I judged the Ray and Pat Browne Award for the 2011 Best Book in American Culture for the national Popular and American Culture Association. This activity gives me a chance to survey books on all aspects of American cultures and subcultures.

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.
Many of the readings for ENGL 1213 Composition II relate to gender and cultural diversity. Brent Staples’ “Black Men and Public Space,” for example, is a firsthand exploration of how the author is perceived by others and how he has the ability to “alter public spaces” by his mere presence and race. Anjula Razdan’s “What’s Love Got to Do with It?” invites students to consider the cultural rationale for arranged marriages for immigrants from India.

The literature courses allow optimal opportunities for students to engage new ideas. Readings in ENGL 2773 and 2883, the two survey courses in American literature, include many selections that expose students to diverse points of view, lifestyles, and backgrounds. These include works by contemporary writers from traditionally-underrepresented groups such as Maxine Hong Kingston, Louise Erdrich, Toni Morrison, Rita Dove, and Richard Rodriguez. In ENGL 3433 Nineteenth Century American Literature, students are required to acquaint themselves with a contemporary critical school, read a sample essay from that critical perspective, and present an introduction to the school of thought to their classmates. (Assignment sheet is below.) Because contemporary criticism is closely tied to cultural and ideological outlook (feminist theory, gender theory, Marxist theory, deconstruction), the activity broadens students’ understanding of diverse human experience.

Feel free to use additional pages if necessary. Please submit these typed to Dr. Kay Decker, Chair of Diversity Committee, at kndecker@nwosu.edu

Critical Responses to Turn of the Screw: Assignment Sheet
ENGL 3433: Nineteenth Century American Literature

Spring 2012

Short description: Handout and presentation over a critical response to Henry James’ Turn of the Screw

Assignment parameters: 2-3 typed, doubled-spaced, in a 12-point font
10-15 minute oral presentation over material

Source requirement: Use of additional secondary sources not required, but primary source (novel), editor’s essay, and critical essay should be appropriately documented internally and in a Works Cited section.

Format: Adhere strictly to MLA guidelines for all aspects of the paper, including heading, pagination, internal citations, and Works Cited

Expanded description:
This assignment allows you to serve as the expert on a given critical approach to the novel. Using The Turn of the Screw as the literary work under consideration, you should compose a handout and presentation that do the following things:

- Introduce the critical method to the class by articulating its primary tenets, areas of focus, and critical history as described in the accompanying essay in your casebook.
- Summarize the essay representing the critical approach in your casebook. Know that you may be required to read the essay two or three times in order to comprehend the ideas. Critical analysis is often dense, jargon-driven, and unfamiliar.
- Advocate for the approach with an open mind. While the approach may not be your cup of tea, do your best to represent it accurately and fully to the class without taking a dismissive tone.
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.

In all of our Elementary Spanish and Literature classes we incorporate culture as part of our core curriculum. The students also present papers dealing with important aspects of the Hispanic culture. Also, to engage our students, we encourage them to compare and contrast both C1 (the student's culture) and the C2 (the target culture).

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.

- Paper presentation at the regional Southwest Conference (SWCOLT) in Phoenix, Arizona, April 12-15, 2012 entitled “The Language of animals and culture in the teaching and learning of Spanish as a Second Language”
- The Peninsular Spanish American Culture Class 2012 has participated in a service learning activity called “Cinco de Mayo” to raise an awareness of this important date. A Fundraising Activity was conducted.
- The HALO sponsored the film “Stand and Deliver” to promote the importance of diversity in our schools.
- - The Spanish Club sponsored Piñata Breaking in Alva where students enjoyed this event during the Hispanic Heritage Month.

The Spanish Club co-sponsored “Festival of Cultures” in Alva where international students enjoyed cooking from their homeland. The event was sponsored by The international Students Office.

- The Spanish Club sponsored the “Day of the Dead” which showed this tradition is celebrated in Mexican culture and some other Latin-American countries. There was an altar display in the Ranger Room combined with typical food and Horchata drinks.
- Co-presented the Diversity Training Workshop on April 19, 2012 to help identify Faculty and staff of the cultural differences between High vs. Low Context Culture.
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

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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.

In March 2012, I attended the Southwest/Texas Popular Culture Association Conference. This conference values both Hispanic and Chicano culture through slates of panels that address the issues facing these cultures. Additionally, the conference offers panels on gender studies and gay/lesbian panels as well as addressing many of the issues facing other marginalized groups. For example, our entire department attended a presentation on Wiccan holidays, presented by Dr. Amy Hall at the SW/TX PCA Conference.

**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 the fall, my composition classes prepared a debate on the validity of marriage after a classroom discussion of a law being proposed in Mexico to put time limits on marriages. Students worked in small groups to consider the ramifications across gender, class, and socioeconomic groups of this proposed law. There was no “winner” to the debate but the class did reach a consensus that the world is changing and we, as a culture, will have to adapt as boundaries become more blurred.

My fall World Literature course covered writers of every culture, religion, and sexual preference imaginable. This was especially unnerving for some of my students. Within our first week of class, we discussed xenophobia and what the literatures of other cultures can teach us about the human condition and perhaps, even our world today. I encouraged students to bring in art from relevant cultures as we “traveled the globe in one semester.”

This semester in my British Literature Survey and my Romantic Movement course, I’ve carefully selected authors to supplement the traditional literary canon. Readings from
factory workers were contrasted with the laissez-faire politics of the Victorian period. From the depictions of life in prison to the viewpoint of a recovering drug addict, these courses teach more than literature—they teach students about the world.

Here are Northwestern, I've attended Day of the Dead and participated in Cinco de Mayo, both events connected to our Spanish faculty as well as preparing for the Humanities course I'll be teaching as part of the Study Abroad program this summer.

As I prepare for the SA course and our visit to the United Kingdom and France, I have made a point of emphasizing to students that the world is larger, and more varied, than we may be familiar with. Students have already responded to a discussion board regarding xenophobia as well as talking about instances of "culture shock" (both in and outside of the heteronormative, middle-class American culture), what they learned from the experience, and what they can do to be better prepared. At our next meeting, they'll be taking a "culture" quiz and we'll be talking about the different cultures at work in a person's life. For example, a college student would be a member of the college culture, a particular socio-economic group (often connected to their parents' status), religious culture, as well as a subculture connected to their sexual preference. It's my premise that for students to more fully understand the culture they'll be visiting—and to embrace it more fully—they need to understand how their own culture(s) influence their lives and the lives of others.

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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.

Beyond what a student looks or appears, I value their behavior, ideas and perspectives. Therefore, in the classroom, one of my main goals is to create the conditions where difference does not inhibit student’s participation and integration.

Examples of events or activities that help me to reflect and understand more about diversity concepts are:
- Woods County Fair
- The lecture “History of Women in the Military”
- The diversity training workshop “Communications Across 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.

- Piñata Breaking
- Day of the Dead
- Vienna Boys Choir
- Festival of Cultures
- “Stand and Deliver” Movie Show.
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?

- Listening different viewpoints and perspectives.
- Creating opportunities to interact with people who are different.
- Supporting people who are treat unfairly because they are different.
- Welcoming everyone as an important contributor.
- Allowing students to disagree with me or others, but within guidelines that promote a safe learning atmosphere in the classroom.

In upper division courses, students must be involved in establishing a reading list by obtaining and sharing materials from diverse Spanish speaking countries. Doing so exposes both the instructor and the student to several alternative points of view.

My method focuses on empowering students to see themselves as an integral part of the diverse society and on preparing them for life in a tolerant and respectful atmosphere. To achieve this, my students should develop a combination of the awareness of intellectual and/or ethical attitudes and interaction with people with diverse backgrounds. Once students can identify and interact with their own “consciousness of individuality” as a social actors, they can then become actively participating agents with other individuals, regardless of culture.

In my syllabi, I include a statement inviting students to meet me to discuss disability-related accommodations and other special learning needs. In order to promote student’s success, I assign group work for which learners must support each other and that places a high value on diverse backgrounds. I use videos as a tool to compare and contrast the customs and behaviors of people from Hispanic countries with my student’s own experiences and attitudes in the USA.

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?

To avoid human’s nature aversion to the unknown and help students become more respectful of cultures with different ideas, I provide students with evidence that people that do not look like them, are people just like them. This viewpoint can be taught by promoting a culture of learning from one to another rather than a culture of passing judgment on differences in values and beliefs. To help students the essential humanity
and value of different people, I provide students with an opportunity to share stories of their home life, such as family holiday practices.

Teaching students about multicultural role models is another way I use as an effective method for demonstrating that people of all genders, ethnicities, creeds, and appearances can have a positive influence on the world and deserve to be respected. Consistent exposure to positive role models is an excellent way I use to emphasize respect and admiration for the diverse student’s own culture.

There are many ways in the classroom to promote social justice such as:
-When it is possible, create a community service components as requirements for the class.
-Compare and contrast notions of justice historically and geopolitically among Hispanic countries and the USA.
-Provide biographies of individuals who have exemplified social justice and examine the implications of these lives for students today.
-Updated myself with current research on controversial issues and reflect on how these relate to social justice.

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Faculty and Staff Diversity Documentation Guide

Academic Year 2011-2012

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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 Reading series: Provided names to Dr. Amy Hall for potential readers, including Black History Month and potential venues, ex. Graceful Arts Gallery; and attended readings, which included adult and student readers from campus and community

Diversity Training: attended presentation by Dr. Martinez and Dr. Mihai

Research: writing dissertation on contemporary First Generation College Student experience on this campus

SW Texas Popular Culture and American Culture Associations Conference: attended conference in Albuquerque, NM; sessions included topics which I can incorporate into a more diverse approach to teaching composition and humanities

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.

Introduction to Literature: includes authors and readings from variety of cultural backgrounds and experiences, i.e., Orwell’s essay “Shooting an Elephant,” set in India; Mitford’s essay “The American Way of Death,” an examination of cultural practices; Cisneros’ short story “The House on Mango Street,” told from a Hispanic viewpoint; Sanchez-Scott’s short play “The Cuban Swimmer,” a drama on the immigrant
experience. These are a few examples of the literary pieces. Students also presented on various topics for a final presentation; for example, one of these included “The Things They Carried,” which dealt with the Viet Nam soldier experience.

Composition 1113: Students study popular culture and write a research paper analyzing the portrayal of such topics as teen pregnancy, body image, young adulthood, advertising, etc. An assignment on reflection includes writing a literacy autobiography about students’ personal experiences learning to read and write. Another assignment involves analyzing a poem by Appalachian poet, George Ella Lyon. This poem called “Where I’m From” forms the inspiration for students to write their own poem about their origins. The purpose of the unit on reflection is to encourage students to honor their own experiences. Another research unit involves analyzing and writing about a poem; students choose a poem from a list which includes Black poet Yusef Komunyakka on Viet Nam War experience; the experience of war by Polish poet Wisiola Szymborska; family experience by Joy Harjo, a Native American writer, among others.

Composition 1213: Students in this class write a scholarly personal narrative, a research essay which allows students to write about their values and philosophy of life. Other research papers asked students to investigate topics for a position paper and a proposing-a-solution paper. Students explored their thesis but also counter-argued. Students have commented that they learned to look at both sides of an issue or even adjust their opinions of a topic. At the end of the semester, students develop power point presentations over one of these papers to share information to class. Students have the choice of topics they wish to research: topics this semester included human trafficking, domestic violence, animal welfare issues, death penalty, education of exceptional students, legalization of marijuana, for example.

English Usage 4173: While much of the material in this course is prescriptive in nature, grammar and punctuation rules, students are exposed to issues which relate to their future teaching or career opportunities. Topics of discussion include the following: needs of special education students, illiteracy/literacy issues, AAVE or instances of African American Vernacular English, issues concerning ELL or English Language Learner students, and communication/technology issues in the workplace, to name a few.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at klddecker@nwosu.edu
Faculty Diversity Documentation Guide  
Academic Year 2011-2012  
Please type your responses into the boxes provided.

<table>
<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>Dr. Sharon Hill</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Department Name</td>
<td>Arts and Sciences/Dept. of English, Foreign Language, &amp; Humanities</td>
</tr>
<tr>
<td>Primary Campus Location (check one)</td>
<td>Alva</td>
</tr>
</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.

Because I had my diversity training from Dr. James Boyer at Kansas State University and took several classes from, I value and understand the necessity for diversity in the classroom and the community. My classroom activities reflect that understanding which I will explain later.

**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.

Our Department supports the Spanish Club in their various activities throughout the year such as Day of the Dead and Cinco de Mayo. In the spring, I was a part of the NWOSU’s production of *The Hiding Place*. I played one of the Jews Corrie ten Boom hid during the Nazi invasion of Holland.
**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 the Comp classes, I always select essays that deal with multicultural issues such as: Suzan Shown Harjo “Last Rights for Indian Dead”; Yun Yung Choi, “Invisible Women”; Eric Liu “The China Town Idea”; “Katrina Documentary Gives Voices to Survivors”.

In Introduction to Literature I select readings from women and authors of color such as: Shirley Jackson “The Lottery”; Leslie Marmon Silko “The Man to Send Rain Clouds”; Maya Angelou “Graduation in Stamps”; poetry by Paul Laurence Dunbar, Emily Dickenson, Dorothy Parker, etc.

In Teaching English in the Secondary School I have a unit based on James B. boyer and H. Prentice Baptiste, Jr.’s Book, *Transforming the Curriculum for Multicultural Understandings*. I lecture over the book and then the students do a project explaining how they will make their classroom curriculum multicultural.

---

**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 diversity through understanding and actions. Being cognizant of the multicultural issues, and helping the diverse students by understanding their needs.
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

Please type your responses into the boxes provided.

<table>
<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>Amy M. R. Hall</th>
</tr>
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<tbody>
<tr>
<td>School/Department Name</td>
<td>School of Arts and Sciences, English Department</td>
</tr>
<tr>
<td>Primary Campus Location (check one)</td>
<td>Alva X 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, 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.

- I attended the Dia de los Muertos dinner, as well as the Festival of Cultures dinner.

- I attended the Irish concert of Eileen Ivers on March 06, 2012

- In February, I attended the Popular Culture and American Culture Associations Conference in Alberquerque, NM, where I attended and presented on many different cultures. Specifically, I presented on English folklore of the 17th century, which looked at gender roles and socio-economic elements of that culture.

**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 organized the poetry readings for the 2011-2012 school year, which contained many aspects of diversity. I scheduled readers from all walks of life, including students, faculty, and Alva citizens. The February poetry reading was held at the Homestead, a senior citizen facility, where we had African American and Jamaican readers present for Black History month. The April poetry reading featured Dr. Belinda Bruner, a writer who focuses on her bi-cultural background in her short stories and poetry.

- In the Fall semester, I taught the Survey to Early British Literature, which examines various cultures which landed and lived on the British isle, including the Norse, Celtic, French, Scottish, and Irish.

- In the Spring semester, I have taught a Mythology course which examines the myths of all different cultures from around the world, and the different types of people these myths come from.
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

Please type your responses into the boxes provided.

Faculty/Staff Name
Tamara L. Brown

School/Department Name
Arts & Sciences/Communication 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, Disabilities, Religion, National Origin, Language, Socio-Economic Vulnerability, 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.

1. I currently hold a Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association as well as a license to practice Speech-Language Pathology in the state of Oklahoma.

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. **American Sign Language:** This class is offered every fall, spring, and summer semester. During the class, students learn about the beliefs, traditions, language, etc. of the Deaf Culture. Students complete several web resource assignments in order to build on the information learned in class about the Deaf culture.

   We also address the perspective of deafness as a disability. The students learn about issues that affect the education of deaf children such as problems with reading, writing, building of self-esteem, etc. as well as various communication methods that are available for the deaf. Cochlear implants and assistive devices are also discussed.

2. **Oral Communication for Business Professionals:** During this class, the students learn about business practices of different cultures and how they differ from mainstream U.S. practices. One assignment required the students to research and present about a specific culture including cultural beliefs, its language(s), and business practices. Students also learn about different communication styles, daily practices, beliefs, etc. of various cultures. Characteristics that describe cultures such as individualism/collectivism and low-context/high context, task/social, masculinity/femininity, etc. are addressed. After these presentations, the students work together to determine guidelines for communicating effectively across
diversity. Class discussions are utilized to brainstorm for techniques to improve intercultural communication.

In the Spring 2012 semester, I included a Cultural Awareness Self Analysis. The students completed the survey then scored it to determine their awareness across various situations. Students scored somewhat high on the overall scores; we followed up the survey with a discussion about awareness vs. action.

This semester we also addressed the differences in communication between genders. Implications for the workplace were discussed.

We addressed some of the differences between Generation X and Generation Y. All of the students in the class discussion are members of Gen Y. Negative & positive characteristics associated with members of Gen Y were explored. Ways to overcome the negative stereotypes in the workplace were discussed.

3. **Introduction to Speech Communication:** This is a general education class required of all students with multiple sections offered every semester. During this differences in communication are addressed. For example, we discuss cultural differences such as how nonverbal language (such as eye contact) is culture bound. Ethnocentrism is also discussed. Gender differences are also addressed.

When addressing small group communication, we discuss the differences between a homogeneous group and a heterogeneous group. We discuss the need to value differences and focus on the benefits of diversity in a small group setting.

Audience analysis is an important topic addressed in this class. We discuss use of demographic information such as age, gender, education level, etc. to help tailor presentations to the audience. The danger of stereotyping is also addressed.

---

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kddecker@nwosu.edu
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

Please type your responses into the boxes provided.

<table>
<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>Ted Satterfield</th>
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<tbody>
<tr>
<td>School/Department Name</td>
<td>Arts and Sciences/Communication</td>
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<tr>
<td>Primary Campus Location (check one)</td>
<td>Alva X Enid Woodward</td>
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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, 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.

- Attended session on Native American media coverage at the Society of Professional Journalists pro conference in late April.
- At the SPJ national conference in September I attended a workshop on the differences between Hurricane Katrina coverage when media focused on Caucasians and when they focused on African Americans.
- At the same conference I attended a workshop with an African American broadcaster who addressed the challenges of an African American female journalist.

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 my photography class we discuss the need for diversity in photos used in print media.
- In my speech class we spend a couple of class periods discussing cross-cultural communication, specifically the need to understand people of different cultures and ethnic backgrounds, as well as the need to eliminate stereotypes.
- In my Media History class we devoted a week to media coverage of the Civil Rights Movement, a week to the advent of the Abolitionist Press, and a week to the Suffrage Press. We also discuss the impact and challenges of feminist writers (namely Betty Friedan and Gloria Steinem) in the latter half of the Twentieth Century.

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 2011-2012

Please type your responses into the boxes provided.

<table>
<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>Melanie Wilderman</th>
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<tbody>
<tr>
<td>School/Department Name</td>
<td>Communication/Mass Communication</td>
</tr>
<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.

I presented at the 2012 National Conference on Learner-Centered Teaching in Tulsa, OK, sponsored by Langston University and Purdue. My presentation did not specifically deal with diversity issues, but many of the session presentations I attended did tie in diversity issues with learner-centered teaching or service learning opportunities.

**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 a mass communication instructor, lecturing and discussing diversity issues are paramount in most of my classes including news reporting, news editing, feature writing, mass comm. law & ethics and media theory. Specifically these lectures deal with the idea of “giving a voice to the voiceless,” not perpetuating stereotypes and seeking out coverage for the newspaper of diversity-supportive news. Headlines from diversity-related news stories for the 24 newspapers produced in 2011-12 include:

*indicates front-page coverage, and anything in brackets helps explain diversity if it’s not
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 throughout 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 2011-2012
Diversity Committee Membership
&
Special Trainings and Events
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
- Dr. Paul Mathis, Assistant Professor Education
- Ms. Kathleen O’Halleran, Instructor of Political Science and Coordinator of Social Science Education
- Dr. Francisco Martinez, Associate Professor of Spanish
- Dr. Claudia Young, Assistant Professor of Spanish
- Dr. Cornelia Mihai, Associate Professor of Chemistry
- Dr. Eric Schmaltz, Associate Professor of History
- Ms. Cindy Martindale, Instructor of Nursing
- Ms. Julie Barraza, 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 on November 9th, 2011 for its fall meeting. See attached agenda as Exhibit A. The Diversity Committee met on February 17th, 2012 for its spring meeting. See attached agenda as Exhibit B.

✓ Dr. Kay Decker met with the Education Department faculty on April 19th, 2012 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. See training materials as Exhibit C.

✓ Dr. Francisco Martinez and Dr. Cornelia Mihai presented a faculty and staff training about Cross Cultural Communications on April 19th.

✓ 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 2011-2012 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.

✓ The Diversity Committee held two meetings during the 2011-2012 academic year. Diversity Committee members were recognized at the annual Faculty/Staff Recognition Ceremony in November, 2011.

✓ 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.
NWOSU Diversity Committee Meeting—Fine Arts Room 229

November 9th, 2011

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

2. Review of Faculty and Staff contributions to Diversity Awareness on campus for academic year 2010-2011. Select those faculty and staff to be recognized at this year’s Faculty and Staff Recognition Ceremony set for Tuesday and Wednesday, November 15th and 16th in Enid and Alva.

3. Discussion of need for revision of NWOSU Diversity Policy. Hand out of examples from other institutions as well as NWOSU’s current policy. Set date for recommendations to be submitted.

4. Determine Diversity Trainings for Enid and Alva campuses in spring semester. Dates and topics to be taught need to be determined.

5. New business.

6. Adjourn.
February 17 2012—Diversity Committee Meeting

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

2. Discuss needs for a new Diversity Plan.

3. Review other institutional Diversity Plans.

4. Discuss upcoming Faculty and Staff Cross Cultural Training with Dr. Martinez and Dr. Mihai.

5. Reminder about Diversity Reporting Efforts.

6. Adjourn.
Diversity Training Workshop

Northwestern Oklahoma State University
Dr. Frank Martinez & Dr. Cornelia Mihal

"The most universal quality is diversity."

—Montaigne

Main Topics

- Cross-Cultural Communication
- Cultural Intelligence

Main Goals

- Provide a framework for understanding Cross-Cultural Communication
- Analyze How Context Impacts Verbal Communication
- Offer a definition of cultural intelligence
- Help you identify your communication style

Opening Question

What is your definition of Culture?

Working with Culturally Diverse Populations:

- Communication Styles Across Cultures
Diversity Variables

- Ethnic Identity / Racial Group
- Language
- Social Class / Group
- Religion / Traditions
- Gender / Sexual Orientation
- Abilities / Disabilities

Let's define Culture:

- Culture is the acquired knowledge people use to interpret experience and generate behavior (Spradley, J.)
- Culture is that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society (Tylor, E.)

Culture as a Shaper of...

- Values
- Beliefs
- Behavior

"The readiness of a college to confront its 21st-century responsibilities is directly correlated with the degree to which it has embedded diversity and globalism concerns into the basic philosophy and infrastructure of the institution."

--James A. Banks (2008)
Edward Hall's Ideas about Culture

- Culture = models, templates.
- Culture is the medium we live in, like the air we breathe.
- Culture is innate but learned (i.e., we are born with the physical necessity and capacity to specialize our bodies, brains, hearts in line with cultural patterns.)
- Culture is living, interlocking system(s)—touch one part, the rest moves
- Culture is shared, it is created and maintained through relationship.
- Culture is used to differentiate one group from another.
  (In other words, division into groups comes first; deliberate differentiation via cultural symbols comes second.)

Culture as Metaphors

- Popular metaphor: The onion theory.
- Popular metaphor: The melting pot versus the salad bowl.
- Illustrates "hidden culture": the world of assumptions, habits, beliefs that may not be consciously articulated or taught. The metaphor implies danger, the necessity of having a skilled pilot, and justifies the use of cultural experts as there is much more to culture than meets the eye.

Melting Pots & Salad Bowls

http://www.culture-at-work.com/culture.html

Culture as High or Low Context

http://www.culture-at-work.com/highlow.html

What is your Metaphor?

"Where am I?"
Low Context Culture

- Rule oriented, people play by external rules
- More knowledge is codified, public, external, and accessible.
- Sequencing, separation—of time, of space, of activities, of relationships.
- More interpersonal connections of shorter duration.
- Knowledge is more often transferable.
- Task-centered. Decisions and activities focus around what needs to be done, division of responsibilities.

High Context Culture

- Less verbally explicit communication, less written/formal information
- More internalized understandings of what is communicated
- Multiple cross-cutting ties and intersections with others
- Long term relationships
- Strong boundaries—who is accepted as belonging vs. who is considered an "outsider"
- Knowledge is situational, relational.
- Decisions and activities focus around personal face-to-face relationships, often around a central person who has authority.

Low Context Cultures

- United States & Canada
- Europe
- Australia

High Context Cultures

- Latin America
- Asia
- Africa
- Middle East
Comparison on How Context Impacts Communication

- A high context culture uses high-context communications: Information is either in the physical context or internalized in the person with the little communicated in the explicit words or message.
- Japan, Saudi Arabia, Spain, and China are cultures engaged in high-context communications. On the other hand, a low-context culture employs low-context communication, most information is contained in explicit codes, such as words.
- Canada and the United States as well as many European countries engage in low-context communication.

Communication between high and low context people is often fraught with impatience and irritation because low-context communication may give more information than necessary, while high-context communicators may not provide enough information or background. This example illustrates a communication misunderstanding that had grave results, Avianca Flight, Long Island in 1991.

- The communication misunderstanding involves the high and low content of communication styles. The copilot was a Colombian (high-context) and the American controller (low-context).

Constraints to Understanding

- Cognitive
  - Behavioral
  - Emotional

Styles of Communication

Direct and Indirect

- Indirect/High Context: Context refers to the amount of innate and largely unconscious understanding a person can be expected to bring to a particular communication setting. It tends to be homogeneous and collectivist, people carry with them highly developed and refined notions of how most interactions will unfold.
- Direct/Low context: Like(SIS) tends to be more heterogeneous and individualistic and accordingly have evolved a more direct communication style. They cannot depend on merely on manipulating context—nothing or not saying something that is always done or said in that situation—or communicating nonverbally to make themselves understood. They must rely on words interpreted literally.

Captains to Copilot:
- "Tell them we are in an emergency."
- Copilot to Controller:
- "We are running out of fuel..."
- Controller:
- "Climb and maintain 30000."
- Copilot to Controller:
- "Oh, we are running out of fuel..."
- Controller:
- "I'm going to bring you about 1.5 miles northeast and then turn you back... Is that fine with you and your fuel?"
- Copilot:
- "I guess so."
- The jet ran out of fuel and crashed.

Cognitive Constraints

- World views that provide a framework into which all new information is compared or inserted.
**Emotional Constraints**

- Different cultures regulate the display of emotion differently. Some cultures get very emotional when they are debating an issue -- yell, cry, show their anger, fear, frustration, and other feelings openly. Other cultures try to keep their emotions hidden, sharing only the "rational" or factual aspects of the situation.

**Behavioral Constraints**

- Each culture has its own rules about proper behavior which affect verbal and nonverbal communication. Whether one looks the other person in the eye or not, whether one says what one means overtly or talks around the issue; how close the people stand to each other when they are talking; how loud, how fast, wait time before speaking;...

**Friendly Distance**

- [Graph showing friendly distance]

**One Minute "Reflector"**

- What is the main thing you got out of today's content?
- As you think about communication styles, what are the future directions you'd like to undertake as a professional? (general and/or specific)

**Definition of Cultural Intelligence**

- Is the ability to engage in a set of behaviors that uses skills (e.g., language or interpersonal skills) and qualities (e.g., tolerance for ambiguity, flexibility) that are tuned appropriately to the culture-based values and attitudes of the people with whom one interacts. (B. Peterson, 2004).

**Knowledge about cultures (facts and cultural traits) + Awareness (of yourself and others) + Specific skills = Cultural intelligence**

**Cultural Intelligence Survey**

- [Table showing survey items and ratings]

- [Legend for survey items and ratings]
Overlapping the Five Scales

Can Cultural Intelligence Be Increased?
- Appropriate conduct in a mixed-cultural business meeting can be learned, as can many other cross-cultural skills. A significant industry has emerged to train business people and other professionals in intercultural awareness and sensitivity. Such training, along with reading on your own (see Recommended Reading for suggested books), can help you increase your cultural intelligence.

Don't make the mistake of thinking that cultural intelligence cannot be learned. Yes, it can be learned, people who studied a second language intelligently can much of it the can speak today. New and existing intercultural skill, just like a foreign language, must be practiced to be retained.

Many Ways to View the World
One of the ways people inevitably increase their awareness when learning about other cultures is to move from thinking "My way is the only way" toward thinking "There are many valid ways" of interpreting and participating in life.

Applying Cultural Intelligence in Daily Work and Life
- What's your own style when dealing with people from other countries?

Management Issues

Decision-Making Style

- After much talk, everyone agrees on decision
- Decision is in an announcement of what has already been agreed upon over time

- The leader collects input from everyone, then makes a decision
- One person makes a decision and the others are expected to abide by it
Reasoning Style

- Start with conclusion
- Finish with conclusion
- Arrive at conclusion all at once

Cognitive style and Communication

- Straight to the point
- Meander to the point

Communication Style

<table>
<thead>
<tr>
<th>Physical Space</th>
<th>Flow of conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Far</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Avoid Silence</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Embrace Silence</td>
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Intercultural Self-Assessment

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<th>Cultural self-awareness</th>
<th>Intellectual openness</th>
<th>Self-esteem</th>
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What is your Cultural Style?

Works Cited

- http://www.pncrl.org/areas/issues/educators/teacher called explain.htm
- http://www.coe.folewis.edu/InterActNAApp.htm
- http://www.tolah.org/galleries/feedback.asp
Diversity and NCATE—Preparing Teacher Education Faculty

NCATE’s definition of diversity is as follows “differences among groups of people and individuals based on ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.” The types of diversity necessary for addressing elements on candidate interactions with diverse faculty, candidates, and P-12 students are states in the rubric for those elements (Gollnick, 2011). Be sure that you can speak to the specific types of diversity that your site visitors are referencing.

NWOSU Demographic Data

Faculty Gender with Doctorates—male=55.81% and female=44.19%
Faculty at the Professor Level—male=7 and female=10

Student Demographic Data Based on 2008 Data from the NWOSU Fact Book

Undergraduate total=1,836
Asian .58%
Black 4.58%
Hispanic 3.90%
American Indian 5.44%
International 1.35%

Graduate total=240

Gender
Male=40.66%
Female=59.34%

Note: Female students have a much higher retention rate among undergraduate students

Elementary Education

Early Childhood
0 male/60 female/6 minorities

Special Education
2 male/21 female/1 minority

Elementary Education
12 male/128 female/17 minorities

Graduate Education

Elementary Education
1 male/14 female/1 minority

Secondary Education
26 male/37 female/10 minorities

Reading Specialist
0 male/12 female/0 minorities

Our Recruitment Process—Northwestern Oklahoma State University recruits all prospective students within our service region. Please review the demographic statistics from our service region counties found in the Diversity Report which is produced each year. We have a well developed plan for training all faculty and staff about issues related to diversity that will go online starting next academic year. One of the key issues that we must remember to explain to any accreditation site visitor is that we cannot force faculty or students to report their ethnic or racial background. For example, we have 14 faculty
and staff of American Indian heritage and most are card carrying enrollees. However, these faculty and staff did not disclose their ethnicity upon hiring. Our student population is the same way, we cannot force them to disclose therefore we know we have a serious undercount in terms of racial and ethnic composition. We do the best we can to aggregate this data, however, we cannot force anyone to disclose individual characteristics such as race, ethnicity, sexual orientation, human capacity, religiosity, etc. As such, we need to take all necessary steps to insure that our students are exposed to a wide variety of groups and individuals with backgrounds different from the WASP middle class model.

Another important issue to remember about Oklahoma! Approximately 23% of the children of this state will spend some part of their childhood in poverty level households. As such, we know that ¾ of the student population coming into NWOSU is likely to come to us from households that could not afford the latest in technology, exposure to the arts and humanities, and many of our students have not traveled beyond the immediate state. The vocabulary of the average household in our state is not above the 9th grade level. As such, our curriculum must address the lack of exposure among many of our students. We must recognize that many students did not grow up in homes with iPads or laptops. Technology and its jargon is foreign to them.

Huge Diversity Factor to Remember! Please make sure that our site visitors understand that our student population is socio-economically challenged in many cases. Our definition of diversity is focused on this segment of our population and we must understand the necessity in curriculum modifications in order to engage these students in a thoughtful and appropriate manner. The Title III grant and the Upward Bound Program are both programs designed to assist students whose backgrounds did not support higher education preparedness.
NWOSU Diversity Report 2011-2012
University Strategic Plan
and
Diversity Program
NWOSU Strategic Plan - Rising Above

The landscape surrounding higher education is continually changing, creating greater challenges and opportunities, for institutions of higher education. In order to deal effectively with these changes, strategic planning is a highly-important process.

Northwestern Oklahoma State University completed the strategic plan – A Vision for Leadership - in 2010. The plan provided the blueprint for achieving tremendous success in improving curriculum and launching new academic programs, increasing enrollment, building campus infrastructure and increasing external support.

In the fall of 2010, Dr. Janet Cunningham, university president, appointed a Strategic Planning Committee to lead the development of a new strategic plan. Dr. Stephen Reno, former chancellor of the University System of New Hampshire and president of Southern Oregon University, assisted the university in the process. With Northwestern's next accreditation visit from the Higher Learning Commission of the North Central Association scheduled for 2014, and work on the self-study document scheduled to begin in 2011, the decision was made to closely align the work of the Strategic Planning Committee and the North Central Steering Committee.

Our new strategic plan – Rising Above – details our work to build upon our past successes and position Northwestern to better serve our students, our communities and the citizens of Oklahoma. We invite you to read our strategic plan to see how Northwestern will thrive in today’s challenging times. Please feel free to offer your comments or thoughts on the plan at www.nwosu.edu/strategic-plan.

PROUD MEMBER OF

Oklahoma State University System

STRATEGIC PLANNING COMMITTEE

Dr. Steve Lohmann, Chair
Dr. Janet Cunningham, ex-officio
Allen "Skeeter" Bird
Dr. James Bowen
Myra Davisson
Dr. Deena Fisher
Brad Franz
Leah Haines
Dr. Shawn Holiday
Dr. Mike Reeder
Dr. Tim Maharry
Dr. Steven Maier
Wendy McManus
Dr. Chandler Mead
David Pecha
Dr. Cynthia Pfeffer-Hill
Dr. Dean Scarbrough
Dr. Eric Schmautz
Jesse Schroeder
Debbie Skinner
Karen Sneary
Steve Valencia
David Washington
Kimberly Weast
Lora Bryant - Woodward Campus
Tiffany George - Alva Campus
Michelle Kaufman - Enid Campus
Kyle Munrow - Alva Campus
Northwestern Oklahoma State University provides quality educational and cultural opportunities to learners with diverse needs by cultivating ethical leadership, critical thinking, and fiscal responsibility.
Northwestern aspirates to be a vibrant innovative regional University of choice whose students, faculty, staff, and alumni succeed and lead in their academic, professional, cultural, and service endeavors.
NWOSU Core Values | Northwestern Oklahoma State University

Academic Excellence

Northwestern will provide the best possible educational experience for every student.

Focus on quality teaching and advising
Respond effectively to the learning needs of each student
Embrace the role of technology in the educational process
Promote opportunities for teaching and learning outside of the classroom

Accessibility

Northwestern is committed to accessibility of its programs and services.

Embrace our mission as a multi-campus regional university
Continually work to maintain affordability
Seek new methods to deliver programs and services to our constituencies

Community

Northwestern will strive to create a sense of community that extends beyond campus boundaries.

Seek partnerships and initiatives that will improve the quality of life for area residents
Promote institutional and individual service to others
Embrace our role in a global society

Diversity

Northwestern will respect the individual rights of all persons.

Value the differences in every individual
Promote the expression of differing opinions and beliefs
Appreciate the culture and backgrounds of each person
Treat every individual with respect

Responsibility

Northwestern will maintain the highest levels of ethical standards and accountability.

Act with integrity and accept responsibility
Use our resources in the most effective and efficient manner
Conduct business in an atmosphere of transparency
Promote a culture of continuous improvement
Planning Assumptions

Planning Assumptions are statements of projected institutional conditions important as a base for planning.

Faculty

Number of full-time faculty will remain constant.
Demand for qualified adjunct faculty may increase with enrollment.
The ability to recruit and retain qualified faculty will become more difficult in the current and future budget climate.

Grants and Fundraising

Fundraising and grants will become more important to support vitality of the institution.

Curriculum and Instruction

The University will remain committed to offering remedial education classes as required.
The academic student profile will remain consistent over the next five years.
Demand for online courses will increase (from student & faculty perspective).
The need for additional course sections in General Education courses will increase.

Student Population

The number of students who attend NW will increase instead of opting for a more expensive education elsewhere.
The University will be committed to serving students of varied academic backgrounds.
Students will require additional support services and guidance to meet their academic goals.
The University will continue to assess the need for on-campus housing.

Enrollment Management

The mix of in-state/out-of-state will likely remain the same (60%/40% by 2015).
NWOSU enrollment will remain near current levels by 2015.
Online enrollment at Northwestern will continually grow over the next five years.
Enrollment levels are dependent upon the continuation of the Alva Incentive program (scholarship program for first-time students living in Alva).
Affordability will be a positive factor in recruitment.
Driving Forces

Driving forces are those select factors or trends determined from the environmental scan that will most significantly impact the University in the future.

Demographics

- The population of underserved and underprepared students entering college within the state and across the nation will continue to rise.
- An increasing number of people in Oklahoma will be of minority ancestry.
- The population of northwest Oklahoma continues to decline causing the number of high school graduates also to decline.
- Competition for students will increase among colleges & universities for a declining student population.
- More people returning to school to work on their degree after having been in the workforce for 3-4 years after high school. This trend may especially be noticed on the branch campuses in Enid and Woodward.

Social

- The trend towards increasing mobility of students and ability to use multiple institutions for degree completion.
- The number of students with special needs will increase.
- Sustainability will become an even more important societal value.

Economy

- State economy will continue to be driven by energy production.
- State funding will remain stable or decrease.
- The gap left in the budget by the lack of stimulus funds.

Technology

- Increasing expectations for constant web presence, rapid connectivity, use of mobile technology and up-to-date delivery systems.
- Increased needs for alternative methods of delivery of classes.

Political

- Increased competition for resources among higher education institutions in the state and region (inconsistent funding formula).
- Increased internal and external expectations for accountability and assessment.

Educational

- Students attend multiple institutions for degree completion.
- Increased need for 24-hour support in student services, education and technology (delivery method).
- Assessment expectations relating to accreditation for degree and certificate programs.
- Increase in online degree programs offered by other universities.
A VISION FOR LEADERSHIP

AN UPDATE OF NORTHWESTERN OKLAHOMA STATE UNIVERSITY’S STRATEGIC PLAN

JUNE 2011
Northwestern will provide a broad-based collegiate experience to prepare students for leadership in our global society.

Rationale
Northwestern provides an environment that fosters development in critical thinking, leadership, and literacy in cultural, social, and academic settings. We seek to create an atmosphere that embraces and leverages diversity in thought, ethnicity, gender, lifestyle, generation, and perspective throughout our organization. To that end, the University commits to creating opportunities for interaction within the community of learners by encouraging service learning, inspiring entrepreneurship, and promoting responsible citizenship.

Objective 1 - Enhance programs and opportunities that develop leadership skills.

Initiatives/Indicators of Progress

Ensure opportunities for internship and/or field experiences in all appropriate disciplines.
- Internships have been created in 13 academic disciplines

Implement a requirement for three hours of leadership coursework and promote student interaction with recognized leaders.
- Leadership coursework has been implemented as a general education and degree requirement.
- Course offerings in leadership have been expanded.
- Students have been provided with additional opportunities for interaction with recognized leaders.

Develop an academic minor in leadership.
- An academic minor in leadership was developed in 2007.

Investigate feasibility of creating new academic majors.
- Agriculture education major was established in 2009.
- The need and viability for a major in public administration is being researched.
- A minor in art will begin in fall 2011.

Objective 2 - Enhance understanding and awareness of diverse cultures within a global society.

Initiatives/Indicators of Progress

Expand opportunities for study abroad.
- Study abroad trips to Costa Rica continue.
- An exchange agreement has been signed with SIAS University in China offering new opportunities.

Pursue relationships with underrepresented groups within our region.
- Two Upward Bound grant programs have been funded to reach out to traditionally underserved groups.
- Emphasis has been placed on increasing participation in Hispanic Heritage Month, Native American History Month, Black History Month, and Women’s History Month.

Develop global awareness through the general education curriculum.
- Global awareness competencies in the general education curriculum were implemented in 2007.
- Selected general education courses now must include a global awareness component.
- Assessment methodologies for global awareness competencies have been established.
- Courses in Japanese have been added to the foreign language offerings in general education.
- The institution has played host to guest speakers from Iraq and exchange students from SIAS University in China.
- Northwestern continues to build relationships with Langston University, an historically black university.
Develop strategies to increase percentages of diverse populations.

- Two trips have been taken to SIAS University in China to share information about Northwestern.
- Specific high schools with large minority enrollments have been targeted for focused recruiting efforts.

Increase opportunities for international students to share their experiences with the University community.

- International students host an annual international dinner.
- International students presented programs to civic groups and other organizations.

**Objective 3 - Expand access to the technologies needed to maximize learning.**

**Initiatives/Indicators of Progress**

Use appropriate technology to improve University services.

- Online capabilities now include degree audits, travel requests, event scheduling, portfolios and course evaluations.
- An intranet and portal system has been developed.
- Smartboards have been installed in several classrooms.
- An emergency text message alert system has been developed.
- Continuous upgrades are being made to ITV studios.
- An online program in accounting has been created and approved by the Higher Learning Commission.

**Objective 4 - Enhance opportunities for Northwestern’s community of learners to participate in service learning/civic engagement programs and activities.**

**Initiatives/Indicators of Progress**

Develop methods to effectively document and assess service learning/civic engagement activities.

- Through a VISTA grant, the University has been able to employ a service learning coordinator.
- Service learning information is now available on the Northwestern website.
- Reporting procedures for service learning/civic engagement activities are being developed.

Embed service learning/civic engagement components within the curriculum.

- A Service Learning/Civic Engagement (SLICE) Committee has been formed.
- A service learning plan was implemented in 2009.
- Most majors have developed service learning/civic engagement courses.
- Established a requirement that all academic departments/divisions have at least one course available to students, either an elective or core course, that contains a service learning activity.

Promote special recognition for faculty, staff, and students who actively engage in service learning/civic engagement.

- The SLICE Committee continues to author guidelines for recognition.
- Implemented a process where participation in service learning is noted on student transcripts.

**Objective 5 - Cultivate an environment that encourages student, faculty and staff engagement in the collegiate experience.**

**Initiatives/Indicators of Progress**

Improve the coordination and promotion of activities and events on all campuses.

- New website includes a student events calendar on homepage.
- The "On The Record" newsletter is distributed to all campus e-mail accounts.
- Full implementation of the facility scheduling (EMS) software is complete.
Recognize student accomplishments and involvement in campus life

- Work continues to encourage faculty and staff to share information with University Relations.
- Student and employee accomplishments are highlighted in annual presentation to alumni and is then distributed campus-wide.

Improve internal communications to enhance interaction and improve transfer of information.

- An intranet portal has been created for the internal dissemination of information.
- Emergency action plans have been updated and communicated.

Provide opportunities to enhance leadership skills for mid-level managers.

- Mid-level managers are currently organizing a group to create a plan to address professional development needs.

Objective 6 - Advance the concepts and practices of responsible citizenship that contribute toward the common good.

Initiatives/Indicators of Progress

Promote awareness of United States citizenship topics through observation of special dates and dissemination of information.

- Northwestern participates in Constitution Day on an annual basis.
- Competencies related to domestic awareness and effective citizenship have been implemented in the general education curriculum.
- The Department of Social Sciences has established the Masonic Institute for Citizenship Studies through a gift from the Masonic Fraternity of Oklahoma.
- Seminars addressing issues of civic engagement, civility, and ethics have been coordinated by social sciences faculty.
- Social sciences faculty coordinate campus seminars on political topics and coordinate voter registration and literacy programs.
Northwestern will expand support for faculty development to nurture the academic environment.

Rationale
Recognizing that the faculty is the driving force behind any institution of higher education, Northwestern seeks to nurture the activities and abilities of each faculty member in the areas of teaching, scholarship, and institutional involvement.

Objective 1 - Provide opportunities for faculty members to improve classroom teaching skills.

Initiatives/Indicators of Progress
Create Community for the Advancement of Student and Teacher Learning Excellence (CASTLE) Center to provide on-campus resources for faculty development.
- The University has not secured the external funding needed for this initiative.

Provide on-campus faculty development opportunities.
- The Faculty Development Advisory Board (FDAB) has improved the new faculty orientation into a more comprehensive and multi-day event.
- The FDAB has developed workshops in response to faculty needs, including opportunities at Assessment Day.

Expand use of technology in the classroom.
- Smartboards are now installed in all ITV studios and in several department classrooms.
- The psychology and science departments have acquired the HITI systems.
- Academic deans will continue working with faculty to provide classroom technology through allocation of capital funds.
- Coordinator of Sponsored Programs will assist academic departments and Information Technology in seeking external funding opportunities for classroom technology.

Objective 2 - Provide faculty members with resources to nurture scholarly activity.

Initiatives/Indicators of Progress
Increase funding for off-campus faculty development opportunities.
- Budget challenges have led to prioritization strategies for allocation of travel funds.

Incentivize faculty who seek external funding to support research and teaching.
- Grant Oversight Committee and Coordinator of Grants and Sponsored Programs oversees program that incentivizes faculty and staff who seek external funding ($100 given for a grant submission; $150 given for grant awarded).

Encourage faculty participation in showcasing research activity.
- Continue support for participation in Ranger Research Day and Oklahoma Research Day.

Objective 3 - Provide faculty with resources to improve their institutional involvement.

Initiatives/Indicators of Progress
Build a paradigm of faculty enrichment in the advisement and retention process.
- Student Services has worked closely with faculty to become much more proactive, with faculty receiving student contact information to schedule advisement sessions and contact them regarding missed classes.
- Advisement training opportunities have been expanded.
- Administration has emphasized the faculty role in student retention.
Northwestern will maintain an aggressive external affairs program to position the University as a regional leader in higher education.

Rationale
Communicating clear and concise messages about Northwestern is of paramount importance in building public support for the University’s mission. Northwestern will engage in a comprehensive external affairs program to communicate the importance of Northwestern to the future of northwest Oklahoma and the surrounding region.

Objective 1 - Provide effective integrated marketing services to enhance student recruitment efforts.

Initiatives/Indicators of Progress

Develop print and electronic publications to meet the goals of the Enrollment Management Plan.
- New viewbooks and supporting materials are created each year.
- All departmental brochures have been updated.
- Training continues with all departments to provide editing access to web pages.

Create marketing strategies to attract students who have outstanding records of academic achievement and leadership.
- Work continues to update print and electronic publications to recruit students to the President’s Leadership Class and the Honors Program.

Continue defining the distinctive qualities to be used in communications and marketing to separate Northwestern from similar and competing institutions.
- Current messages focus on U.S. News & World Report rankings on quality and affordability.

Objective 2 - Develop and maintain an effective governmental relations program.

Initiatives/Indicators of Progress

Develop relationships to build support for Northwestern among state officials and education leaders.
- University officials continue to have an active presence at the State Capitol.
- The President's Leadership Class meets annually with local legislators and the Leadership Northwestern group has played host to diners with House leadership and other legislators.
- Northwestern students and administrators are active participants in Higher Ed Day at the Capitol.
- President Cunningham served as chair of the state Council of Presidents (2010-11).
- The President and the Associate Vice President for University Relations serve on the Higher Education Legislative Network Group.

Develop and build relationships with elected leaders and appointees at the federal level.
- Administrators have traveled to Washington D.C., to meet with the state’s congressional delegation and their staffs, and with agency representatives at the departments of Education and Agriculture. Future trips are planned.
- Several senior staff members played host to an on-campus lunch with Rep. Frank Lucas.

Create an advocacy council of alumni and other leaders to work closely with the President to positively influence governmental stakeholders.
- The President works closely with a formal advisory group in Enid and with selected leaders in other communities.
Work closely with leaders in area communities to build support for Northwestern.
  • Administrators have executive leadership roles with the chambers of commerce in Alva, Enid
    and Woodward.
  • Administrators are members of economic development groups in all three campus communities.
  • Northwestern encourages community groups to use university facilities for meetings and activities.

Produce an annual report to be distributed to key stakeholders.
  • The first annual report was printed in the fall of 2008 and is published annually.

Objective 3 - Develop and maintain a consistent visual identity in the University’s publications, campus signage, advertising and Web presence.

Initiatives/Indicators of Progress

Create campaigns that support branding and visual identity initiatives.
  • New logos were introduced in the fall 2008 to provide consistency in visual identity.
  • All three campuses now have signage or statues that utilize the horse and rider logo. Additional
    displays of university symbols are planned.
  • Additional outlets for the retail sale and distribution of Northwestern merchandise have been
    secured, including a major national retailer.

Develop cost effective methods for advertising.
  • University Relations has worked closely with the Recruitment Office on marketing strategies.
    Additional funds have been allocated to market to non-traditional, out-of-state and transfer
    students. Additional investments have been made in online advertising and in the use of social
    networking sites.

Create, launch, and maintain a new University web site that is attractive, informative, and easy to navigate.
  • The University’s new website was launched in September 2008. Content management software
    training for faculty and staff is ongoing.

Objective 4 - Develop and implement marketing efforts that foster and promote Northwestern traditions
and pride.

Initiatives/Indicators of Progress

Create new programs and events that foster pride in Northwestern.
  • University Relations has organized many special events to promote school pride, including
    annual t-shirt events for basketball games and a Thursday football pep rally.
  • New events for students and alumni have been added to Homecoming activities.
Northwestern will devise and implement an aggressive plan for upgrading its infrastructure to project a positive, growing, and vital image to its stakeholders.

Rationale
Northwestern recognizes the value of aesthetically pleasing campuses at its Alva, Enid, and Woodward sites to provide a safe learning environment, enhance recruitment and retention, and cultivate a sense of pride in its community of learners.

Objective 1 - Continue to upgrade classroom and administration buildings to foster a student-oriented learning environment and evaluate facilities for capital improvement projects.

Initiatives/Indicators of Progress
Renovate the Science Building and the Health and Physical Education Building to provide quality learning environments.

- Funds secured through a 2005 capital bond issue provided $4.6 million to renovate both facilities. The renovations were completed in 2009.
- Additional funding to enhance renovation of the Science Building was secured through private funding and grants.

Construct a classroom building to meet the needs of the growing student population at the Woodward Campus.

- New entrance signage was completed in 2010.
- Additional parking spaces were added in 2011.

Objective 2 - Improve facilities to enhance the quality of life for residents in University housing.

Initiatives/Indicators of Progress
- Enhancements to University housing are ongoing. Specific improvements include new lighting, windows, bedding, carpet and tile. Security cameras also have been installed.
- The University plans to conduct a student housing needs assessment.
- Significant upgrades to the cafeterias were completed in 2009.

Objective 3 - Initiate improvement of specified public venues.

Initiatives/Indicators of Progress
Upgrade athletic facilities.

- The Vision for Victory campaign for athletics raised nearly $2.4 million and led to the construction of a new football complex and a major renovation of the baseball stadium.
- Both locker areas for men's and women's basketball have been renovated.
- New scoreboards have been purchased or installed for the football, soccer, softball and baseball fields.
- The University completed a gift/purchase agreement to secure additional land for its rodeo practice facilities.
- Architectural renderings of a new pressbox/public use facility at Ranger Field have been completed.
- New lighting was installed at Ranger Field and Myers Stadium in June 2011. Lighting at the on-campus intramural field was installed in the summer of 2011.

Renovate Herod Hall Auditorium to enhance the environment for cultural events.

- Architectural renderings of improvements to Herod Hall Auditorium are being developed.
- Plans to secure external funding for renovations are ongoing.
- Improvements to sound and lighting have been made.

Enhance outdoor spaces to create attractive and functional environments.

- Brick signage projects have been completed at the Alva and Woodward campuses.
- Statues of the mascot - "The Ranger" - have been installed at the Alva and Enid campuses.
- Plans to improve the mall area on the Alva campus are underway.
- A greenspace was created on the northwest corner of the Alva campus.
Northwestern will actively work to find and secure external funding to support programs and initiatives.

Rationale
Northwestern is evolving from being a state-supported institution toward being a state-assisted institution. The Northwestern Foundation will assist the University in securing external funding for its prioritized projects and needs.

Objective 1 - Expand the number of donors and friends to foster support for the University and its mission.

Initiatives/Indicators of Progress

Increase membership and participation in the Northwestern Foundation.
- The University and Foundation have raised more than $12.5 million in private funds since July of 2006, including $4 million that was added to the endowment.
- Since fiscal year 2007, the average gift per donor has increased 72% from an average of $2771.23 per donor to $4797.92 per donor.
- While the total number of donors decreased by 8 percent in fiscal year 2010, the amount of total giving increased by 5 percent and endowment giving increased by 8 percent.
- The employment of a Communications and Marketing Manager has allowed the Foundation to create effective messaging to potential new donors.

Increase participation in events and activities designed to build affinity among University donors and friends.
- Alumni task forces have been established in Enid and Woodward to generate support for the University. Special alumni events have been created in each community.
- New alumni events have been added to the Homecoming schedule.
- Total alumni and friends contacts increased more than 50 percent over the past four years.
- Total number of lifetime memberships in the Alumni Association have increased 40 percent over the last four years.
- Lifetime memberships in the Alumni Association increased 10 percent in FY 2010.

Enhance and expand the annual giving campaign, the major gift program, and the planned giving program.
- In fiscal year 2011, the Foundation established a new record in total funds received with more than $3.6 million dollars collected for students and the University.
- The number of participants in the Millennium Club has more than doubled in the past five years.
- Since FY 2007, the number of endowed faculty chairs has increased by six and four additional lectureships have been established. The University now has 21 endowed faculty chairs and a total of 27 endowed accounts.
- Annual scholarship drives have been established in Enid and Woodward.

Objective 2 - Increase funds generated through grants and contracts.

Initiatives/Indicators of Progress

Develop structure for the operation of the Office of Grants and Sponsored Programs.
- The University has employed a coordinator for the Office of Grants and Sponsored Programs to provide oversight of sponsored programs, direct the process for the identification of funding opportunities and to ensure quality control of funding applications.
- From FY 2007 to FY 2010, dollars received through grants and sponsored programs have increased from $864,390 to $2,078,547.
Northwestern, through the use of its enrollment management plan, will increase the overall student population to ensure the vitality of the institution.

Rationale
Northwestern’s ability to fulfill its mission depends on an evolving enrollment management plan. A well-planned and well-organized collaborative effort will assist in recruiting and retaining graduating high school seniors, two-year college transfers, graduate students, and non-traditional students.

Objective 1 - Implement a strategic enrollment management plan, which will include the recruitment of new students through a systematic program promoting the quality educational opportunities that Northwestern has to offer.

Initiatives/Indicators of Progress

Increase the number of new students.
• The University created an enrollment management plan in 2006 that provided a written communications plan designed to move students through each stage of the recruitment process. A primary recruitment area was established that includes the northwest quadrant of Oklahoma, the Texas Panhandle and southern and southwest Kansas.
• Headcount enrollment has increased from 2,907 in the fall of 2006 to 2,311 in the fall of 2010. Current fall semester enrollment is the fifth largest in University history.
• The number of first-time freshmen has increased from 240 in the fall of 2006 to 447 in 2010.
• Residence hall population rose to a 25-year high of 657 in the fall of 2010.
• The University has employed a part-time recruiter to work specifically with transfer students.
• The number of international students have increased from 34 in the spring 2008 to 58 in spring 2011.

Objective 2 - Increase Northwestern’s six-year graduation rate.

Initiatives/Indicators of Progress

Increase retention rates.
• Six-year graduation rates have increased from 31 percent (Students who entered in fall 2000) to 35 percent (Students who entered in fall of 2003). This is the latest data available.
• Fall-to-fall retention rate among new undergraduate students has remained in 63-69 percent range for the past three years.
• The University has employed a full-time retention coordinator.
• Curriculum for freshman experience courses (Rogger Connection) has been continually evaluated and improved.
• Academic support programs have been expanded, including the expansion of the Academic Success Center and supplemental instruction in select areas.
• Work is ongoing to identify at-risk students at the earliest possible time and provide intervention services.
• A new course titled Peak Performance has been implemented to assist first-time freshmen who may need additional academic assistance.
• An online early alert system has been created for faculty to alert the Retention Office of possible at-risk students.
• Renovations began in 2006 at all residence halls to create a more comfortable living environment.
• The University has implemented initiatives to recruit former students who did not complete a degree.
Northwestern will seek and build strategic alliances and partnerships with
education and government agencies and the business community, and strengthen
existing relationships as part of its mission to serve the people of the State of Oklahoma.

Rationale
Northwestern recognizes the value of alliances and partnerships. The University will proactively seek op-
portunities to strengthen current collaborative efforts and establish new alliances. Meaningful partnerships
will enable Northwestern to make continuous improvements that will benefit the campus community and
the region.

Objective 1 - Collaborate with educational institutions to improve services and opportunities in the region.

Initiatives/Indicators of Progress
Evaluate current and establish new articulation agreements with community colleges and CareerTech
centers to facilitate transfer of course credit among institutions.
• Northwestern and Northern Oklahoma College have established the Bridge Program to
facilitate dual enrollment at both institutions and provide seamless transfer opportunities.
• The University continues to review agreements with community colleges and CareerTech centers
and look for additional partnership opportunities.
• The Division of Nursing has signed articulation agreements with area Career Tech centers and
are now accepting credit for CNA training.
• Ongoing efforts are underway to market the BAAS degree.
• The University’s involvement in the Reach Higher program provides adult students with a fast-
track, online degree completion opportunity.

Seek grant opportunities in partnership with PK-12 and postsecondary schools.
• Upward Bound and Upward Bound Math and Sciences grants have been secured to work with
students from 10 area high schools.
• Northwestern works with middle schools in Alva and Fairview as part of the Education 102
project, designed to improve awareness of postsecondary education opportunities for middle
school students.
• The University has worked with other educational entities to secure funds from the Department of
Agriculture, Department of Justice, and the Small Business Administration, along with state
agencies and private business.

Objective 2 - Enhance the University’s relationship with government agencies to advance learning
and leadership opportunities.

Initiatives/Indicators of Progress
Expand educational opportunities for active military personnel and their families.
• Strengthened relationships with the Oklahoma Army National Guard through the GOLD Program.
• Ongoing efforts to provide educational opportunities for Vance Air Force Base personnel.
• DANTE credit for military personnel is now accepted.

Develop partnerships with municipal government agencies.
• University personnel serve as members of community economic development entities and
facilitate the commitment of resources when necessary.
• Agreements with the Alva Recreation Complex, Woods County Fair Board and Alva Airport
Board allow for the use of their facilities.
Strengthen Northwestern’s relationship with federal agencies.
• Administrators have traveled to Washington D.C., in March 2009 and October 2010 to talk with our congressional delegation and their staffers, and meet with agency representatives at the departments of Education and Agriculture. Future trips are planned.

Objective 3 - Assist entrepreneurs and businesses in startup, growth, and development of their entities.

Initiatives/Indicators of Progress

Provide consulting services to entrepreneurs and firms regarding business operations.
• The Walch Center for Business Development has worked with Arysta LifeScience and chemistry faculty on a research and development project involving brine.
• A grant for professional development has assisted 2,953 people in northwest Oklahoma since October 2005.
• Northwestern is home to services provided by the Oklahoma Small Business Development Center and SCORE.

Expand the focus of the Career Services Office to facilitate placement of students, graduates, and alumni in the workforce.
• Career fairs are held each semester on the Alva and Enid campuses. Nearly half of the students who attended were offered employment or internships.
• Teacher fairs are conducted each spring.
• Numerous workshops are conducted on resume writing, interviewing skills and professional dress.
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.
Statement of Nondiscrimination and Affirmative Action

This institution, in compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act Amendment Act of 2008, and other applicable federal laws and regulations, and to the extent required by law, does not discriminate on the basis of race, color, national origin, sex, age, religion, genetic information, physical or mental disability, or status as a veteran in any of its policies, practices, or procedures. This includes, but is not limited to, admissions, employment, financial aid, and educational services. Inquiries concerning the application of these programs should be made to Brad Franz, Vice President for Student Affairs and Enrollment Management, Northwestern Oklahoma State University, 709 Oklahoma Boulevard, Alva, Oklahoma 73717, or 580-327-8415.
Diversity Program
for
Northwestern Oklahoma State University

Northwestern Oklahoma State University published its Strategic Plan, Building a Community of Learners, in 2003. Northwestern developed its Strategic Plan over a period of three years using a process that involved administrators, faculty, staff, students, alumni, and area citizens, to focus on building a community of learners. Strategic Direction 6 of the Plan focuses on the University’s need to continually sharpen its ability to compete for students in a time of high mobility and plentiful educational opportunities. The philosophical basis for Northwestern’s Strategic Plan is a set of Core Values one of which states that the University “values each individual as part of a diverse community of learners.” Elements of the Plan target the enhancement of diversity as a key factor in the building of the community while addressing the needs of the individual and form the genesis of its diversity program.

A dynamic diversity program is an essential dimension of Northwestern’s pursuit of excellence. As the world continues to change Northwestern’s community of learners must respond with a proactive approach for promoting diversity on its three campuses. Furthermore, students, faculty, staff, administrators, and stakeholders must realize that a diversity program involves continuous experimentation, assessment, and innovation. For the purpose of Northwestern’s program, diversity is defined as:

1. the range of differences among people, including, but not limited to: the characteristics covered in Northwestern’s Affirmative Action Plan: race, color, national origin, sex, age, religion, physical or mental disability, or status as a veteran.
2. recognizing and valuing each individual and his/her contributions to a diverse community; and
3. a commitment to respect and equitably treat all of the world’s citizens.

Northwestern’s Strategic Plan contains elements, embedded throughout the document, that focus on diversity. Specifically, the rationale for Strategic Direction 1 states that among other elements of the educational experience Northwestern seeks to provide an environment that fosters “respect for all world citizens.” The Strategic Direction list the following strategic actions and indicators of progress:

- Develop actions to maximize cultural diversity opportunities and awareness.
- Invite speakers from underrepresented groups for presentations and interaction with students and staff.
- Develop partnerships with other institutions for multicultural exchange. Actively seek students and employees from underrepresented groups.

Strategic Direction 3 of the University’s Plan states that “Northwestern will strengthen the university community by encouraging and supporting diverse,
intellectually-stimulating and community-building activities.” Strategic actions/indicators of progress to address this Direction include:

- Develop and implement strategies to increase a sense of inclusion in the University community among students at all campus locations.
- Enhance the quality and quantity of extracurricular programs and activities to increase diversity, school spirit and alumni support.

**Action Plan**

The University will initiate the following specific actions to ensure the fulfillment of these parts of the Strategic Plan:

**Administration**

1. The University president and senior staff will use special opportunities to emphasize diversity and to increase cultural sensitivity across all campuses.

2. A diversity committee will be formed with representatives from administration, faculty, staff, and students to assist in creating an environment to recognize and appreciate cultural diversity.

3. The administration will give special recognition to faculty, staff, students, and departments who make special contributions to creating an environment that fosters diversity.

4. Senior staff members will work with local community groups and entities to make all area communities more friendly to students, staff, and faculty.

5. The administration will support and encourage opportunities for students and faculty to study other cultures (e.g., study abroad program, Presidential Leadership class, Spanish program trip to Mexico, etc.)

**Student Services**

1. Coordinate special events to enhance awareness of cultural diversity (e.g. Martin Luther King Day, International Dinner).
2. Support and promote other campus and community events that highlight diversity (e.g. Northwest Oklahoma Concert Series, Multicultural Club).
3. Implement field trips for Ranger Connection classes aimed at exposing students to diverse cultures.
4. Expand recruitment efforts to include underrepresented populations.
5. Increase interaction of international students with other students, faculty, and staff.
6. Enhance student awareness and participation in all student organizations.
7. Establish a “host family” program for international students.
8. Develop and publicize a guest speaker list of international students to share cultural diversity.

**Staff**

1. Conduct staff development workshops/seminars to increase awareness of other cultures.
2. Acquire and promote appropriate library and learning resources for students and faculty.
3. Highlight achievements of diverse populations (e.g., the library's Black History month display).

**Faculty**

1. Design coursework that addresses diversity requirements of learned societies.
2. Promote the hiring of diverse faculty members.
3. Provide cultural sensitivity training for students, faculty, staff, and administration.
4. Pursue ways to include the promotion of cultural diversity in the faculty evaluation process.
5. Develop and maintain a multicultural website that includes speakers’ bureau list.
6. Highlight the efforts of departments or groups that work to promote cultural diversity.
7. Involve faculty in study abroad program.
8. Design coursework where students will be proficient in evaluating the US and the World as a multi-racial and multi-cultural society.
9. Design coursework where students will be able to identify and evaluate the impact of various cultural factors on national and international events.

As a part of its on-going commitment to promote and enhance diversity, Northwestern will assess progress on each of these actions annually through the work of the Diversity Committee.
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>Ethnicity</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>.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.
Minority Faculty and Minority Faculty Recruitment Issues

According to the Office of Human Resources data on faculty and staff 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 4
5. Hispanic/Latino 8
6. White non Hispanic 226

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 is not large. 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.
Tribal Locations
Pre Statehood (1889)

Note- No Tribal Relocations
to region in Cherokee Outlet
which is the NWOSU Service Region.
American Indian Settlement Patterns in Oklahoma: A Brief Explanation

Northwestern Oklahoma State University is a small, regional, four year university that serves ten counties in Northwestern Oklahoma, and counties in South Central Kansas and the Texas Panhandle. This region of the United States has undergone significant demographic change in the last century. Oklahoma, as a territory, was first set-aside by the federal government during the mid 1800s for Indian Removal. American Indian tribes, whose home lands were east of the Mississippi River, were “removed” to lands in what is now the state of Oklahoma. Beginning in the latter half of the 1800s, Plains Tribes were also relocated to what is now the state of Oklahoma. The eastern half of the state was set aside for the Five Civilized Tribes which included the Cherokee, Choctaw, Chickasaw, Creek, and Seminole; the lands in southwestern Oklahoma were set aside for the Plains Tribes which included the Kiowa, Comanche, Caddo, Cheyenne, Arapaho, and Apache. In far north central and northeast Oklahoma, the upper Great Lakes and upper mid-west tribes such as the Ottawa, Delaware, Sauk and Fox, Iowa, Ponca, and Tonkawa tribes were allocated lands.

Beginning in 1889, various parcels of land across Oklahoma were opened for White Settlement by Land Run. The region, formerly known as the Cherokee Outlet or Cherokee Strip, was opened to White Settlement in 1893. Northwestern Oklahoma State University, located in Alva, Enid and Woodward is located in the former Cherokee Outlet region. The northwestern region of Oklahoma was never set aside for American Indian settlement. Rather, this region of the state was used by cattle companies for grazing rights and was leased from the Cherokee Tribe. The Cherokee Tribe was headquartered in eastern Oklahoma near Tahlequah. However, the tribe saw a benefit in leasing the region to cattle companies. As such, Northwestern Oklahoma was not home to any “relocated tribe” of American Indians. Centuries ago, the region was populated by millions of American Bison or buffalo and the nomadic Plains tribes moved through the region as hunters of the big game. Furthermore, the Oklahoma Panhandle was known as “No-Man’s Land” and also was not populated by American Indian tribes. As such, while Oklahoma is often considered an Indian state, not all areas of the state were populated by American Indian tribes.

It would be a mistake to consider northwest Oklahoma and the panhandle as tribal lands. The number of American Indian students who attend NWOSU is small, and it is difficult to recruit these students away from their “home territories and families” in eastern or southwestern Oklahoma.
NWOSU Diversity Report 2011-2012
Student Demographics
Northwestern Oklahoma State University

Summary of Student Demographics

Following this brief overview of student demographics are selected pages of the current NWOSU Fact Book (2009). 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 and in 2009:

<table>
<thead>
<tr>
<th>Racial/Ethnic Group</th>
<th>2005 Data</th>
<th>2009 Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>4.00%</td>
<td>4.34%</td>
</tr>
<tr>
<td>American Indian</td>
<td>3.62%</td>
<td>5.91%</td>
</tr>
<tr>
<td>Asian-American</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>3.19%</td>
<td>3.94%</td>
</tr>
<tr>
<td>International Students</td>
<td>2.52%</td>
<td>1.61%</td>
</tr>
</tbody>
</table>

**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 well over half of the total student population of 2,233 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 49 years of age. In 2009 there were 541 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 46 students from many different countries.
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.
### TOTAL MINORITY ENROLLMENT

<table>
<thead>
<tr>
<th>Fall</th>
<th>Asian</th>
<th>Black</th>
<th>Hawian/Pac. Islander</th>
<th>Hispanic</th>
<th>Native Amer</th>
<th>Int'l</th>
<th>White</th>
<th>No Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>2006</td>
<td>11</td>
<td>0.55%</td>
<td>75</td>
<td>3.74%</td>
<td>0</td>
<td>0.00%</td>
<td>64</td>
<td>3.19%</td>
<td>84</td>
</tr>
<tr>
<td>2007</td>
<td>12</td>
<td>0.59%</td>
<td>86</td>
<td>4.23%</td>
<td>0</td>
<td>0.00%</td>
<td>73</td>
<td>3.59%</td>
<td>190</td>
</tr>
<tr>
<td>2008</td>
<td>10</td>
<td>0.48%</td>
<td>95</td>
<td>4.58%</td>
<td>0</td>
<td>0.00%</td>
<td>81</td>
<td>3.90%</td>
<td>113</td>
</tr>
<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>192</td>
</tr>
<tr>
<td>2010</td>
<td>9</td>
<td>0.38%</td>
<td>106</td>
<td>4.61%</td>
<td>2</td>
<td>0.09%</td>
<td>108</td>
<td>4.69%</td>
<td>135</td>
</tr>
</tbody>
</table>

The chart illustrates the enrollment percentages by race for each fall semester from 2006 to 2010. The y-axis represents the number of students, while the x-axis shows the years. The data includes categories for Asian, Black, Hawian/Pac. Islander, Hispanic, Native Amer, Int'l, White, and No Response.
<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Male</th>
<th>Percent</th>
<th>Number</th>
<th>Female</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>786</td>
<td>39.16%</td>
<td>1,221</td>
<td>60.84%</td>
<td>2,007</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>796</td>
<td>39.19%</td>
<td>1,235</td>
<td>60.81%</td>
<td>2,031</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>844</td>
<td>40.66%</td>
<td>1,232</td>
<td>59.34%</td>
<td>2,076</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>947</td>
<td>42.41%</td>
<td>1,286</td>
<td>57.59%</td>
<td>2,233</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>1,011</td>
<td>43.94%</td>
<td>1,290</td>
<td>56.06%</td>
<td>2,301</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

![Bar graph showing enrollment by gender over years 2006 to 2010.](chart)
### Male Enrollment by Classification

<table>
<thead>
<tr>
<th>Classification</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>226</td>
<td>263</td>
<td>287</td>
<td>329</td>
<td>378</td>
</tr>
<tr>
<td>Sophomore</td>
<td>125</td>
<td>130</td>
<td>145</td>
<td>160</td>
<td>167</td>
</tr>
<tr>
<td>Junior</td>
<td>153</td>
<td>140</td>
<td>136</td>
<td>170</td>
<td>178</td>
</tr>
<tr>
<td>Senior</td>
<td>199</td>
<td>166</td>
<td>169</td>
<td>175</td>
<td>185</td>
</tr>
<tr>
<td>Unclass. Undergrad.</td>
<td>26</td>
<td>38</td>
<td>44</td>
<td>42</td>
<td>45</td>
</tr>
<tr>
<td>Graduate</td>
<td>35</td>
<td>43</td>
<td>43</td>
<td>46</td>
<td>43</td>
</tr>
<tr>
<td>Post-Graduate</td>
<td>22</td>
<td>16</td>
<td>20</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>786</strong></td>
<td><strong>796</strong></td>
<td><strong>844</strong></td>
<td><strong>947</strong></td>
<td><strong>1,011</strong></td>
</tr>
</tbody>
</table>

### Female Enrollment by Classification

<table>
<thead>
<tr>
<th>Classification</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>224</td>
<td>260</td>
<td>283</td>
<td>328</td>
<td>348</td>
</tr>
<tr>
<td>Sophomore</td>
<td>190</td>
<td>175</td>
<td>168</td>
<td>171</td>
<td>174</td>
</tr>
<tr>
<td>Junior</td>
<td>237</td>
<td>257</td>
<td>257</td>
<td>260</td>
<td>236</td>
</tr>
<tr>
<td>Senior</td>
<td>353</td>
<td>310</td>
<td>304</td>
<td>314</td>
<td>345</td>
</tr>
<tr>
<td>Unclass. Undergrad.</td>
<td>47</td>
<td>49</td>
<td>43</td>
<td>43</td>
<td>60</td>
</tr>
<tr>
<td>Graduate</td>
<td>125</td>
<td>141</td>
<td>136</td>
<td>120</td>
<td>82</td>
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### FALL 2010 ENROLLMENT
#### BY MAJOR, GENDER, AND MINORITY STATUS

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<th>Percent</th>
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TOTAL FALL RESIDENT ENROLLMENT BY COUNTY

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**2010 Campus Breakdown

** Duplicated Count; A - Alva and on-line courses, E- Enid, W - Woodward, X - Outreach sites.
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<td>3%</td>
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</tr>
<tr>
<td>History</td>
<td>16</td>
<td>57%</td>
<td>12</td>
<td>43%</td>
<td>28</td>
</tr>
<tr>
<td>Mass Communications</td>
<td>54</td>
<td>96%</td>
<td>2</td>
<td>4%</td>
<td>56</td>
</tr>
<tr>
<td>Mathematics (includes MA &amp; ME)</td>
<td>17</td>
<td>85%</td>
<td>3</td>
<td>15%</td>
<td>20</td>
</tr>
<tr>
<td>Music - Instrumental</td>
<td>9</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
<td>9</td>
</tr>
<tr>
<td>Music - Non-Teaching</td>
<td>2</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td>Music- Liberal Art</td>
<td>4</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
<td>4</td>
</tr>
<tr>
<td>Music Vocal</td>
<td>13</td>
<td>93%</td>
<td>1</td>
<td>7%</td>
<td>14</td>
</tr>
<tr>
<td>Natural Science</td>
<td>6</td>
<td>75%</td>
<td>2</td>
<td>25%</td>
<td>8</td>
</tr>
<tr>
<td>No Major (includes post grads)</td>
<td>105</td>
<td>64%</td>
<td>60</td>
<td>36%</td>
<td>165</td>
</tr>
<tr>
<td>Nursing</td>
<td>103</td>
<td>74%</td>
<td>37</td>
<td>26%</td>
<td>140</td>
</tr>
<tr>
<td>Organizational Leadership</td>
<td>1</td>
<td>25%</td>
<td>3</td>
<td>75%</td>
<td>4</td>
</tr>
<tr>
<td>Political Science</td>
<td>12</td>
<td>71%</td>
<td>5</td>
<td>29%</td>
<td>17</td>
</tr>
<tr>
<td>Pre-Law</td>
<td>2</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
<td>2</td>
</tr>
</tbody>
</table>
FALL 2010 UNDERGRADUATE MAJORS
Percentage of Traditional to Non-Traditional (25 and older)

<table>
<thead>
<tr>
<th>Major</th>
<th>Traditional</th>
<th></th>
<th>Non-Traditional</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td>Pre-Medical</td>
<td>79</td>
<td>99%</td>
<td>1</td>
<td>1%</td>
<td>80</td>
</tr>
<tr>
<td>Pre-Engineering</td>
<td>17</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
<td>17</td>
</tr>
<tr>
<td>Psychology</td>
<td>97</td>
<td>62%</td>
<td>59</td>
<td>38%</td>
<td>156</td>
</tr>
<tr>
<td>Social Science</td>
<td>17</td>
<td>57%</td>
<td>13</td>
<td>43%</td>
<td>30</td>
</tr>
<tr>
<td>Social Work</td>
<td>37</td>
<td>56%</td>
<td>29</td>
<td>44%</td>
<td>66</td>
</tr>
<tr>
<td>Sociology</td>
<td>3</td>
<td>75%</td>
<td>1</td>
<td>25%</td>
<td>4</td>
</tr>
<tr>
<td>Spanish</td>
<td>1</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
<td>1</td>
</tr>
<tr>
<td>Special Education</td>
<td>14</td>
<td>64%</td>
<td>8</td>
<td>36%</td>
<td>22</td>
</tr>
<tr>
<td>Speech</td>
<td>13</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
<td>13</td>
</tr>
<tr>
<td>Technical Management</td>
<td>2</td>
<td>33%</td>
<td>6</td>
<td>75%</td>
<td>8</td>
</tr>
<tr>
<td>Undecided</td>
<td>117</td>
<td>93%</td>
<td>9</td>
<td>7%</td>
<td>126</td>
</tr>
<tr>
<td>Total</td>
<td>1680</td>
<td>77%</td>
<td>497</td>
<td>23%</td>
<td>2177</td>
</tr>
</tbody>
</table>

Percentage of Traditional to Non-Traditional (25 and older)
### Five-Year Student Financial Aid Disbursements

<table>
<thead>
<tr>
<th>Year</th>
<th>Grants</th>
<th>#</th>
<th>Loans</th>
<th>#</th>
<th>Scholarships</th>
<th>#</th>
<th>Work</th>
<th>#</th>
<th>Total Aid</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>$2,977,258</td>
<td>1118</td>
<td>$4,025,531</td>
<td>940</td>
<td>$1,180,014</td>
<td>705</td>
<td>$333,990</td>
<td>288</td>
<td>$8,516,793</td>
<td>1842</td>
</tr>
<tr>
<td>2006-2007</td>
<td>$3,114,072</td>
<td>1064</td>
<td>$4,065,073</td>
<td>937</td>
<td>$1,233,230</td>
<td>677</td>
<td>$329,389</td>
<td>266</td>
<td>$8,741,784</td>
<td>1769</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$3,366,401</td>
<td>1075</td>
<td>$4,008,910</td>
<td>895</td>
<td>$1,577,858</td>
<td>772</td>
<td>$369,775</td>
<td>248</td>
<td>$9,322,944</td>
<td>1805</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$3,697,799</td>
<td>1128</td>
<td>$4,134,440</td>
<td>923</td>
<td>$1,567,427</td>
<td>926</td>
<td>$424,308</td>
<td>593</td>
<td>$9,824,474</td>
<td>1874</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$5,124,516</td>
<td>1279</td>
<td>$4,693,438</td>
<td>1012</td>
<td>$1,695,787</td>
<td>963</td>
<td>$475,414</td>
<td>730</td>
<td>$11,989,155</td>
<td>2036</td>
</tr>
</tbody>
</table>

![Bar chart showing the financial aid disbursements for each year.](chart.png)
2009-2010 Student Remediation*

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuplacer test required and taken: Student placed in college level course</td>
<td>77</td>
<td>59</td>
<td>29</td>
<td>71</td>
</tr>
<tr>
<td>Accuplacer test required and taken: Student placed in remedial course</td>
<td>235</td>
<td>310</td>
<td>239</td>
<td>187</td>
</tr>
</tbody>
</table>

*From Oklahoma State Regents for Higher Education Annual Student Remediation Survey*
Success Rates From Remedial English to Credit Bearing English Courses

The following graph represents students who took remedial English and enrolled in a credit bearing English course during the academic years listed. The graph represents their results in the credit bearing course (ENGL1113 or 1213) in percentages.

Note: Success for ENGL 1113 & 1213 is a grade of A, B, or C.
Success Rates From Remedial Math to Credit Bearing Math Courses

The following graph represents students who began taking remedial math classes at the 0013 level and enrolled in a credit bearing math course during the academic years listed. The graph represents their results in the credit bearing course (1403 or 1513) in percentages.
Success Rates From Remedial Math to Credit Bearing Math Courses

The following graph represents students who began taking remedial math classes at the 0123 level and enrolled in a credit bearing math course during the academic years listed. The graph represents their results in the credit bearing course (1403 or 1513) in percentages.
College Persistence Rates
Profile of First-time, Full-time*, Degree Seeking Freshmen Entered NWOSU as a First-time Student and Continued at NWOSU

<table>
<thead>
<tr>
<th>First Fall</th>
<th>Entering Class Size*</th>
<th>Percent Enrolled Each Subsequent Fall</th>
<th>Cumulative Percent Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2nd</td>
<td>3rd</td>
<td>4th</td>
</tr>
<tr>
<td>2002</td>
<td>251</td>
<td>64.9</td>
<td>50.6</td>
</tr>
<tr>
<td>2003</td>
<td>265</td>
<td>67.2</td>
<td>52.5</td>
</tr>
<tr>
<td>2004</td>
<td>249</td>
<td>62.2</td>
<td>45.0</td>
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<tr>
<td>2005</td>
<td>247</td>
<td>64.7</td>
<td>53.4</td>
</tr>
<tr>
<td>2006</td>
<td>203</td>
<td>68.5</td>
<td>49.8</td>
</tr>
<tr>
<td>2007</td>
<td>297</td>
<td>66.0</td>
<td>48.8</td>
</tr>
<tr>
<td>2008</td>
<td>264</td>
<td>63.3</td>
<td>54.5</td>
</tr>
<tr>
<td>2009</td>
<td>342</td>
<td>62.9</td>
<td></td>
</tr>
</tbody>
</table>

*Full-time status at semester end

Notes: The graduation rates on this chart differ slightly from the rates on the Six-Year Graduation Rate chart where the entry class cohorts include first-time freshmen from the previous summer and the fall semester.
### Full-Time Faculty by Gender and Rank 2010-2011

<table>
<thead>
<tr>
<th>Rank</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Professor</td>
<td>8</td>
<td>38.10%</td>
<td>13</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>13</td>
<td>81.25%</td>
<td>3</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>5</td>
<td>38.46%</td>
<td>8</td>
</tr>
<tr>
<td>Instructor</td>
<td>17</td>
<td>41.46%</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>47.25%</td>
<td>48</td>
</tr>
<tr>
<td>Number w/Doctorates</td>
<td>25</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Percent of Total w/Dr.</td>
<td>55.56%</td>
<td></td>
<td>44.44%</td>
</tr>
</tbody>
</table>

#### Full-Time Faculty By Gender and Rank

- **Professor**: Male | Female
- **Associate Professor**: Male | Female
- **Assistant Professor**: Male | Female
- **Instructor**: Male | Female

#### Full-Time Faculty By Rank

- **Instructor**: 45%
- **Professor**: 23%
- **Associate Professor**: 18%
- **Assistant Professor**: 14%
Faculty and Staff Diversity Documentation Guide  
Academic Year 2011-2012

Please type your responses into the boxes provided.

<table>
<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>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, 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.

1. During the summer I traveled to England, Austria, Switzerland, France and Italy. During that trip I had the opportunity to explore a variety of cultures, both past and present. The trip included visits to the British Museum, the British Library, Schonbrunn Palace, the Louvre, Chapel of Saint Chappell, historical sites in ancient Rome, and Vatican City.

2. I had a grant proposal funded by the Mid-America Arts Alliance to bring Ronald Radford, flamenco guitarist, to Alva as part of the Northwest Oklahoma Concert Series. Mr. Radford presented two public school events and a noon lecture-recital in the cafeteria at Northwestern, on flamenco music and the gypsy culture of southern Spain in addition to his evening performance in Herod Hall.

3. I facilitated an appearance by the Vienna Boys Choir as part of the Northwest Oklahoma Concert Series. Their performance featured music indigenous to their native Austria, as well as music from Italy and Spain.

4. I facilitated a performance by Eileen Ivers and Immigrant Soul for the Northwest Oklahoma Concert Series. Their performance included indigenous Irish music.

5. Attended the Diversity Training workshop presented by Dr. Frank Martinez and Dr. Cornelia Mihai on April 19, 2012.

**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. As part of the content for my session of the Leadership Northwestern class in the spring, I include a video and discussion of Martin Luther King’s “I Have a Dream” speech.

2. I have maintained contact with Sias International University, our partner school in
China, to facilitate recruitment of new Chinese students to Northwestern.

Feel free to use additional pages if necessary. Please submit these *typescript* 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.

Music performance has been a part of the human experience in every culture and society of mankind. Through a wide variety of music repertoire, the NWOSU Choirs have aided in inspiring a range of emotions within the community through musical performance. In addition to presenting performances on campus, each semester students participate in off campus performances. These concerts have taken place in local schools, churches, performing arts tours and concert halls performing songs of different cultures and times.

In addition to musical performances showing the diverse nature of music, I have proposed an international performing arts tour to NWOSU administration to China during Spring 2013. If approved, this educational initiative would engage students and immerse students with Chinese culture, while providing the opportunity to explore and learn via performance.

**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.

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 Flamenco Guitar, Vienna Boys Choir, Irish Violin.

The community concert choir was established to help bridge the gap from the university to our local community. NWOSU students (50 members) along with 35 community
members ranging from musical experience and age rehearsed and performed an Americana concert showcasing the diverse nature of American music. Our visiting Filipino Opera Singer/clinician Rodell Rosel spoke about his training from the Philippines to the United States to help us better understand music of his culture as well as diversity in musical style from Opera to popular music.

**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?

Diverse repertoire in vocal music: All choirs focused on folk music. From its origins, folk music has been the music of the working class, community-focused and by definition; it is something anyone can understand. Some of the earliest folk music is in regard to the African-American spiritual. In order to perform the pieces accurately, singers needed to learn about the struggle and hardships of these songs, as well as the hope within them.

**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?

Throughout recruitment efforts, the University Singers have toured the state of Oklahoma, Texas, and Kansas. They performed a diverse repertoire of music to schools of varying ranges of socioeconomic backgrounds which have provided a firsthand experience to NWOSU students of the diverse nature within our region. This includes race, ethnicity, school size and population of region.

*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 2011-2012

Please type your responses into the boxes provided.

<table>
<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>Brandice Guerra</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Department Name</td>
<td>Fine Arts/ Studio Art</td>
</tr>
<tr>
<td>Primary Campus Location (check one)</td>
<td>XAlva 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, 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.

Most extra-curricular activities are whole-community inclusive in that they are advertised to the entire community and are free to attend.

**Artist Lecture**, fall 2011, lecture by B. Guerra for women’s group, Beta Sigma Phi Sorority. Free to attend.

**Oklahomans for the Arts Conference**, fall 2011, attended conference for artists and arts administrators in Tulsa, OK. Conference topic included community development/improvement through the arts.

**Sponsor, Northwestern Art Society**, co-sponsor along with Ms. A. Case. Campus arts organization open to all students- students do not pay dues to participate. Along with A. Case and V. Case, organized ornament decoration events for local charity. Helped install and judge NAS annual show which is free to enter and free to attend.

**Lecture**, “State of Studio Art at Northwestern”, fall 2011, lecture to Kiwanis community group.


**Member of Graceful Arts Advisory Board**, fall-spring 11-12, member of community advisory board for Graceful Arts Gallery and Studios. Graceful Arts is a public art center offering many arts and humanities activities for the local and surrounding communities. Many of these programs are free of charge.
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>Most Studio Art activities are open to the entire community and are free of charge.</th>
</tr>
</thead>
</table>

*Homecoming Art Exhibition*, fall 2011- open to the public at Graceful Arts, free to attend, welcomed entries from entire university community (free to enter).

*Animation Screening, Allegro Non Troppo*, fall 2011- Screened foreign language animated movie (Italian), Herod Hall, open to the university community, free of charge.

*Draw-In*, public drawing marathon, fall 2011, free of charge at Graceful Arts. Provided drawing materials free of charge to community. Attended by community members of all ages and backgrounds.

*Northwestern Juried High School Art Exhibition*, spring 2012, Organized an exhibition open to high school students from across region. Held at university library. Free to enter and to attend. Opening reception open to entire community. Entries judged on artistic merit.

*Faculty Solo Exhibition*, spring 2012, Graceful Arts. Held an exhibition of my recent work. Publicly advertised. Free to attend.

*Northwestern Artist Scholar Exhibition*, spring 2012. Organized an exhibition of Studio Art student work at Graceful Arts, publicly advertised, free and open to the public.

Feel free to use additional pages if necessary. Please submit these *typewritten* to Dr. Kay Decker, Chair of Diversity Committee, at kddecker@nwosu.edu
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

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>

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.

I took students, Castle Players and Fine Arts, in September to Joplin, Missouri. We worked in a clothing shelter, local church and with debris clean up. The students were greatly impacted by the devastation and needs of those with lower socioeconomic backgrounds who had no home insurance or medical assistance in Joplin.

**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 first fall production “The Effect of Gamma Rays in the Man in the Moon Marigold” dealt with a child whose mother was dysfunctional and how the child worked through, poverty, mental illness, verbal abuse and a low socioeconomic environment.

Our second theatre production “The Revenge of the Pigs” dealt with stereotypes we have placed upon those who are unique and different from us. This production was viewed by nearly 1000 grade school children and was very well received.
In Theatre History II we view, discuss and read numerous pieces of literature from the
countries, of India, Spain, Italy, Germany, France and England.

In third production, “Exit The Body” we had married couple from diverse ethnic
backgrounds.
*(As a side note- numerous theatre students are openly homosexual and are often
required to portray heterosexual characters.) Therefore, we in the theatre are open to
diverse lifestyle choices.

Our fourth theatre production, “The Hiding Place” dealt with the Jewish Holocaust.

I am on the Northwest Concert Committee. I am in charge of the technical side of the
concerts. I directed four concerts. Three which introduced diversity to Northwestern-
Ronald Radford- Flamenco Guitarist, The Vienna Boys Choir-from Austria and Eileen
Ivers- Irish Music

I also managed Dr. Sarah Chan’s Piano Concert- Herself being Asian and her music
being from a variety of different countries and time periods.

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 2011-2012

Please type your responses into the boxes provided.

<table>
<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>Dr. Michael Stone</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Department Name</td>
<td>Department of Fine Arts</td>
</tr>
<tr>
<td>Primary Campus Location (check one)</td>
<td>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, 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.

Ranger Marching Band performed at Hennessey High School and Chisholm High School. We were in contact with numerous students from various socio-economic backgrounds as well as various ethnicities. Was in charge of the Oklahoma Intercollegiate Honor Band (Part of OMEA), where I was in contact with numerous musicians from all over the state of Oklahoma and the United States.

Attended the Tri-State Music Festival as both an adjudicator and spectator. Saw students from all types of backgrounds and various ethnicities from the three state area (Kansas, Oklahoma, and Texas). Also attended the K-101 Marching Band Festival in Woodward, Oklahoma. Again had contact with students from all over the region.

**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 time Marching Band, Concert Band, Pep Band, or Jazz Ensemble met we had a diversity component incorporated within the curriculum. We have played Jewish, Latin American, and African American Music every semester. I have a number of Hispanic and African American students in all of our bands and I make certain to add music and information that is directed toward those very students. I also ask these students for input on musical selections and approaches to teaching and understanding the music from these various cultures.

In all of my Methods courses (this year was String Methods and Woodwind Methods), sensitivity training is taught and incorporated within the classroom in order to teach these aspiring new band directors of the various ethnic, socio-economic conditions that are out in the real world and how that will affect both their teaching and communication with students and parents from various backgrounds.
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

Please type your responses into the boxes provided.

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<th>Faculty/Staff Name</th>
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<tr>
<td>Faculty of Department of Natural Science (specified in parentheses)</td>
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<tr>
<td>Alva</td>
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<tr>
<td>Enid</td>
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<td>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, 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.

- Summer 2011 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; 29 total participants: 65.5% female, 34.5% male www.nwosu.edu/ToPPS
- Ongoing grant writing 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)
- 9/17/2011 Stephenson Life Sciences Research Center scientific symposium; recognition of the international year of chemistry (Cornelia Mihai, Jason Wickham, NWOSU Chem Club students attending)
- 9/24/2011 Two separate reptile presentations at Enid Pride LGBT (Lesbian, Gay, Bisexual and Transsexual) celebration: http://www.enidlightcoalition.org/enid-pride-2011-it-only-get-better.html (Aaron Place)
- 12/1/2011 Invited speaker, Dr. Scott Hammerstedt, on the archeology of Native Americans: Spiro mounds (Jason Wickham with Aaron Place, Steve Thompson)
- 3/31/2012 Science & Religion forum at regional professional science conference (Aaron Place)
- 4/19/2012 Diversity Workshop Leader for NWOSU faculty and staff (Cornelia Mihai)
- 2011 – 2012 Registered volunteer and Hut Manager for Alva Girl Scouts; attendance at Girl Scout University for professional development (Steve Maier)

*Further detailed information is available upon request (photographs, syllabi, email correspondence, etc.)*

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.

- Spring/2010 Student honors component: Women Chemists website development http://www.wix.com/sportvilde/Women-Chemists; maintained as a reference for students (female student of Jason Wickham)
- Fall/2011 Required class reading and assignment: The Immortal Life of Henrietta Lacks; discussion of a young African-American woman who died of ovarian cancer, the policies and
practices of medicine during the 1950's (Cynthia Pfeifer-Hill)

- Fall & Spring 2011/2012 The Creek Runs Red documentary in PHSC 3114 class: required laboratory and online discussion of implications of governmental policy and Earth resources in areas of less affluent (low SES) status
- Fall & Spring 2011/2012 Indigenous peoples discussions: Anasazi and Pueblos constructing cliff dwellings in sandstone; Pacific Islanders' folk tales of tsunami; use of scoria for food preparations
- Readings and seminar courses emphasizing global role of science, international interdependence, career guidance for students of all genders (Aaron Place, Steve Thompson, Venkata Moorthy, Cynthia Pfeifer-Hill)
- Fall/2011 OKAMP student Kody Jones completed an independent study, competed in Ranger Research Day winning 1st place (Steve Maier)
- Fall/2011 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 2012 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; 82 total participants, 59.8% female, 40.2% male (Steve Thompson, Steve Maier)
- 2011/2012 Science major demographics: 159 total (freshman to senior status); 40.3% male, 59.7% 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.)*

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu
Diversity Policy

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 socio-economic 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).

   - **Math & Science Summer Academy** is an annual program since 2010 for area elementary school students (grades 2 – 4). This program is free for all participants, making available learning experiences in the math and sciences for students of all backgrounds. This program is a joint effort between the departments of Mathematics and Computer Science and the Natural Science. This program was suspended in 2012 due to a lack of funding, but efforts are underway for a 2013 academy.

   - **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 and 20 – 30 will be invited to participate in the summer of 2012. 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 2011-2012

Please type your responses into the boxes provided.

<table>
<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>James Bell</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Department Name</td>
<td>English Department, Arts and Sciences</td>
</tr>
<tr>
<td>Primary Campus Location (check one)</td>
<td>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.

Departmental Activities:
I attended departmental activities related to Dia de los Muertos, Cinco de Mayo, and Hispanic Heritage Month (guest speaker). I attended the monthly poetry readings, which featured a diverse roster of writers.

Professional Activities:
- I attended the February 8-11 Southwest/Texas Popular Culture and American Culture Associations Conference in Albuquerque, New Mexico. Panels included papers on folklore, critical approaches to literature, and issues related to gender and sexuality. Panelists presented points of view and content that celebrated and recognized diversity of gender, ethnicity, ideology, sexual orientation, and race. I was Area Chair for the Folklore section of the conference.
- I worked with the Arizona Department of Education and WestEd Assessment as a consultant and editor on development of the AZELLA (Arizona English Language Learners Assessment). My work included leading review and development committees consisting of public school teachers and administrators who work with ELL students.
- I judged the Ray and Pat Browne Award for the 2011 Best Book in American Culture for the national Popular and American Culture Association. This activity gives me a chance to survey books on all aspects of American cultures and subcultures.

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.
Many of the readings for ENGL 1213 Composition II relate to gender and cultural diversity. Brent Staples’ “Black Men and Public Space,” for example, is a firsthand exploration of how the author is perceived by others and how he has the ability to “alter public spaces” by his mere presence and race. Anjula Razdan’s “What’s Love Got to Do with It?” invites students to consider the cultural rationale for arranged marriages for immigrants from India.

The literature courses allow optimal opportunities for students to engage new ideas. Readings in ENGL 2773 and 2883, the two survey courses in American literature, include many selections that expose students to diverse points of view, lifestyles, and backgrounds. These include works by contemporary writers from traditionally-underrepresented groups such as Maxine Hong Kingston, Louise Erdrich, Toni Morrison, Rita Dove, and Richard Rodriguez. In ENGL 3433 Nineteenth Century American Literature, students are required to acquaint themselves with a contemporary critical school, read a sample essay from that critical perspective, and present an introduction to the school of thought to their classmates. (Assignment sheet is below.) Because contemporary criticism is closely tied to cultural and ideological outlook (feminist theory, gender theory, Marxist theory, deconstruction), the activity broadens students’ understanding of diverse human experience.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kdecker@nwosu.edu

Critical Responses to *Turn of the Screw*: Assignment Sheet
ENGL 3433: Nineteenth Century American Literature

<table>
<thead>
<tr>
<th>Short description:</th>
<th>Handout and presentation over a critical response to Henry James’ <em>Turn of the Screw</em></th>
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<tbody>
<tr>
<td>Assignment parameters:</td>
<td>2-3 typed, doubled-spaced, in a 12-point font 10-15 minute oral presentation over material</td>
</tr>
<tr>
<td>Source requirement:</td>
<td>Use of additional secondary sources not required, but primary source (novel), editor’s essay, and critical essay should be appropriately documented internally and in a Works Cited section.</td>
</tr>
<tr>
<td>Format:</td>
<td>Adhere strictly to MLA guidelines for all aspects of the paper, including heading, pagination, internal citations, and Works Cited</td>
</tr>
</tbody>
</table>

*Expanded description:*
This assignment allows you to serve as the expert on a given critical approach to the novel. Using *The Turn of the Screw* as the literary work under consideration, you should compose a handout and presentation that do the following things:
- Introduce the critical method to the class by articulating its primary tenets, areas of focus, and critical history as described in the accompanying essay in your casebook.
- Summarize the essay representing the critical approach in your casebook. Know that you may be required to read the essay two or three times in order to comprehend the ideas. Critical analysis is often dense, jargon-driven, and unfamiliar.
- Advocate for the approach with an open mind. While the approach may not be your cup of tea, do your best to represent it accurately and fully to the class without taking a dismissive tone.
DIVERSITY DOCUMENTATION GUIDE 2011-2012

Dr. Francisco Martínez

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.

In all of our Elementary Spanish and Literature classes we incorporate culture as part of our core curriculum. The students also present papers dealing with important aspects of the Hispanic culture. Also, to engage our students, we encourage them to compare and contrast both C1 (the student’s culture) and the C2 (the target culture)

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.

- Paper presentation at the regional Southwest Conference (SWCOLT) in Phoenix, Arizona, April 12-15, 2012 entitled “The Language of animals and culture in the teaching and learning of Spanish as a Second Language”
- The Peninsular Spanish American Culture Class 2012 has participated in a service learning activity called “Cinco de Mayo” to raise an awareness of this important date. A Fund raising Activity was conducted.
- The HALO sponsored the film “Stand and Deliver” to promote the importance of diversity in our schools.
- - The Spanish Club sponsored Piñata Breaking in Alva where students enjoyed this event during the Hispanic Heritage Month.
- The Spanish Club co-sponsored “Festival of Cultures” in Alva where international students enjoyed cooking from their homeland. The event was sponsored by The international Students Office.
- The Spanish Club sponsored the “Day of the Dead” which showed this tradition is celebrated in Mexican culture and some other Latin-American countries. There was an altar display in the Ranger Room combined with typical food and Horchata drinks.
- Co -presented the Diversity Training Workshop on April 19, 2012 to help identify Faculty and staff of the cultural differences between High vs. Low Context Culture.
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

Please type your responses into the boxes provided.

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<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>Kathryn E. Lane, Ph.D.</th>
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<tbody>
<tr>
<td>School/Department Name</td>
<td>English, Foreign Language, and Humanities</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.

In March 2012, I attended the Southwest/Texas Popular Culture Association Conference. This conference values both Hispanic and Chicano culture through slates of panels that address the issues facing these cultures. Additionally, the conference offers panels on gender studies and gay/lesbian panels as well as addressing many of the issues facing other marginalized groups. For example, our entire department attended a presentation on Wiccan holidays, presented by Dr. Amy Hall at the SW/TX PCA Conference.

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 the fall, my composition classes prepared a debate on the validity of marriage after a classroom discussion of a law being proposed in Mexico to put time limits on marriages. Students worked in small groups to consider the ramifications across gender, class, and socioeconomic groups of this proposed law. There was no “winner” to the debate but the class did reach a consensus that the world is changing and we, as a culture, will have to adapt as boundaries become more blurred.

My fall World Literature course covered writers of every culture, religion, and sexual preference imaginable. This was especially unnerving for some of my students. Within our first week of class, we discussed xenophobia and what the literatures of other cultures can teach us about the human condition and perhaps, even our world today. I encouraged students to bring in art from relevant cultures as we “traveled the globe in one semester.”

This semester in my British Literature Survey and my Romantic Movement course, I’ve carefully selected authors to supplement the traditional literary canon. Readings from
factory workers were contrasted with the laissez-faire politics of the Victorian period. From the depictions of life in prison to the viewpoint of a recovering drug addict, these courses teach more than literature—they teach students about the world.

Here are Northwestern, I’ve attended Day of the Dead and participated in Cinco de Mayo, both events connected to our Spanish faculty as well as preparing for the Humanities course I’ll be teaching as part of the Study Abroad program this summer.

As I prepare for the SA course and our visit to the United Kingdom and France, I have made a point of emphasizing to students that the world is larger, and more varied, than we may be familiar with. Students have already responded to a discussion board regarding xenophobia as well as talking about instances of “culture shock” (both in and outside of the heteronormative, middle-class American culture), what they learned from the experience, and what they can do to be better prepared. At our next meeting, they’ll be taking a “culture” quiz and we’ll be talking about the different cultures at work in a person’s life. For example, a college student would be a member of the college culture, a particular socio-economic group (often connected to their parents’ status), religious culture, as well as a subculture connected to their sexual preference. It’s my premise that for students to more fully understand the culture they’ll be visiting—and to embrace it more fully—they need to understand how their own culture(s) influence their lives and the lives of 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 Diversity Documentation Guide
Academic Year 2011-2012
Please type your responses into the boxes provided.

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<tr>
<th>Faculty/Staff Name</th>
<th>Claudia Young</th>
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<tr>
<td>School/Department Name</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.

Beyond what a student looks or appears, I value their behavior, ideas and perspectives. Therefore, in the classroom, one of my main goals is to create the conditions where difference does not inhibit student’s participation and integration.

Examples of events or activities that help me to reflect and understand more about diversity concepts are:
- Woods County Fair
- The lecture “History of Women in the Military”
- The diversity training workshop “Communications Across 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.

- Piñata Breaking
- Day of the Dead
- Vienna Boys Choir
- Festival of Cultures
- “Stand and Deliver” Movie Show.
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?

Some of the ways use to reinforce the value diversity in the classroom are:
- Listening different viewpoints and perspectives.
- Creating opportunities to interact with people who are different.
- Supporting people who are treated unfairly because they are different.
- Welcoming everyone as an important contributor.
- Allowing students to disagree with me or others, but within guidelines that promote a safe learning atmosphere in the classroom.

In upper division courses, students must be involved in establishing a reading list by obtaining and sharing materials from diverse Spanish speaking countries. Doing so exposes both the instructor and the student to several alternative points of view.

My method focuses on empowering students to see themselves as an integral part of the diverse society and on preparing them for life in a tolerant and respectful atmosphere. To achieve this, my students should develop a combination of the awareness of intellectual and/or ethical attitudes and interaction with people with diverse backgrounds. Once students can identify and interact with their own “consciousness of individuality” as a social actors, they can then become actively participating agents with other individuals, regardless of culture.

In my syllabi, I include a statement inviting students to meet me to discuss disability-related accommodations and other special learning needs. In order to promote student’s success, I assign group work for which learners must support each other and that places a high value on diverse backgrounds. I use videos as a tool to compare and contrast the customs and behaviors of people from Hispanic countries with my student’s own experiences and attitudes in the USA.

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?

To avoid human’s nature aversion to the unknown and help students become more respectful of cultures with different ideas, I provide students with evidence that people that do not look like them, are people just like them. This view point can be taught by promoting a culture of learning from one to another rather than a culture of passing judgment on differences in values and beliefs. To help students the essential humanity
and value of different people, I provide students with an opportunity to share stories of their home life, such as family holiday practices.

Teaching students about multicultural role models is another way I use as an effective method for demonstrating that people of all genders, ethnicities, creeds, and appearances can have a positive influence on the world and deserve to be respected. Consistent exposure to positive role models is an excellent way I use to emphasize respect and admiration for the diverse student’s own culture.

There are many ways in the classroom to promote social justice such as:
-When it is possible, create a community service components as requirements for the class.
-Compare and contrast notions of justice historically and geopolitically among Hispanic countries and the USA.
-Provide biographies of individuals who have exemplified social justice and examine the implications of these lives for students today.
-Updated myself with current research on controversial issues and reflect on how these relate to social justice.

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 2011-2012

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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 Reading series: Provided names to Dr. Amy Hall for potential readers, including Black History Month and potential venues, ex. Graceful Arts Gallery; and attended readings, which included adult and student readers from campus and community

Diversity Training: attended presentation by Dr. Martinez and Dr. Mihai

Research: writing dissertation on contemporary First Generation College Student experience on this campus

SW Texas Popular Culture and American Culture Associations Conference: attended conference in Albuquerque, NM; sessions included topics which I can incorporate into a more diverse approach to teaching composition and humanities

**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.

Introduction to Literature: includes authors and readings from variety of cultural backgrounds and experiences, i.e., Orwell’s essay “Shooting an Elephant,” set in India; MITford’s essay “The American Way of Death,” an examination of cultural practices; Cisneros’ short story “The House on Mango Street,” told from a Hispanic viewpoint; Sanchez-Scott’s short play “The Cuban Swimmer,” a drama on the immigrant
experience. These are a few examples of the literary pieces. Students also presented on various topics for a final presentation; for example, one of these included "The Things They Carried," which dealt with the Viet Nam soldier experience.

Composition 1113: Students study popular culture and write a research paper analyzing the portrayal of such topics as teen pregnancy, body image, young adulthood, advertising, etc. An assignment on reflection includes writing a literacy autobiography about students’ personal experiences learning to read and write. Another assignment involves analyzing a poem by Appalachian poet, George Ella Lyon. This poem called "Where I'm From" forms the inspiration for students to write their own poem about their origins. The purpose of the unit on reflection is to encourage students to honor their own experiences. Another research unit involves analyzing and writing about a poem; students choose a poem from a list which includes Black poet Yusef Komunyakka on Viet Nam War experience; the experience of war by Polish poet Wislawa Szymborska; family experience by Joy Harjo, a Native American writer, among others.

Composition 1213: Students in this class write a scholarly personal narrative, a research essay which allows students to write about their values and philosophy of life. Other research papers asked students to investigate topics for a position paper and a proposing-a-solution paper. Students explored their thesis but also counter-argued. Students have commented that they learned to look at both sides of an issue or even adjust their opinions of a topic. At the end of the semester, students develop power point presentations over one of these papers to share information to class. Students have the choice of topics they wish to research: topics this semester included human trafficking, domestic violence, animal welfare issues, death penalty, education of exceptional students, legalization of marijuana, for example.

English Usage 4173: While much of the material in this course is prescriptive in nature, grammar and punctuation rules, students are exposed to issues which relate to their future teaching or career opportunities. Topics of discussion include the following: needs of special education students, illiteracy/literacy issues, AAVE or instances of African American Vernacular English, issues concerning ELL or English Language Learner students, and communication/technology issues in the workplace, to name a few.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kiddecker@nwosu.edu
Faculty Diversity Documentation Guide
Academic Year 2011-2012
Please type your responses into the boxes provided.

Faculty/Staff Name
Dr. Sharon Hill

School/Department Name
Arts and Sciences/Dept. of English, Foreign Language, & Humanities

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

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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.

Because I had my diversity training from Dr. James Boyer at Kansas State University and took several classes from, I value and understand the necessity for diversity in the classroom and the community. My classroom activities reflect that understanding which I will explain later.

**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.

Our Department supports the Spanish Club in their various activities throughout the year such as Day of the Dead and Cinco de Mayo. In the spring, I was a part of the NWOSU’s production of *The Hiding Place*. I played one of the Jews Corrie ten Boom hid during the Nazi invasion of Holland.
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 the Comp classes, I always select essays that deal with multicultural issues such as: Suzan Shown Harjo “Last Rights for Indian Dead”; Yun Yung Choi, “Invisible Women”; Eric Liu “The China Town Idea”; “Katrina Documentary Gives Voices to Survivors”;
In Introduction to Literature I select readings from women and authors of color such as: Shirley Jackson “The Lottery”; Leslie Marmon Silko “The Man to Send Rain Clouds”; Maya Angelou “Graduation in Stamps”; poetry by Paul Laurence Dunbar, Emily Dickinson, Dorothy Parker, etc.
In Teaching English in the Secondary School I have a unit based on James B. boyer and H. Prentice Baptiste, Jr.’s Book, Transforming the Curriculum for Multicultural Understandings. I lecture over the book and then the students do a project explaining how they will make their classroom curriculum multicultural.

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 diversity through understanding and actions. Being cognizant of the multicultural issues, and helping the diverse students by understanding their needs.
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

Please type your responses into the boxes provided.

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<tr>
<th>Faculty/Staff Name</th>
<th>Amy M. R. Hall</th>
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<tr>
<td>School/Department Name</td>
<td>School of Arts and Sciences, English Department</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, 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.

I attended the Dia de los Muertos dinner, as well as the Festival of Cultures dinner.

I attended the Irish concert of Eileen Ivers on March 06, 2012.

In February, I attended the Popular Culture and American Culture Associations Conference in Alberquerque, NM, where I attended and presented on many different cultures. Specifically, I presented on English folklore of the 17th century, which looked at gender roles and socio-economic elements of that culture.

**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 organized the poetry readings for the 2011-2012 school year, which contained many aspects of diversity. I scheduled readers from all walks of life, including students, faculty, and Alva citizens. The February poetry reading was held at the Homestead, a senior citizen facility, where we had African American and Jamaican readers present for Black History month. The April poetry reading featured Dr. Belinda Bruner, a writer who focuses on her bi-cultural background in her short stories and poetry.

In the Fall semester, I taught the Survey to Early British Literature, which examines various cultures which landed and lived on the British isle, including the Norse, Celtic, French, Scottish, and Irish.

In the Spring semester, I have taught a Mythology course which examines the myths of all different cultures from around the world, and the different types of people these myths come from.
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

Please type your responses into the boxes provided.

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<tr>
<th>Faculty/Staff Name</th>
<th>Tamara L. Brown</th>
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<tr>
<td>School/Department Name</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, Disabilities, Religion, National Origin, Language, Socio-Economic Vulnerability, 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.

1. I currently hold a Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association as well as a license to practice Speech-Language Pathology in the state of Oklahoma.

**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. **American Sign Language**: This class is offered every fall, spring, and summer semester. During the class, students learn about the beliefs, traditions, language, etc. of the Deaf Culture. Students complete several web resource assignments in order to build on the information learned in class about the Deaf culture.

   We also address the perspective of deafness as a disability. The students learn about issues that affect the education of deaf children such as problems with reading, writing, building of self-esteem, etc. as well as various communication methods that are available for the deaf. Cochlear implants and assistive devices are also discussed.

2. **Oral Communication for Business Professionals**: During this class, the students learn about business practices of different cultures and how they differ from mainstream U.S. practices. One assignment required the students to research and present about a specific culture including cultural beliefs, its language(s), and business practices. Students also learn about different communication styles, daily practices, beliefs, etc. of various cultures. Characteristics that describe cultures such as individualism/collectivism and low-context/high context, task/social, masculinity/femininity, etc. are addressed. After these presentations, the students work together to determine guidelines for communicating effectively across
diversity. Class discussions are utilized to brainstorm for techniques to improve intercultural communication.

In the Spring 2012 semester, I included a Cultural Awareness Self Analysis. The students completed the survey then scored it to determine their awareness across various situations. Students scored somewhat high on the overall scores; we followed up the survey with a discussion about awareness vs. action.

This semester we also addressed the differences in communication between genders. Implications for the workplace were discussed.

We addressed some of the differences between Generation X and Generation Y. All of the students in the class discussion are members of Gen Y. Negative & positive characteristics associated with members of Gen Y were explored. Ways to overcome the negative stereotypes in the workplace were discussed.

3. **Introduction to Speech Communication:** This is a general education class required of all students with multiple sections offered every semester. During this differences in communication are addressed. For example, we discuss cultural differences such as how nonverbal language (such as eye contact) is culture bound. Ethnocentrism is also discussed. Gender differences are also addressed.

When addressing small group communication, we discuss the differences between a homogeneous group and a heterogeneous group. We discuss the need to value differences and focus on the benefits of diversity in a small group setting.

Audience analysis is an important topic addressed in this class. We discuss use of demographic information such as age, gender, education level, etc. to help tailor presentations to the audience. The danger of stereotyping is also addressed.

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 2011-2012

Please type your responses into the boxes provided.

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<td>Ted Satterfield</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 session on Native American media coverage at the Society of Professional Journalists pro conference in late April.

- At the SPJ national conference in September I attended a workshop on the differences between Hurricane Katrina coverage when media focused on Caucasians and when they focused on African Americans.

- At the same conference I attended a workshop with an African American broadcaster who addressed the challenges of an African American female journalist.

**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 my photography class we discuss the need for diversity in photos used in print media.

- In my speech class we spend a couple of class periods discussing cross-cultural communication, specifically the need to understand people of different cultures and ethnic backgrounds, as well as the need to eliminate stereotypes.

- In my Media History class we devoted a week to media coverage of the Civil Rights Movement, a week to the advent of the Abolitionist Press, and a week to the Suffrage Press. We also discuss the impact and challenges of feminist writers (namely Betty Friedan and Gloria Steinem) in the latter half of the Twentieth Century.

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 2011-2012

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<tr>
<th>Faculty/Staff Name</th>
<th>Melanie Wilderman</th>
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<tr>
<td>School/Department Name</td>
<td>Communication/Mass Communication</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 presented at the 2012 National Conference on Learner-Centered Teaching in Tulsa, OK, sponsored by Langston University and Purdue. My presentation did not specifically deal with diversity issues, but many of the session presentations I attended did tie in diversity issues with learner-centered teaching or service learning opportunities.

**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 a mass communication instructor, lecturing and discussing diversity issues are paramount in most of my classes including news reporting, news editing, feature writing, mass comm. law & ethics and media theory. Specifically these lectures deal with the idea of “giving a voice to the voiceless,” not perpetuating stereotypes and seeking out coverage for the newspaper of diversity-supportive news. Headlines from diversity-related news stories for the 24 newspapers produced in 2011-12 include:

*indicates front-page coverage, and anything in brackets helps explain diversity if it's not
indicated well by headline.

1. Study Abroad students travel Europe
2. National Hispanic Heritage Month underway*
3. Schmaltz to speak at annual German Day in Tulsa
4. Ortiz educates students on diversity
5. International students look to get involved on campus
6. Domestic Violence Awareness Month: Staff members, volunteers set out to make domestic violence known
7. Gideons share message with students
8. Professor voices concern on world overpopulation
9. Campus to observe Native American Heritage Month
10. Professor to speak at Volksbrauertag Nov. 6
11. Two campus organizations co-op to collect warm clothing
12. Kids Against Hunger: ASA participates in charity
13. Student organizations lead campus food drive
14. Woodward campus collects food for holiday needs
15. Students and professor attend Giles [a human rights activist] symposium
16. Alumni raise awareness of nearby Jewish settlement
17. Non traditional student returns to school: Mother places degree on “to-do list”
18. Studying abroad a “challenge and an enhancement”
19. NWOSU hires head volley ball coach [a Brazilian native]
20. Northwestern observes Black History Month*
21. Northwestern invites Fischer as speaker for Black History Month
22. Columnist responds, ‘defends faith’ to letter to editor
23. New professor’s [a Hong Kong native] talents accompany her to Northwestern
24. Northwestern celebrates Women’s History Month*
25. 2nd response to religious column asks additional questions
26. AAUW celebrates 10th anniversary, recognizes outstanding women
27. Guest speaker to address religion
28. Adding to recent religion debates ‘ad nauseam’
29. Okla. Secretary of Military, Veteran Affairs speaks during Women’s History Month
30. International students to host cultural festival
31. Festival of Cultures showcases 13 countries*
32. A student’s thoughts during media history [focused on respect for the president in reference to his race]
33. Science professor presents science and religion forum
34. “The Hiding Place” [play about Jewish heritage] premiers Thursday
35. April is Sexual Assault Awareness Month
36. Theatre students win multiple awards for “The Hiding Place”

This list represents 1.5 diversity related issues covered for each paper we produced. Additionally the Northwestern News staff won an award (place to be determined at June conference) for overall news coverage, part of which requires that the student newspaper represent diversity issues in its coverage.
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012
Please type your responses into the boxes provided.

Faculty/Staff Name
Dr. Jesse Schroeder

School/Department Name
Arts and Sciences/Communication

Primary Campus Location (check one)
Alva Enid Woodward

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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 year NWTV places focus on all events taking place at Northwestern and in the community. We create slides for Alva’s Cable Channel 7, and do reports within NWTV programming that highlight diverse stories and issues. Some examples would be Black History Month, Native American History Month, and covering the Festival of Cultures on Northwestern’s Alva Campus.

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.
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

Please type your responses into the boxes provided.

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<th>Faculty/Staff Name:</th>
<th>Dr. Tim Maharry</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.

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 2011-2012 academic year, five Northwestern students participated in the OKAMP program and received scholarships.

2) I attended an Ethics and Diversity training program by Oklahoma State University in October 2011. (in conjunction with the LS-OKAMP research symposium)
Faculty Diversity Documentation Guide
Academic Year 2011-2012
Please type your responses into the boxes provided.

Faculty/Staff Name
Dr. Sheila Brintnall

School/Department Name
Department of Mathematics and Computer Science

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.

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@nwwosu.edu
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

Please type your responses into the boxes provided.

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<th>Faculty/Staff Name</th>
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<tr>
<td>Dena Walker</td>
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<th>School/Department Name</th>
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<td>School of Arts and Sciences/Mathematics and Computer Science Department</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.

- OCTM Conference
- ICTCM Conference
- Remedial Education Summit

**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.

Supported all students through the study of mathematics.

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 2011-2012

Please type your responses into the boxes provided.

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<tr>
<th>Faculty/Staff Name</th>
<th>Mark Bagley</th>
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<tr>
<td>School/Department Name</td>
<td>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.

None

**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.

We are fortunate to have a diverse group of students in the Computer Science Department. I frequently talk to them about the importance of bringing under-represented groups into the ComSci world. CS has traditionally been an enclave of white and Asian men. This has changed in the last 10 years with more and more women entering and excelling at the field.

We have not been as successful integrating other races but within our department we have white, African American, Latino, Native American, and foreign students. We also have an excellent group of young ladies doing very well and planning to work in the field upon graduation.
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012
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<th>Faculty/Staff Name</th>
<th>Kay Decker</th>
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<tr>
<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.

- Attend the annual Statewide Preservation Conference each year in which Oklahoma’s various ethnic communities are included as part of the preservation sessions.

- I work with all campus departments and many student groups to facilitate diversity awareness activities across campus and within the communities that are served by NWOSU. Meetings are held each year with each academic department, graduate studies, senior administration, student services staff and all branch campuses to train staff and faculty on issues related to diversity.

- Presentations are held to campus organizations and departments to highlight demographic changes within the service region for NWOSU.

- Serve on numerous boards in the state and region which address issues of economic vitality and opportunity, affordable housing development and preservation, and community revitalization.
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 3523 every fall to social science and social work students.

I teach Cultural Anthropology 3323 each May to accommodate students whose degree plans require a non-Western exposure.

I teach Intro to Sociology 1113 which discusses minority groups and all issues of diversity as part of the course curriculum.

I conduct research on regional demographics for inclusion in the annual Diversity Report for the institution.

I serve as Chair of the Diversity Committee for NWOSU.

I serve as Chair of the Student Affairs Committee for NWOSU.

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 2011-2012
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<th>Faculty/Staff Name</th>
<th>Roger Hardaway</th>
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<td>History</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.

In October 2011, I attended the Western History Association annual conference in Oakland, California, and presented a scholarly paper entitled: "African American Cowboys and the National Finals Rodeo."

In November 2011, my original scholarly article was published in *The Chronicles of Oklahoma*, volume 80, number 2 (Summer 2011), pages 152-75, entitled: "Oklahoma’s African American Rodeo Performers."


**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.

During the Fall 2011 Semester, I taught HIST 3713 ("Native American History").

During the Spring 2012 Semester, I taught HIST 3723 ("African American History").
During the 2011-2012 academic year, I taught two sections of HIST 1483 ("U.S. to 1877"), and I required all of my students to read Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself by Frederick Douglass.

During the 2011-2012 academic year, I taught three sections of HIST 1493 ("U.S. since 1877"), and I required all of my students to read Farewell to Manzanar by Jeanne W. and James D. Houston (which is about Japanese Americans confined to an internment camp in California during World War II).

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Academic Year 2011-2012

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<tr>
<th>Faculty/Staff Name</th>
<th>Kathleen O’Halleran</th>
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<td>Northwestern Oklahoma State University</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.

Diversity Training: Northwestern Oklahoma State University; April 2012.
I also serve on the NWOSU Diversity 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.

1. Students in all of my classes in 2011-12 were offered extra credit for writing reflective essays relating to cultural and/or diversity-related events on campus to topics covered in class. In 2011-12 this included the following events:
   (a) Sexual Assault Awareness Month Seminar/Event;
(b) Domestic Violence Month;
(c) Flamenco Culture and Music Lecture/Event;
(d) English and American Arts and Crafts Movement Lecture/Event;
(e) Black History Month lecture/event;
(f) CORE Big Event Community Cleanup; (g) WWII POW Camp lecture/event.

2. In the Social Sciences Department that I am a member of, all of the courses I teach include active learning and teaching curricula on aspects of diversity: 
(a). In Sociology, students spend one week studying each of the following in depth: Social stratification, class and caste issues in the United States and around the world; Cultures; Race and Ethnicity, Immigration; Discrimination and Prejudice in the United States and globally; Gender Orientation, Gender Socialization and Gender Inequality; and the Sociology of Religion.
(b). In World Regional Geography and Fundamentals of Geography, students learn about the different cultural, political, economic, and historic realms of the world’s human landscape. In World Regional Geography, these topics are studied according to the 12 geographic realms of the world (North America, South America, Southeast Asia, Southwest Asia, East Asia, West Asia, North Asia, South Asia, the Russian Realm, the Middle East, the Austral Realm, and Oceania. In Fundamentals of Geography, students spend one week on each of the following diversity-oriented topics: Cultural Geography; Language and Religion; differing cultural, political, and economic forces, traditions and strategies shaping the Human Food Supply; Political Geography; Economic Geography; and Globalization and Global Challenges (such as development and social justice).
(c). In Global Transformations in History, students spend time each week studying the cultural, ideological, economic, political and social differences of the various peoples of the world at key, transformative periods throughout history, which includes a balanced focus upon differences within and between cultures of both the Western and non-Western world.
(d). In the Secondary Social Studies Teaching methods Course taught each fall, students spend two weeks on curricula designed to assist them in reaching and teaching diverse populations in their future social sciences classrooms;
(e). In my Comparative Government I class, students spend the course on curricula that compares and contrasts the political, economic, historic, and cultural similarities and differences that shape and are reflected in the governments and countries of industrialized democracies, and in particular between the United States and Great Britain. Varying interpretations and practices of democracy in various countries are explored throughout the course.

3. In each of the classes I teach, student learning activities are designed to incorporate learning of diversity as related to the content noted in (2) above. In addition to the extra credit assignments listed in (1) above, for 2011-12 these included the following required components:

a.) *Researching ethnicity and origins*: In both Sociology and Geography courses each semester, during class period each student researches on the computer the origins of their family name; traces the migration patterns throughout history of their family name; and identifies the top five locations/countries worldwide (in order of concentration) where their family name is most prominent. Students share and discuss their findings in group work.
b.) **Diversity-Related Literature Activities: Reading Worlds into Words:** Sociology and Geography students study difference from the perspective of culture using short fiction, a film clip, photograph, or poetry from a different ethnic/cultural/geographic group on the topic we are covering (race and ethnicity; social stratification; religion; etc). Global Transformations students study difference from the perspective of culture, time and space using primary historical sources. Students select the point of view of one of the main characters and write a first person account of what happened in the poem/story/source as if they are experiencing it as that character/historical individual. Students then meet in groups with other students who chose the same character they chose, read their narratives and discuss how and why they have different perceptions of the same experience. These class-activity assignments (students do four each semester) allow students to grasp what it might be like to be someone other than themselves; allow them to explore their own views and where those views might come from; and allow them to put their own perspectives in context to those of their peers, who may or may not have had similar backgrounds or experiences that have shaped their perspectives. Students are sometimes very uncomfortable with the idea of bias, but this exercise allows them to explore such issues of perspective in the way they “read the world” in a non-threatening manner.

c.) **Diversity-Related Media Activities:** As graded Learning Activities in Sociology and Geography courses each semester of 2011-12, students watched short videos and longer films relating issues of diversity to course learning as we covered these topics during the course of the semester, responded in writing to questions on the board, and engaged in group discussion on students’ varying responses to the questions posed on these topics. Films and videos included film shorts from the PBS social class-related series *People Like Us*, and the multicultural video *Baraka* (a nonverbal film about cultural and environmental interface, containing images of people and their diverse cultures in 24 countries/6 continents). In World Regional Geography courses, students complete web-based activities that cover a cultural, social, economic, political or cultural issue impacting the region/realm of the world we are covering that week. Students in Sociology and Geography classes each week are expected also to read or watch the news, locate a topic that relates to the issue we are covering (such as race and ethnicity, social stratification, gender inequality, and then write at least a one paragraph blog and respond to at least 2 other students’ blog postings each week. These activities allow students to recognize, reflect upon and understand the dynamic and very real aspects/issues of diversity that exist all around us, all of the time. Students in Sociology and Geography at the end of term complete a research project and presentation to the class of a topic or issue that relates to an aspect of class learning, most of which center upon issues of diversity or that impacts a specific region or realm of the world. These vary from Christmas traditions in Eastern Europe to the racial implications of the Trayvon Martin shooting death in Florida, to human trafficking in the United States, and religious conflict in the Middle East.

d.) **Diversity-Related Cooperative Activities:** Engaged, active learning is a regular part of the ongoing curricula for students in Sociology and Geography classes. Individually and in groups, students participate in inquiry that applies theories, modes of inquiry, and concepts to their own lives and the lives of their fellow classmates and students. Some of these activities relate to diversity topics and issues. (a) For example, each semester since the Spring of 2010, Sociology students have participated in a survey project designed to
provide a profile of the “millennium” generation—e.g., those students who began processes of maturation post-2000. By conducting random surveys on campus, and analyzing all sorts of demographic data (age, gender, race/ethnicity, income/class, religious affiliation, rural/urban), students are able to consider the many factors that contribute to diversity, and how such factors relate to self-identity and various levels of attachment to or detachment from society. (b) Sociology, Global Transformations and Social Studies Secondary Methods students in 2011-12 also participated in exercises termed, the “Just Because” assignments. Depending on the topic we are covering and/or the class involved, students complete the Twenty Statements Test (TST), in which they provide a list of 20 “I am” statements, they feel best describes themselves, an historic or popular culture source, or a fictional character we are studying or learning about. They then fill out the following sentence to go along with each trait. “Just because I am ________, does not mean __________.” Students then pair up with a classmate and share their lists. The whole class then discusses findings. This exercise allows students to discuss the impact of stereotypes in their own lives, assumptions and stereotypes that have become a part of learning and/or experience, and to consider the potential of its impact on understanding of themselves, of the past and the future.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kidecker@nwosu.edu
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

Please type your responses into the boxes provided.

Faculty/Staff Name
Dr. Eric J. Schmaltz

School/Department Name
Department of Social Sciences (History)

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, 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.

Generally, I speak, write and publish on topics concerning ethnicity and nationality 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/MONOGRAPHS
- Editor and translator of the memoirs of late-nineteenth-century Oklahoma immigrant Arnold Biberdorf: The Life Story of a Volhynian German. (Work in progress.)

BOOK ARTICLES (ONLINE/PRINT)

JOURNAL ARTICLES (June 2011-May 2012)
- Co-editor of a joint special topic journal issue by the Germans from Russia Heritage Society (Bismarck, ND) and the American Historical Society of Germans from Russia (Lincoln, NE) on ethnic German economic development in Russia before 1915. Anticipated publication in Summer 2012.

NEWSLETTER ARTICLES (June 2011-May 2012)

CONFERENCES AND PRESENTATIONS (June 2011-May 2012)
• "Postcards from Ukraine: Visiting My Ancestral German Villages in May 2011." Presentation to the Northwest Oklahoma Genealogical Society held at the Alva Public Library, Alva, OK, 12 May 2012.
• "Postcards from Ukraine: Visiting My Ancestral German Villages in May 2011." Presentation to the Golden Spread Chapter of the American Historical Society of Germans from Russia, Shattuck, OK, April 22, 2012.
• "The German POW Camp of Alva, Oklahoma (1942-1945)." Presentation and round table discussion with local historians in conjunction with an exhibit on Camp Alva artifacts courtesy of the Cherokee Strip Museum (Alva) at the Graceful Arts Center, Alva, OK, Apr. 19, 2012.
• "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." Paper for the Society for German-American Studies Annual Symposium, University of Kansas-Lawrence, Lawrence, KS, 12-14 Apr. 2012.
• "German POWs in Oklahoma on the Day of National Mourning (Volkstrauertag), 2011." Featured guest speaker at the annual commemoration of the German American Society of Tulsa, OK, held at Fort Reno in El Reno, OK, 13 Nov. 2011.
• "Bloodlands: Europe between Hitler and Stalin by Timothy Snyder." Featured topic
speaker at the Sod House Museum in Aline, OK, 6 Aug. 2011.

UNIVERSITY SPONSORED PUBLIC EVENTS (June 2011-May 2012)
- “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.” Introduction to the presentation by archivist Matt Schaefer of the Herbert Hoover Presidential Library and Museum in West Branch, Iowa, on the topic of “Herbert Hoover—President and Humanitarian.” Annual Presidential Lecture Series of the Northwestern Oklahoma State University Institute for Citizenship Studies and the Department of Social Sciences. Held at the Graceful Arts Center, Alva, OK, 2 Apr. 2012.

AWARDS (June 2011-May 2012)
- Joseph S. Height Literary Award for the Year 2011, “Translation” Category for article as part of the “Soviet Documents in German-Russian History Series” in the Dec. 2010 issue of Heritage Review, the journal of the Germans from Russia Heritage Society, Bismarck, ND.

UNIVERSITY SERVICE/FACULTY COMMITTEES
- Diversity Committee, Northwestern Oklahoma State University, Aug. 2006-present.
- College Republicans Campus Advisor, Northwestern Oklahoma State University, 2010-present.

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
- Editor, Heritage Review (Quarterly journal of the Germans from Russia Heritage Society, Bismarck, ND), 2010-present. (Contributing editor from 2008 to 2010.)
- Co-executive Director of the Northwestern Oklahoma State University Institute for Citizenship Studies, 2010-present.
- 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.

JOURNAL PEER REVIEW (June 2011-May 2012)
- Article Reviewer, Ethnic and Racial Studies (Routledge Press, UK).

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 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 note 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 German History (since 1871) class included discussions on general socio-economic trends, political party formation, and domestic policies toward various religious, ethnic and political groups in Germany, beginning with Bismarck to the present day. In addition, I spend time analyzing Nazi eugenics, euthanasia, and racial policies both at home and abroad, culminating in the Holocaust of 1941-1945.

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.
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

Please type your responses into the boxes provided.

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<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>JW Platt</th>
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<tbody>
<tr>
<td>School/Department Name</td>
<td>Arts and Sciences</td>
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<tr>
<td>Primary Campus Location (check one)</td>
<td>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.

Each Fall, my good friend Dr. Mario Carvajal visits here from Costa Rica. We always impose on Mario to assist in various activities, both on and off campus, which assist in the understanding of Hispanic culture.

**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 nature of my history classes involve diversity. Among other courses, I teach three courses in Latin American History, which by their very nature, involve an understanding of Latin American culture. My long history of living, traveling and doing business in Latin America give my an unique insight into the culture of that region.

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 2011-2012

Please type your responses into the boxes provided.

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<td>Dr. Aaron Mason</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 Summer, the NWOSU Institute for Citizenship Studies, in conjunction with the Oklahoma Humanities Council will host a Civil War Teachers Workshop. It will be held from June 11-14. It will cover a number of activities which will promote diversity awareness including the role of black soldiers in the Union Army, American Indians in the Civil War and the formation of post-Civil War developments such as the Buffalo Soldiers and their contributions in the American 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.

In my political theory class we discussed issues such as the cosmopolitan nature and history of Christianity as being a world-wide religion that began in Asia, spread to Africa and Europe and now exists across the globe. In regards to this, we discussed the contributions of the many different people groups who helped to form the early Church Councils which led to the formation of many western ideals and laws.
Faculty and Staff Diversity Documentation Guide  
Academic Year 2011-2012

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<th>Faculty/Staff Name</th>
<th>Jeff McAlpin</th>
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<td>School/Department Name</td>
<td>Social 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.

As part of my Treatment Director duties conducting in-service training at BJCC, I presented a class which included a section on challenges facing the staff working with the diversity of cultures and languages within corrections.

**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 sociology or criminal justice include diversity and the related issues as core components of the class. These classes include:
- Intro to Sociology
- Social Problems & Issues
- Juvenile Delinquency
- Criminology
- Substance Abuse & Addiction
- Intro to Corrections
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

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<th>Faculty/Staff Name</th>
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<tr>
<td>Kylene Rehder</td>
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<th>School/Department Name</th>
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<tr>
<td>Department of Social Work</td>
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<th>Primary Campus Location (check one)</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.

'Social Work Matters' conference positively influences Northwestern social work seniors April 6, 2012

Northwestern Oklahoma State University social work faculty and students brought back valuable information from the 36th Annual National Association of Social Workers conference. Learning more about why "Social Work Matters" were (from left, first row) Casie Brittain, Kylene Rehder, Sarah Merriman, Jennifer Pribble (second row) Rae Wilson, Mary Jo Kinzie, NASW-OK executive director, Jennifer Griffin and Clarissa Fifield.
Northwestern Oklahoma State University social work faculty and students recently attended the National Association of Social Workers (NASW) 36th Annual Oklahoma State Conference held March 25-27, at the University of Oklahoma’s College of Continuing Education.

This year’s conference theme was “Social Work Matters.” Northwestern was represented by 11 social work students, as well as Kylene Reider, social work program director and chair of the department of social work; Rae Wilson, social work field education director; and Casie Brittain, social work adjunct instructor. Students in attendance included Ana Estrada, Hooker senior; Clarissa Fifield, Jennifer Pribble, Sarah Merriman and Jason Thompson, all seniors from Woodward; Janel Boyer; Kamelle James, Tabitha Ward and Jennifer Griffin, Enid seniors; Megan Clark, Lamont senior; Kylene Whiteman, Freedom senior.

"Attending the NASW conference was a very informative experience for me," James said.

"The conference proved to demonstrate the importance of professionals contributing their wisdom and experience to enhance other professionals' knowledge base and further empower emerging professionals. I met other undergraduates, networked with professionals representing their respective organizations, which allowed me to further expand the knowledge I have acquired from Northwestern." During the conference, social work practitioners and students had the opportunity to attend 23 different workshops covering topics such as innovative research tools, motivational interviewing, health care issues, treating addictions, professional social networking, self-care, working with veterans, addressing needs of Latino immigrant families, promoting consultation and collaboration with tribal nations, and social work licensure requirements and policy updates.

"The NASW-OK Annual State Conference is a brilliant opportunity to network with more than 400 social workers from across the state and exchange ideas and build collaborative relationships in order to advance human, social and political justice in our state," Reider said. "I was so excited about student participation at this conference and their commitment to enhancing professional growth. The social work students represented the university well and served as role models for the profession, its mission, and its core values," Reider said.

**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.
Social work students visit Capitol for Legislative Day

March 13, 2012

Kyline Rehder, Social Work Department chair, and 24 social work majors from Northwestern Oklahoma State University recently attended a social work Legislative Day at the Capitol. Social work students include (from left, first row) Danielle Wadsworth, Megan Pruitt, Brenda Bribiesca, Ana Estrada, Sarah Marriman, Renee Acker, (second row) Rehder, Karen Andrews, Nicole Weyrick, Connie Stephens, Megan Clark, Janel Boyer, (third row) Clarissa Fifield, Jennifer Pribble, Jennifer Griffin, Crystal Bryant, Tabitha Ward, (back row) Melissa Wilson, Kim Ochoa, Kamesha James, Lacey Vaughan and Mindi Cordell. Connie Johnson, Jessica Waller and Rita Lyons are not pictured. Photo provided.

In honor of social work month, 24 social work students from Northwestern Oklahoma State University recently attended the National Association of Social Workers, Oklahoma Chapter (NASW-OK) Legislative Day at the State Capitol with Kyline Rehder, Social Work Department chair.

More than 100 social workers 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. This day assists social work students in learning to analyze and formulate policies that advance social well-being and effective ways to collaborate with colleagues for effective policy action. Speakers included Shirley Russell, program director, Oklahoma Department of
Human Services (OKDHS) Legislative Liaison; Mary Jo Kinzie, NASW-OK executive director; and Priya Desai, NASW-OK Political Action Election Campaign (PACE) chair. Participants had the opportunity to visit the Senate and House chambers and speak with senators and representatives.

The students who joined Rehder at the event included Ana Estrada, Hooker senior; Brenda Bribiesca, Garden City (Kan.) junior; Clarissa Fifield, Woodward senior; Connie Johnson, Ringwood junior; Crystal (Newman) Bryant, Alva junior; Danielle Wadsworth, Fargo senior; Janel Boyer, Enid senior; Jennifer Pribble, Woodward senior; Jessica Waller, Enid junior; Kamelle James, Enid senior; Karmen Andrews, Alva senior; Lacey Vaughan, Lamont senior; Megan Clark, Lamont senior; Megan Pruitt, Ames senior; Melissa Wilson, Woodward senior; Mindi Cordell, Enid junior; Nicole (Kelley) Weyrick, Alva junior; Renae Acker, Alva senior; Rita Lyons, Enid senior; Sarah Merriman, Woodward senior; Tabitha Ward, Enid senior; Connie Stephens, Enid senior; Kim Ochoa, Tonkawa senior; and Jennifer Griffin, Enid senior.

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 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, staff, and student body).

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.
The following speakers and events have been hosted or assisted by the Department of Social Work:

- March 31, 2010: Youth Diversity Speak Out: Youth representing diverse populations including: African American, Hispanic; Lesbian, Gay, Bisexual, and Transgender (LGBT); Marshallese, physically challenged, and non-traditional religion, presented their concerns and recommendations for community improvement to influential local policy makers.

- March 24, 2010: Sheryl Lovelady, Director of Women’s Leadership Social Work Programs at the Carl Albert Congressional Research and Studies Center at the University of Oklahoma, “Famous First Women of Oklahoma”.

- October 5, 2011: Dr. Juanita Ortiz, Assistant Professor of Criminal Justice at the University of Illinois-Springfield, “Reciprocal Education: Key to Success in Children of Undocumented Immigrants”.


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 2011-2012
Please type your responses into the boxes provided.

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<th>Faculty/Staff Name</th>
<th>Rae Wilson</th>
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<tbody>
<tr>
<td>School/Department Name</td>
<td>Arts and Sciences/Social Work</td>
</tr>
<tr>
<td>Primary Campus Location (check one)</td>
<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.

**36th Annual National Institute on Social Work and Human Services in Rural Areas**
- July 14th-16th, 2011 Northwestern State University Natchitoches Louisiana

**Sessions attended**
- The State of Mental Health Services in rural East Texas, Stephen Cooper of Stephen F. Austin State University
- Betwixt and Between: child Welfare in South Dakota’s Rural and Reservation Territory, Deb Norris/Kathy LaPlante University of North Dakota
- HIV/AIDS and Women of Color in Rural Texas, Emmerentie Oliphant, Madhu Kasiram-University of KwaZulu-Natal, South Africa Special Health Resources for Texas, Inc., Phil Farmer/Nancy Young/ShàTerra Fairley/Pamela Shahin Sultana Independent Consultant, India
- A Study on the improvement of Service Delivery System in Korean Rural Communities, Tae Soo, Lee Kkotongnac Hyundo University of Social Welfare, Young Joon Hong Arkansas State University.
- Rural Access and Global Inclusion in Information and Communication Technology, Karen Harper-Dorton West Virginia University
- What Matters: Understanding and Honoring Youth’s Culture, Karen Rice/Heather Girvin Millersville University
- Songs of Struggle: Appalachian Culture as Understood through Traditional, Folk, and Social Justice songs and Lyrics, Sam Hickman West Virginia NASW.

**Oklahoma Geriatric Education Center “On the Road”-November 4, 2011**
Northwestern Oklahoma State University-Enid Campus

**Sessions attended**
- Misdiagnosis of Dementia: A Cautionary Tale - Germaine Odenheimer, MD
- Whatever Works: Recent Trends in Geropsychiatry – Kim Holland, MSN
APMHNP-BC
- Medication Management Considerations for the Older Patient - Mark Stratton, Pharm.D., BCPS, CGP, FASHP
- Caring for the Older Veteran: CBOC & Tele-Health – Kathleen Parker, PhD, APRN-CNP

National Association of Social Work-Oklahoma 36th Annual State Conference

Sessions Attended
- Using Bibliotherapy with Step Families – Max Price
- Significant Factors in Incarceration of Women in Oklahoma – Dr. Laura J. Pittman, Deputy Director OK DOC Division of Women Offenders
- Motivational Interviewing for Substance Abusing Clients – Cynthia Brown LMSW/LCDC

Navigating Differences: Pluralism in Education” OESA 2012 - March 31, 2012
Oklahoma State University Stillwater, OK

Sessions Attended
- “The Theater of Educational Possibility: Where Teachers Learn to Think Critically and Teach Creatively” – Dr. Eric Weiner
- “Decolonizing ‘Diversity’ and Multicultural Education: A Vision for Social Justice Schooling” - Dr. Paul Gorski

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.

Coordinated with Heritage Committee to provide ITV presentation of Hispanic Heritage Month Speaker, Dr. Juanita Ortiz' presentation “Reciprocal Education Key to Success in Children of Undocumented Immigrants” October 5, 2011. Dr. Ortiz also spoke with students in SOCW3214 Human Behavior and the Social Environment regarding “Family Structure Theory and Family Systems Theory: Case Example of My Own Family”.

Coordinated with Heritage Committee to provide ITV presentation of Native American Heritage Month Speaker, Minoma Littlehawk-Sills, November 9, 2011.

Every course in the social work curriculum incorporates this competency. Diversity practice behaviors are introduced in the early courses (Intro, HBSE, Diversity), reinforced in Policy and Research, and strongly emphasized in Practice and Field.
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

Please type your responses into the boxes provided.

<table>
<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>Bo Hannaford</th>
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<td>Education</td>
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<tr>
<td>Primary Campus Location (check one)</td>
<td>Alva x Enid Woodward</td>
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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, 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.

On April 19, 2012, I participated in Diversity training at NWOSU presented by faculty.

At 2012 AACTE Conference, I attended session pertaining to first generational Theme houses for low income, first generation 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.

I brought Native American educator in to discuss different ways of learning and different ways to handle issues with Native American students. I sent you picture and article on this during the first semester.
Faculty Diversity Documentation Guide
Academic Year 2011-2012
Please type your responses into the boxes provided.

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<tr>
<th>Faculty/Staff Name</th>
<th>Steven Wade Mackie</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.

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 issues are impacting education. The past year I spent time in Cambodia examining the impact of the Khmer Rouge on the Cambodian education system.

**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. 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.

**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 met 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.
Faculty Diversity Documentation Guide  
Academic Year 2011-2012  
Please type your responses into the boxes provided.

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<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>Christie Riley</th>
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<tr>
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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 diversity is very important for our students to experience and understand. All of my courses offer chapters in the course required textbooks which cover diversity. In my courses we address current events in education and often work with area teachers in a collaborative effort to provide the students with a practical experience in what diversity is in each classroom. I encourage my students to participate in the many guest speakers which present lectures on campus.

**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 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?

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.

In Social Studies methods we explore different cultures and ethnic backgrounds in lesson plans. We brain storm about different students we might meet and how different situations might be handled.

- Discussion of current events.
- I treat all students equally in my courses. My door is always open to everyone and I am willing to provide assistance to help students meet the objectives of the courses I teach.
- I promote respect for diversity by teaching the importance of respecting everyone.

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 treat all students equally in my courses. My door is always open to everyone and I am willing to provide assistance to help students meet the objectives of the courses I teach.
- I promote respect for diversity by teaching the importance of respecting everyone.

Feel free to use additional pages if necessary. Please submit these typed to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu
Faculty Diversity Documentation Guide
Academic Year 2011-2012
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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 syllabuses 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.
- Attended a Ruby Payne workshop on poverty

Feel free to use additional pages if necessary. Please submit these typed to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu
Faculty Diversity Documentation Guide
Academic Year 2011-2012
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<th>Faculty/Staff Name</th>
<th>Paul J. Mathis</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.

<table>
<thead>
<tr>
<th>Diversity is of great importance. People from a variety of backgrounds should be embraced by all. Everyone should be valued.</th>
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<tbody>
<tr>
<td>Taking an Introduction to Education field trip to an inner city urban area and having the CARE (Child Abuse Response Education) Team speak to my Behavior Intervention class are two clear examples that promote issues of diversity. In addition, diversity is overtly expressed in all of my classes, and I make every effort to lead by example.</td>
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**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.

| Every semester in my Introduction to Education class, we take a field trip to an inner city urban school district. At this particular school district, we observe environments that illustrate and promote ethnic diversity, racial diversity, gender diversity, religious diversity, socioeconomic diversity, and diversity in relation to exceptionalities to name a few. Furthermore, the CARE (Child Abuse Response Education) Team speaks to my Behavior Intervention class at least annually about child abuse reporting. In their presentation, they highlight the fact that child abuse affects a wide variety of diverse groups. |

**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 approach to exploring and understanding diversity in the classroom is to be proactive. I do not assume that diversity is promoted in other aspects of students’ lives—I simply focus upon diversity and integrate it into my classroom activities.

My syllabus reflects diversity by including a variety of activities that are targeted to a wide range of learners.

One of the primary methods that I employ to focus on diverse issues is cooperative learning. Having students work together with their classmates helps them see situations from a perspective other than their own.

I promote academic and personal success among students of diverse backgrounds by having clear, attainable goals and also by having high standards for all of my students. I also promote success by being a kind yet consistent person upon whom they can rely.

I promote respect for diversity by leading by example and by highlighting it in class. I promote it by not allowing it to fade into the background. It is important that I ensure that students do not see diversity as an obstacle. Diversity is a part of life.

**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?

Once again, leading by example, in my opinion, is the most effective way to promote diversity. Speaking up for those who are disenfranchised is a way that I encourage diversity. Not being afraid to tell others the value of diversity is something else that I do to promote diversity. The aforementioned statements also promote social justice.

Feel free to use additional pages if necessary. Please submit these typed written to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu
Faculty Diversity Documentation Guide
Academic Year 2011-2012

Please type your responses into the boxes provided.

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<tr>
<th>Faculty/Staff Name</th>
<th>Beverly Warden</th>
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<tr>
<td>School/Department Name</td>
<td>School of Professional Studies/Educ. Div.</td>
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<tr>
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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. Participated in the NWOSU Diversity Training workshop, “Communication Across Cultures”.

2. Participated in SOEA Outreach to Teach project, where teacher candidates and sponsors volunteer time and talents to refurbish an inner city school.

3. Attended various sessions relating to diversity at the April, 2012 American Association for Colleges of Teacher Education Conference, such as meeting needs of diverse students.

**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.

1. Sponsored SOEA members as they participated in Outreach to Teach project in a diverse school.

2. Held discussions regarding diverse students in education when pertinent to the course.

3. Related information learned at conferences to both undergraduate and graduate candidates.

**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. This past year my primary teaching responsibility was to prepare graduate and undergraduate candidates to teach reading. The following is a short outline of how this is implemented into various coursework.

**EDUC 2801 Educational Seminar**
Task: Discuss the various aspects of diversity to assist candidates in their knowledge base.

**EDUC 4413 Diagnosing & Correcting Reading Problems**
Task: Develop lessons for individual student based upon that student’s abilities and differences in learning. Participate in discussions of ways to address all learners.

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**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 responsivity 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. This year, I learned more about the Jewish faith from a colleague.
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012
Please type your responses into the boxes provided.

Faculty/Staff Name
Mr. Mark Sneary

School/Department Name
NWOSU/Agriculture Education

Primary Campus Location (check one)
Alva X Enid Woodward

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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.

The students in AGED 3203 have had the opportunity to work at several livestock shows, speech contests, and interscholastic contests and have had the opportunity to view not only gender and age, but also the socio-economic background of students participating. These students can certainly see the economic effect of students and the projects that they exhibit. Students are made aware of these things in the classroom before they attend these various activities.

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 AGED 3203 we spend several hours discussing how these potential Agricultural Educators will handle diversity in the program that they are placed. In today’s times for agriculture education socio-economic problems certainly limit activities that students can participate in. Livestock has become a very expensive project for students and for that reason we have seen the number of livestock projects decline in numbers across the state. The expense factor that is involved in traveling is also a huge factor for some students and as future educators these kinds of problems will limit what some students in their classroom will be able to attend.
Faculty and Staff Diversity Documentation Guide  
Academic Year 2011-2012

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<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>Mindi Clark</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.

**Professional Development** - Attended diversity workshop at American Association for Agricultural Education (AAAE) national meeting offered by Dr. James A. Banks. Banks is a distinguished and legendary professor; his information can be found at http://faculty.washington.edu/jbanks/ . The 2012 AAAE national meeting was themed around diversity, so it offered many activities associated with 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.

**Classroom Activities** – AGED 3103 Foundations and Philosophy of Agricultural Education incorporates diversity issues into the curriculum. The individual differences of learners are important for pre-service teachers to understand; therefore, diversity is an important topic covered in the class. Diversity, when defined in the class, covers a broad spectrum, including special needs, ethnicity, gender, and socio-economic status.

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 2011-2012
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<th>Faculty/Staff Name</th>
<th>Dean Scarbrough</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.

- Communicating Across Cultures Workshop
  - Led by Dr. Francisco Martinez & Dr. Cornelia Mihai
  - Discussed differences in communication styles between and among different cultures
- EPScOR Oklahoma State Conference on Biofuels
  - Interacted with international graduate students from Oklahoma State University during their presentation of biofuels research

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.

- Advertised and encouraged agriculture students to participate in Northwestern’s Study Abroad program that is coordinated by Patti Wilbur

- 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 cattle feeding operations and cultural farming practices used in Australia, 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:
  - Economically underprivileged students
  - Students from foreign countries (Nepal etc.)
  - Male and female students
  - Native American students

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

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 4-27-12)
Faculty and Staff Diversity Documentation Guide  
Academic Year 2011-2012  
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<table>
<thead>
<tr>
<th>Faculty/Staff Name</th>
<th>Dr. Carole A. McKenzie, RN, CNM</th>
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<tbody>
<tr>
<td>School/Department Name</td>
<td>Division of Nursing</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.

- Took all students and faculty to Annual Cultural Diversity Conference sponsored by OCU in September.
- Spoke and participated in Conferences for ONA in Norman, Sigma Theta Tau International in Dallas, Simulation conference in Tulsa, MBAA in Chicago and OK Deans and Directors in Tulsa
- Plan to attend cultural diversity training at NWOSU in April

**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 nursing courses have a thread of cultural competence and content is taught in each course. In the Research Utilization, Professional Issues and Role Transition courses that I teach there is a cultural competence component/module taught.
- Nursing Students also take a cultural competence pre-test in their first nursing course and a post test in their final semester.
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

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<table>
<thead>
<tr>
<th>Faculty/Staff Name</th>
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<tr>
<td>Cheryl K. Kent, RN, MS</td>
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<th>School/Department Name</th>
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<tr>
<td>NWOSU/ Division of Nursing</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.

Sigma Theta Tau International Honor Society of Nursing, 41st Biennial Convention:
"People and Knowledge: Connecting for Global Health
Culture Across the Curriculum with Dr. Josephina Campinha-Bacote

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.

Nursing is diversity. Cultural competence is a component of the conceptual framework for the Division of Nursing. Diversity is incorporated into every course that is taught. There are specific lectures on "culture", but the concept is incorporated into every aspect of the nursing curriculum.

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 2011-2012
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<th>Faculty/Staff Name</th>
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<tr>
<td>Leslie Collins</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.

**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.

- 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.
Faculty and Staff Diversity Documentation Guide  
Academic Year 2011-2012  
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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.

- Attended the Culture/Diversity Conference sponsored by OCU in OKC.
- Took a course in my doctoral program Creating a Culture of Learning

**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.

- With the Woodward and Alva students we provided teaching about proper hand-washing and hand-sanitization at the Spring K101 Farm Show to a variety of people.
- Woodward seniors had a small health fair in the commons at Woodward providing blood pressures, BMI, Bio-touch, and health teaching about nutrition.
- Discuss with students at each clinical the culture of their patients and how that impacted their healthcare.
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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 presented at an ATI Workshop about Student Success in Nursing. We have initiated an ATI policy for students which have evolved over the last few years because of the very diverse generation of students we are teaching in our program. I continue to update myself as I teach my courses on the diverse populations I teach about through journal readings and 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.

We thread throughout our program diversity in many ways as we teach our students how to provide quality care for clients from birth to death. I teach pediatrics to the juniors along with Holistic Care. Every chapter within the texts points out how to care for diverse populations depending on the condition/system we are learning. We are very fortunate also to have the students attend Children’s Hospital of OK for their pediatric clinical rotation. The diverse population at this facility is phenomenal and they are able to put into practice what they learn in the classroom setting.

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Faculty and Staff Diversity Documentation Guide
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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 a Learning and Brain Conference with a component focusing on approaches to learning, the brain, and education in ethnic groups.

I also read Hinshaw’s book The Triple Bind which deals with the impact of the unique expectations teenage girls must face as they develop.

As Practicum Supervisor for the master of Counseling Psychology program, we have placed our graduate students in a wide variety of settings that expose them to multiple social and cultural groups in counseling settings including children, older adults, prison populations and 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.

In General Psychology we cover chapter portions relating to ethnic and cultural issues related to psychological and social development, gender and sexuality, and diversity in aging, gender, and ethnicity. We also examine the nature of prejudice and the development of stereotype attitudes as a part of social psychology. The Psychology Department continually seeks to maintain diversity in our faculty which includes an African American Ph.D. who teaches a number of our courses including
Multicultural Counseling. Student in one class toured a drug offender work-camp/corrections facility where they were able to interview trainees. Students in Marriage Family cover units on Gender, Sexuality, and cultural differences and similarities between families and how that impacts family form and function.

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Faculty Diversity Documentation Guide
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<th>Faculty/Staff Name</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 provide my students with opportunities to engage in civic activities that include diversity. I allow them to develop their own activities so that they can identify with the material. For instance, they participate in Service Learning using my service dogs. They provide animal-assisted therapy for residents in elder care facilities and for patients in substance abuse counseling. They have also attended sessions at the jail in Enid using the service dogs.

In Social Psychology classes, the students choose a topic of interest and then they observe the behavior in action in the community. The projects have included racial, gender, and cultural differences in various behaviors.

**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 include group projects in all of my classes. I group students of various cultures, ages, and genders so that they are representative of the population. By doing this the students are exposed to students from diverse populations which then expands their learning experience.
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 very interaction and open. I hold lectures, group discussions, and individual presentations. I stress the importance of listening to all sides of the material. This allows students to grasp all sides of the issue from differing perspectives.

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?

During all of my academic pursuits I promote inclusion. If I notice a student not participating I will provide opportunities for him/her to be heard. I stress the value of all opinions in our discussions. I also am very adamant that students need to hear and respect all points of view regardless of their own view.

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Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

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**Category 1**
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None this year

**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.

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Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

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I presented with Kristan Bell, a Woodward student, at the Oklahoma Counseling Association conference March 3, 2012 on Hardiness. Hardiness is a concept most recently applied to “senior citizens” as age brings changes to one’s life. The diversity component was working with older people, age.

I attended the Mid-winter Oklahoma Rehabilitation Conference in Ada, OK on April 6, 2012. People with physical, emotional, and intellectual disabilities were discussed. The diversity components were people with various disabilities.

**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.

Discussed in fall 2011 and spring 2012 Psyc of Learning and Theories of Psyc Testing the biases that remain in assessments pertaining to race, age, and gender. (Undergraduate)

Discussed in Counseling Strategies and Techniques and Counseling Supervision Experience (graduate classes) the subtle differences in counseling those different than the counselor-historical hostility and historical trauma concepts from African Americans and Native Americans was also discussed.

Discussed in Ethics 2011 (graduate level) the changes purposed for the DSM V coming up in 2013 or 2015, the AMA and APA keep pushing back the publication date due to ongoing research particularly with pervasive developmental disorders such as autism.
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

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<th>Faculty/Staff Name</th>
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Category 1
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Conference covering international business with the following breakout sessions:
- Breakout session I addressing age, gender, employment discrimination, cultural diversity issues relative to employment practices
- Breakout session II addressing the organizational benefits associated with a more diverse workforce and discussions on the recruiting of culturally diverse employees
- Breakout session III addressing stereotypes including sex-role, race and disability.

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 Cross-Cultural Management, in addition to the book work, I have the students’ bring in and report on current international events that pertain to each chapter. Also, I have the students’ research and develop a Training Manual on an international city. They are to develop the manual to be used as a training manual by someone that is expanding their business into that location or by an employee that is being given a foreign assignment transfer to that location. On an average these manuals end up being between 30 and 60 pages and it includes information on the international cities’ economy, products, language, art, politics, transportation, currency, employment, weather, technology, etc.

In HRM, in addition to the book work, I have students’ research a local business of their choice that has expanded internationally. They are to develop a research project around the challenges faced by an HRM department dealing with international challenges.

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Category 2
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Intermediate Accounting, ACCT 3103 & ACCT 3113 I discuss the International Financial Reporting Standards. Part of the discussion is the reasons for the differences between U.S. GAAP (our accounting standards) and the IFRS.

International Accounting, ACCT 4303 goes into depth on doing business in other countries. Discusses how to working within individual cultures.

This course is offered every other year. Last offered in Fall of 2010 and is scheduled for Fall 2012.
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012
Please type your responses into the boxes provided.

Faculty/Staff Name
Dana Roark

School/Department Name
School of Professional Studies/Division of Business

Primary Campus Location (check one)
Alva   X   Enid   Woodward

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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 taking classes towards my doctorate degree and writing paper that include research about educational practices and online courses in foreign counties. These studies deal with students of different cultures, ethnicity, gender and age.

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 my tax courses we have included discussions on immigration laws and the changing requirements to foreign students entering the US. Students in my classes question the insight into foreign country’s businesses and ways of taxation. Taxpayers may have foreign tax credits taken from stocks and preparers need to know how to report this income. Also this year I taught a section on Multinational Tax. Transactions for taxpayers and business have a larger global status, and this chapter presents to the students both the outbound and inbound effects of transactions and who and how taxpayers are effects.

In the Division of Business we now have an instructor from China and several foreign exchange students. We can benefit from their diversity and promote their practices in groups like Phi Beta Lambda during monthly meetings.

With the business world going more global, everyone needs to be open to diversity in the
community and workforce. In class with students I discuss diversity in the workforce and ethical situations. Once students graduate they will be required to work with a mixture of people from different race, gender, age, marital status, religious beliefs and culture.

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<th>Andrew Brown</th>
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**Category 1**
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My staff and I recruit in a lot of different areas with all different races, religions, and socio-economic back grounds.

**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 Therapeutic Recreation we talk a lot about ethnicity, gender, sex, and socio- economic status when it comes to health care and the types of things people are and are not vulnerable to.
Faculty and Staff Diversity Documentation Guide
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N/A

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 part of our application for transition to NCAA membership, I have been part of a Gender Equity Committee for Athletics.
Faculty and Staff Diversity Documentation Guide
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<th>Faculty/Staff Name</th>
<th>Wendy McManus</th>
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NCAA Regional Rules Seminar, NCAA National 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.

Student-Athlete Orientation, Monthly student-athlete rules education meetings, individual student-athlete meetings

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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.

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.

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.

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Category 1
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Diversity Training Workshop
Communications Across Cultures

Presenters Dr. Frank Martinez and Dr. Cornelia Hihai

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 Health and Sports Science Department implements cultural diversity training in the form of instruction in many of our courses. 2303 Wellness Concepts, addresses the many health disparities among different ethic groups, as well as different socioeconomic groups. Gender differences in cardiovascular and weight training are discuss in 1462 Concepts of Aerobics, 3693 Physiology of Exercise. Many different cultural dances are taught in 2621 Techniques of Teaching Rhythms and Aquatics. Diversity is the key concept taught in 3112 Adapted Physical Education, teaching student how to meet the needs of students with different backgrounds and or special needs.
NWOSU Diversity Report 2011-2012
Staff Documentation
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

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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.

The Office of Recruitment held a Native American Recruitment Day. We partnered with a Native American Student Organization from Ponca City High School. The high school provided transportation to get their students to campus where we gave tours, presented information about admissions and scholarships, and hosted a faculty round table discussion. In addition to the information provided we were also able to offer each attending student a $400 scholarship and an opportunity to apply for admission. The application fees were paid by a private donor.

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 2011-2012
Please type your responses into the boxes provided.

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<tr>
<th>Faculty/Staff Name</th>
<th>Julie Barraza</th>
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<tr>
<td>School/Department Name</td>
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<tr>
<td>International Student Advisor/ Student Services</td>
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Category 1
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I was able to hear Dr. Juanita Ortiz speak at the Hispanic Heritage Month Event. Dr. Ortiz is an Assistant Professor of Criminal Justice at the University of Illinois-Springfield. She was the child of an undocumented Mexican immigrant, and she was able to use education as their her path out of poverty.

I am also the Pan-Hellenic Advisor on the 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 Pan-Hellenic committee, we plan Rush for 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.

In the Fall, I taught two Ranger Connection classes. I had a variety of students from not only the U.S. but abroad. I had the students do a project called “Me in a Box.” Each student brought 5-7 items that represented who they were. The students in the class were able to get to know one another and how even though they were each raised differently they all had many similarities. I feel that this project helped to bond each class and understand any differences that they might have had with one another.

During the Fall semester, I took approximately 20 students to the University of Central Oklahoma campus. Nepali students were able to participate in a festival with other students from their country. This event connected our students with Nepali students that are attending other universities.
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. Dr. Juanita Ortiz was the speaker for the month. She discussed the topic of “Reciprocal Education Key to Success in Children of Undocumented Immigrants.”

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. For Black History Month, Bruce Fisher came and spoke again this year. He always has new and interesting topics. This year his topic was “Tracing Our Roots: Oklahoma’s Historically Black Towns Tour.” For Women’s History Month, Rita Aragon, Major General was the speaker. She is Oklahoma’s Secretary of Military and Veteran’s Affairs. Her lecture was on the History of Women in the Military.

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 Jamaica. 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 38 international students representing 13 different countries. The countries include: Brazil, Bulgaria, Canada, China, France, Guinea-Bissau, India, Jamaica, Japan, Kenya, Nepal, Nigeria, and South Korea. 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.
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

Please type your responses into the boxes provided.

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<th>Faculty/Staff Name: Kaylyn Hansen</th>
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<tr>
<td>School/Department Name: Northwestern Oklahoma State University/Student Life and Counseling</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.

| 2nd Annual Campus Wellness Symposium Alcohol Use Among 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.

| Freshman Orientation/Transfer Orientation |
| Dorm Orientation |
| Victim’s Impact Panel |
| Sexual Assault Seminar |
| Homecoming Week Activities |
| Red Riot Week Activities |
| Spirit Week 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 2011-2012

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<th>Faculty/Staff Name</th>
<th>Steve Valencia</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.

The University Relations staff attended the Council for the Advancement and Support of Education (CASE) conference in March. Many of the sessions dealt with increasing diversity in the advancement profession. One of the presenters was Geoffrey Canada, founder of the Harlem Academy.

**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.

University Relations staff consistently reviews its publications and advertising in an effort to ensure appropriate representation among all groups.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldcker@nwosu.edu
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

Please type your responses into the boxes provided.

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<td>Sheri Bushman, Fawn Kingcade, Annette Schwerdtfeger, and Janet Cook</td>
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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.

The Bursar’s office welcomes international students to personally discuss their billing accounts. We endeavor to make each of them feel at ease in our office while attempting to make sure they comprehend their financial responsibilities.

Braille signs are placed at the entrance to each of our offices to aid sight-impaired students.

Feel free to use additional pages if necessary. Please submit these typed to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@uwosu.edu
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012
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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 financial aid conferences where diversity issues are discussed as it pertains to student financial aid. I will usually attend the national and state conferences.**

**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.

- We supply students with FAFSA’s in Spanish, if requested.
- The federal web sites we direct students to for completion of required information provide students with a Spanish version. We emphasize this as a financial aid office when we visit with classes on campus and to high school students and families around the area.
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

Please type your responses into the boxes provided.

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<th>Faculty/Staff Name</th>
<th>Leah Haines</th>
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<td>School/Department Name</td>
<td>Office of Assessment &amp; Institutional Effectiveness</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.

- Higher Learning Commission Annual Meeting
- Poetry Reading – Sponsored by NWOSU English Department
- Northwest Oklahoma Leadership – Class II
- Northwest Bank-It – Board Member

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.

- Assessment Day – workshops for students and faculty
- Division of Education NCATE retreat and diversity workshop
- I mentor NWOSU premedical students, promoting rural and underserved students for admission to medical school and other health professions
- I have mentored NWOSU international students

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kidecker@nwosu.edu
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

Please type your responses into the boxes provided.

Faculty/Staff Name  Curtis W. Cook

School/Department Name  Sponsored Programs

Primary Campus Location (check one)
Alva  X  Enid  Woodward

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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.

- Worked with the student organization CORE that focuses on the environment, including serving at the Big Event collecting old electronics for recycling.

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.

- Conducted research for the Upward Bound grant which included socio-economically vulnerable groups (i.e. low-income students).
- Worked on search committee to hire staff for the Title III grant which focuses on low ACT students.
- NWOSU has a Violence Prevention grant managed by Sandra Earnst that focuses on preventing violence against women.

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 2011-2012

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- Oct. 5, 2011 – Attended talk by Juanita Ortiz: “Reciprocal Education Key to Success in Children of Undocumented Immigrants”
- April 20, 2012 – Attended diversity training session with Dr. Francisco Martinez & Dr. Cornelia Mihai, which covered (1) communication between people of different cultures and (2) cultural intelligence.

**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.
Academic Year 2011-12

- The Academic Success Center display case featured international students at NWOSU in November, with flags, pictures, and items from countries represented by our students. (See picture below)
- Language Testing – The foreign language requirement was modified to include CLEP testing in German and French and also an oral proficiency exam in a number of the world’s languages through Language Testing International. This exam is designed to allow international students to satisfy the foreign language requirement through testing in the language of their home country. The new requirement went into effect in the 2011-12 academic year. I have proctored oral exams in Amharic, Portuguese, Japanese, Gujarati, and Swahili.

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 2011-2012**

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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.

- 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. Scholarships were given students met with faculty and staff.
- Staff of student services were encouraged and went to all diversity workshops held on campus and off campus if they were wanting 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.
- The Student Services office assisted in the planning of Native American Heritage Month, Women’s History Month, and Black History Month. Dr. Bruce Fisher come and speak to all four campuses, and coordinated Hispanic Heritage Month.
- Native American Heritage Month- Library display, Shape Shifters which was very good and informative. We had Minoma Littlehawk-Sills, 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 ITV broadcast from our campus in Enid, OK. Oklahoma Secretary of Military and Veteran’s Affairs Rita
Aragon, Major General from rural Oklahoma spoke to our students on a wide variety of topics including how they can increase their leadership roles as women in society today.

Black History Month- Library displays including Tuskegee airman and early American pilots was displayed 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.

Hispanic Heritage Month- Library Display included Legends, stories and Myths and Latin Lunch, Piñata breaking working close with Halo and the Jaunita Ortiz from the University of Illinois- Springfield, and came and did a presentation for all 4 of our campuses on women’s changing roles in society.

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 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.

Resident Hall staff was involved in a graining 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 continually worked on increasing opportunities and bettering the campus for our students including new doors in our resident hall which are more accessible for students. 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) 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.

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, Speed Dating at Valentine’s day, 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 2011-2012
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 Languages, and Humanities</td>
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**Category 1**
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Delivered conference paper on Appalachian writer Thomas Wolfe at the annual Thomas Wolfe Society meeting in Savannah, GA, in May.

Delivered conference paper on New England poet Archibald MacLeish’s western writings at the annual Western Literature Association meeting in Missoula, MT, in October.

**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.

Discussed the development of women’s colleges and historically black colleges in the United States in EDUC 5903/Higher Education Philosophy and Practice (Spring 2012).

Studied poetry by African-American, Asian-American, and Native-American poets in ENGL 4203/Contemporary Poetry (Summer 2011).

Studied poetry by homosexual poets in EDUC 4203/Contemporary Poetry.
2010 Graduate Enrollment Information

Total Graduates - 123

Full Time Students - 35
Part Time Students - 88

Gender

Men - 42
Women - 81

Race

Non-resident aliens - 1
Hispanic - 3
American Indian/Native - 5
Asian - 0
Black/African-American - 7
Native Hawaiian/Other Pacific Islander - 0
White - 106
Two or more races - 0
Race Unknown - 1

Total MCP Graduate Students

Total - 55
Men - 14
Women - 41

Total MEd Graduate Students

Total - 53
Men - 22
Women - 31

*Total number of students is higher than the students in the programs. This is due to non-degree seeking students. We have several that are just taking courses or just seeking certification.
NWOSU Office of Graduate Studies
Graduate Recruitment Plan, 2011

GRADUATE RECRUITMENT EFFORTS

a. Information Packets
   i. Mailed 178 Graduate Catalogs to area public schools, 8/2010
   ii. NWOSU-Alva Career Fair, 10/10
   iii. NWOSU-Enid Career Fair, 11/10

b. Cohort Information Meetings
   i. Texas County Coalition: Met with representatives from the Texas County Coalition concerning the MCP Program via ITV, 7/10
   ii. OPSU (traveled to Guymon to meet with fifteen prospective students interested in Educational Leadership, Guidance and Counseling, Master of Counseling Psychology), 10/27/10
   iii. Office Hours: Maintain office hours in Enid and Woodward on Thursdays to meet with potential graduate students

c. Publicity
   i. Campus Newspaper: Contacted reporter from NWOSU's campus newspaper who wrote two articles on the benefits of Oklahoma Research Day and graduate study

d. Phone calls, email and walk-ins
   i. Sabrina contacts those who have expressed interest via email or phone calls

e. Spring Plans
   i. Email: send emails to teachers at area public schools and to NWOSU's undergraduate students to promote the university's graduate programs
   ii. School Visits: Visit area public schools with faculty who have expressed the most interest in graduate study
   iii. OPSU: Hold another informational meeting for interested persons on April 14th, 2011.
   v. Publicity: Continue with publicity in campus and area newspapers. Hung posters about programs on Alva, Enid, and Woodward campuses.
   vii. Graduate Recruitment Committee: Follow through with the establishment of a Graduate Recruitment Committee that will develop a recruitment plan for Graduate Studies (working with graduate faculty, program chairs, and the recruitment office).
   viii. Post Graduate Studies events and notices posted on Facebook.
   ix. Update website to have all forms and program information available on-line.
   x. Created new graduate degree program in American Studies
   xi. Visited faculty at schools in Alva, Enid, and Woodward.

SCHOOL VISITS

May 2, 2011: Visited with Graduating Student Teachers, NWOSU (Alva)
Horace Mann Elementary (Woodward)
Highland Park Elementary (Woodward)
Early Childhood Center (Woodward)
Cedar Heights elementary (Woodward)

May 9, 2011: Hayes Elementary, Enid
May 10, 2011: Hoover Elementary, Enid
May 11, 2011: Longfellow Elementary, Alva
May 12, 2011: Cherokee High School, Cherokee
May 16, 2011: Dear Creek Lamont High School, Lamont
May 18, 2011: Emerson Middle School, Enid

SUGGESTED PROBLEMS AND SOLUTIONS:
More summer classes should be offered
Announce the 6 year time limit prominently to let teachers know the urgency of completing M.Ed. degrees in a timely fashion.
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

Please type your responses into the boxes provided.

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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.

- Participated in diversity by being member of Heritage committee which organized several speakers throughout the year. Hosted and received these speakers on campus via ITV.

**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 typically cover aspects of diversity in my human lifespan class. Topics include gender, ethnicity and cultural considerations in normal human development.
Faculty Diversity Documentation Guide
Academic Year 2011-2012
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<th>Faculty/Staff Name</th>
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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 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)
- *Living History* reenactment presentation – Walter Eskridge, Oklahoma Historical Society
- Lecture – “Abraham Lincoln: Civil War President”
- Constitution Day table display
- Veteran’s Day table display
- NWOSU Concert by the University Singers and Chorale – performing “A Fall Choral Concert,” a diverse program of works ranging from the Renaissance madrigals to modern jazz
- Sexual Assault Awareness month clothesline display
- Domestic Violence Awareness month display
- Stalking Awareness month display
- The BIG Event sponsored by CORE, a day of giving back to the community
- Multiple Small Business Tax Workshops sponsored by Oklahoma Small Business Development Center
- OBI Blood Drive, Fall – Sept. 13 & 14, Spring – Feb. 29 & March 1st
- 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 “Ranger Round Ball Classic” where the NWOSU basketball team traveled to Woodward
- Hosted “Keep Oklahoma Beautiful” Workshop for area communities
- Lecture—“A Star Party” by Patrice Fey, a science educator for the Three Rivers Foundation for Arts and Sciences

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 relief efforts
- Woodward Chamber of Commerce monthly meetings
- Ladies’ Self-Defense Course sponsored by Social Workers Association of Tomorrow

**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:
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, History 4480 – Oklahoma Northwest, History 4480 – Oklahoma Character, 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 Diversity Documentation Guide
Academic Year 2011-2012

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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.

The population on the Northwestern Enid campus is made up of a very diverse group of students. Every student services activity is geared to fit our wide range of students. Our population widely consists of women, at one point we had a three to one ratio of women to men. As far as age is concerned, our students range from those in their early twenties to students who have reached the age of retirement. I believe it is important to provide unity on campus by coming up with activities that make all of the students feel welcome. We provide several events throughout the year for our diverse population that also includes their families. The events include a welcome back cookout in the fall, a fall festival, Thanksgiving feast, welcome back soup in January and annual graduation recognition and awards in both the fall and spring semesters.

Outside of events, we try to stay aware of the campus needs as a whole, for instance we have a large group that requires extra attention in learning to use current technology. We host a transfer orientation every August to invite all students to become familiar with our campus and options available to our students. Our IT department and library staff are very patient walking through step by step to assist students in utilizing our state of the art equipment and programs. Also, all of my interaction with students is done with the understanding that a wide variety of cultures and personalities are represented and the approach to each student is adjusted according to the individual needs of that student all the while maintaining the guidelines of the university.

**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.

One of the most popular activities geared toward our diverse groups are the speakers brought in throughout the year courtesy of our Heritage Committee. This past year we played host for speakers for Hispanic Heritage Month, Native American Heritage Month, Black History Month and Women’s History Month. The speakers address their respective topics and speak about events regarding the rich heritage of each group.

Students who have special talents or skills relevant to their culture are often encouraged or invited to showcase and share those skills or talents with the rest of the student population. For example one of our students was taught basket weaving by one of her ancestors and not only displayed her work on campus, but also gave a seminar on the art of basket weaving that was open not only to the students, but the public as well.
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?

While I am not a classroom instructor, I support our academic diversity by serving as a resource and sometimes a liaison between our students and their instructors, helping to promote communication and support to any student struggling with understanding. Student Services is a natural place for students to come when they feel they are not communicating with instructors or other staff. I personally do my best to assist in the understanding and reinforce the relationship. Often times encouraging the student to speak to the instructor directly or acting as the mediator in some cases. I also am the liaison for our office of Americans with Disabilities Act.

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 the Americans with Disabilities Act liaison for the Northwestern Enid campus, a good portion of my time is spent as an advocate for students with documented disabilities as well as students who are experiencing temporary issues that may interfere with their learning. I communicate directly with the student and outline the need and the specific accommodations desired and then work with instructors to create the best possible strategy for each student. I also serve as an advocate for any students who come forward with issues or concerns and often times a situation is resolved by communication. I feel very fortunate to say that I receive very little negative feedback and that overall students on the Enid campus feel the instructors and staff have their best interest at heart.

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 2011-2012

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<th>Susan Jeffries</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.

1) Attended local High School Art Exhibit—Feb. 13, 2012
2) Attended the Oklahoma Library Association Conference—March 28 & 29, 2012; sessions on nonfiction of diverse authors, keynote speaker,
3) Attended local Art Exhibit—April 10, 2012

**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) Attended Poetry Readings by several authors-January 12, 2012
2) Attended Book Discussion Forum-January 18, 2012
3) Attended Ranger Research Day presentation on 2 European musicians-April 6, 2012
4) Attended Festival of Cultures-April 10, 2012
5) Attended NW Art Show-April 16, 2012
6) Attended Diversity Training on Communications Across Cultures-April 19, 2012
Faculty and Staff Diversity Documentation Guide
Academic Year 2011-2012

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**Category 2**
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**Displays –**
- Summer in Paris
- Ramadan (August 2011)
- Classical Music Appreciation Month (September 2011)
- The Founding of Scotland Yard (September 2011)
- Hispanic Heritage Month (mid September – mid October 2011)
- Jewish Book Month (November 2011)
- The Khyber Pass (November 2011)
- Native American Heritage Month (November 2011)
- Extreme Holidays (November 2011)
- National Polka Month (January 2012)
- Black History Month (February 2012)
- Women’s History Month (March 2012 – displayed at Enid campus)
- National Poetry Month (April 2012 – displayed at Enid campus)
Ramadan
August 2011
September 2011

The Metropolitan Police Service of London was created on September 29, 1829, when Sir Robert (Bobby) Peel introduced the Police Act.
NWOSU Diversity Report 2011-2012
Student Life
Schaefer to speak at Presidential Lecture series on Herbert Hoover

By ASHLEY STRACK
Staff Reporter

The 2012 Annual Presidential Lecture Series: featuring Herbert Hoover will be hosted by the Graceful Arts Center on April 2 at 7:00 p.m.

This year's presidential lecture topic will be the “Herbert Hoover: President and Humanitarian.” The guest speaker will be Mr. Matt Schaefer of the Hoover Presidential Library, who will discuss the life and humanitarian efforts in the early 1920s.

“He was a remembered man in the Great Depression, but a decent man who engaged in humanitarian efforts,” said Dr. Aaron Mason.

This annual event was funded by Northwestern’s institute for citizen studies, as well as being continued by the Political Science department. The lecture will be open free to the public. For more information, Mason is available at 580-327-8522 or mason@nwosu.edu.

International students to host cultural festival

International food, culture, displays and performances will be available for enjoyment at Northwestern on Tuesday, April 10, at 7 p.m. in the Student Center Ballroom during the annual Festival of Cultures.

This event brings Northwestern international students, employees and community members together to share food and information about the students' home countries.

Tickets to the event are $6 for adults and $3 for students (with a student ID) and children under 12. The public is encouraged to attend and learn about different cultures that have come together at Northwestern. Tickets may be purchased at the door.

Countries represented include Nepal, China, Bulgaria, India, Brazil, Japan, France and more.

The event is sponsored by the International Student Association and the Spanish Club.

Contact Julie Barraza, international student adviser, at jabarraza@nwosu.edu or (580) 327-8435 for information or tickets.
Festival of Cultures showcases thirteen countries

By CODY RADER
Staff Reporter

The International Student Organization (ISO) hosted their annual Festival of Cultures Tuesday night in the Ranger Room. Thirty-eight international students from 13 countries showcased their talents and cuisine to a supportive crowd.

International Student Adviser Julie Barraza said there was a better turnout than last year.

"I think more people attended this year, maybe because of all of the performances," Barraza said.

Barraza said the ISO offers Northwestern’s students a window to the rest of the world; they get to see that there is more out there than just Oklahoma.

The evening started with a buffet of foreign cuisine that many guests had never heard of. After everybody had sampled the array of foods, several of the students sang, danced or read poetry that involved their native countries.

Anjeela Shrestha ISO president and Prashant Upadhyay from Nepal performed several dances. "I like watching my students perform, I especially loved watching Prashant dance," Barraza said.

Shrestha and Upadhyay both said they enjoyed the involvement from the students and the attendance from the audience.

"I liked seeing all of the people here, and I appreciate the compliments," Upadhyay said.

Photos by Kylea Copeland

Several different students performed variations of their cultural dances and songs.
Oklahoma City, Secretary of Military, Veteran Affairs

Speaks during Women's History Month

By Renee Caddell
Athletes participate in The Big Event

Cultural Festival
Students to host International Food
Social Work students attend Legislative Day at state Capitol for learning experience
General Aggun looks to the American Heart Association and will be featured on the university's website. Aggun said she believes such as the role for women in politics and the participation in politics. The Year of Aggun also remains the Year of Aggun. She says in an excellent speaker to our students and women as we continue to grow. After in person, the year of Aggun is to learn and how to find the right path to learn. The event was organized and supported by the College of Women and gender studies. She was Okanagan's Secretary of Women and the first female Okefijama. "I hope they learn and have a good time," Aggun said. The event will be a special appearance as a speaker at a women's conference and she feels confident she can share her thoughts on real women. "I hope they learn and have a good time," Aggun said. The event will be an opportunity to talk to people. Aggun said she believes the contributions of women and accomplishments of women in the story of women's history month is a time dedicated to honoring women's history. The Annual Theme for 2012 is "Women in the New era and women's rights."

By RENEE GOLDSMITH
Course examines human-animal interaction

Ends offers new psychology class
Tomorrow the Poetry Reading will make its third return for the spring semester at 6:30 in the Graceful Arts Gallery in Alva.

Dr. Shawn Holiday, associate dean of graduate studies; Kathleen O’Halloran, instructor of political science, sociology and geography; and Della Miller, social work senior, will be reading some of their original works. After the three readers are finished, the mic will be open to the public to read some of their own works.

“The Poetry Readings have had a steady group of reoccurring readers and audience members,” said Dr. Amy Hall, assistant professor of English.

The last Poetry Reading for this school year will be April 12 at 6:30 p.m. in the Alva Public Library. Dr. Belinda Brunner, visiting writer from Oklahoma State University, will give a reading. An open mic session will follow afterwards.

“We’ve had a nice mix of students, faculty, staff and community members coming to hear the readings, as well as to read some of their own writings,” Hall said.

The Poetry Readings are currently looking for more readers for next semester. They will follow the same once-a-month schedule as this semester. Any member of the public who would like to share an original short story, poem or entertaining non-fiction is invited to sign up, according to Hall.

More information about becoming a scheduled writer for next semester is available from Dr. Amy Hall at (580) 327-8428 or amhall@nwosu.edu.

Guilherme named Co-Defensive Player of the Year

Thiago Guilherme has been playing solid defense all year long for Andrew Brown’s squad and it shows as the Brazilian native was named Co-Defensive Player of the Year in the Sooner Athletic Conference.

Guilherme consistently locked down teams’ best offensive players and had a team-high 41 steals for the Rangers.

His consistent effort did not go unnoticed from head coach Andrew Brown.

“Thiago is one of the guys on our team that brings it each day,” Brown said. “Practice, games, everything. He is very deserving of this honor.”
Playing 'Mind Games'

Television quiz bowl shows off Northwestern's academics

By ETHAN WHARTON Editor

The final word in the question was just read, you have three seconds to come up with an answer. This sounds like a tough thing to do but for five Northwestern students, they did just that in the first Mind Games competition Northwestern has competed in.

Mind Games is a higher level of academic quiz bowl, open to all universities in Oklahoma. The questions asked in the competition have a wide variety including, history, humanities, literature, science, mathematics, and current events. The competitors are awarded scholarship money provided by the Chickasaw Nation. The Chickasaw nation is giving away $200,000 in scholarship funding in Mind Games.

Kathleen O'Halloran, instructor of political science, sociology, and geography, is the coach for the students that compete in the statewide Mind Games.

"From Lady Gaga to figuring out velocity, students need to have knowledge in just about anything," O'Halloran said.

The first competition was televised by KSBI on Wednesday Feb. 15 but was filmed a week earlier so the students competing, Isaac Broce, senior, Lukas Dollachide, junior, Lakpa Lama, freshman, Nathan Sacket, sophomore, and Prashant Upadhyay freshman had to keep the results of the match quiet.

Northwestern competed against Northeastern A&M College and dominated. The final score was 230-60 Northwestern being the victor.

"This was a great win, but it's only one and we have more competitions so we don't want to get too high and mighty," O'Halloran said.

The next competition is March 6, and will be the semifinals, round one. The team who will compete against Northwestern in that round was not announced before press time.

This is the first time Northwestern has really competed in academics, but O'Halloran said there are a lot of different venues that Northwestern can compete in statewide and even nationally. She said she hopes this is just a start that will strengthen academic competitions here on campus.

"On our team right now, we have strengths in several different areas, but I wouldn't mind building on this. We could even have more than one team competing in different competitions," O'Halloran said.

The setup of the competition is quite simple. Each question is worth a minimum of 20 points. A question answered in the time frame of the "Depth of Knowledge" is worth 30 points. The "Depth of Knowledge" is the section of the question usually the first phrase or before the question is fully read a student can answer and if the answer is correct within that time frame the student is considered as having a great depth of knowledge in that question and is awarded 30 points.

After every correct answer the moderator gives a bonus question to the person. These questions are worth 10 points, and the teams are able to deliberate for five seconds for an answer.

The rounds are seven and half minutes or 12 questions long, whichever one comes first according to O'Halloran. O'Halloran also said between rounds there is a question that students can answer for a $250 bonus. This question is sponsored by the Oklahoma Energy Resources Board.

The 230-60 win didn't come cheap, though. The five students have been practicing three to four days a week since the semester started, for an hour each day.

O'Halloran said each student also practices on his or her own time and some meet with individual teachers for help in their fields.

"Any students interested in Mind Games or academic competitions can fill out some paperwork and practice and then decide if they want to be part of it," O'Halloran said.

O'Halloran's office is in the Education Center in EC107.

"Students who have been involved have really worked and really excel in their fields of study. For me personally, it is uplifting and inspiring to see students work and be so passionate about academics," O'Halloran said.
The Alive community becoming more art driven in the downtown

Art revival in the middle of America

By KRUSTY BISON

Art fest...
Now Community of View, Okla.

In the battle of ideas, Oklahomas are leading the charge. Our community is known for its innovation, creativity, and hard work. We are a place where ideas are valued and turned into reality.

Our community is home to numerous successful startups and businesses. From technology to agriculture, we have a diverse range of industries thriving here.

But this isn't just a story of economic growth. Oklahomas are passionate about making a positive impact on the world. We are committed to sustainability and are constantly looking for ways to reduce our carbon footprint.

Our community is also known for its strong sense of community. We support local businesses and are proud to see our neighbors succeed.

So, if you're looking for a place where you can turn your vision into reality, Oklahomas is the place to be. Contact us today to learn more about all that we have to offer.

Contact Us

Phone: 1-800-OKLAHOMA
Email: info@oklahomacity.com
Website: oklahomacity.com
Students get creative with Valentine's Day cards

Students participate in creating cards for Valentine's Day:

By Danin Jin

Valentines for Veterans was held this year on the second to last Friday of the month. The event was co-hosted by the Northwestern Art Society and the NUGamers, a student organization.

Valentines for Veterans was created five years ago by the NUGamers as a way to give back to the community. The event was held on the second to last Friday of the month to allow for the maximum number of participants.

The event was open to all members of the NUGamers and the Northwestern Art Society. Participants were encouraged to bring their own materials, such as markers, stickers, and other crafting supplies.

Over 100 cards were made at the event, and donations were collected to support the NUGamers and the Northwestern Art Society.

The event was a great success, with everyone enjoying the creative process and the chance to give back to the community.
Northwestern observes Black History Month
Fischer returns as speaker for Feb. 20 event

BY MARCUS SMITH
Staff Reporter

Black History Month speaker, Bruce T. Fischer will present: “Tracing Our Roots: Oklahoma’s Historically Black Towns Tour” at 7 p.m. Feb. 20 in Carter Hall room 107 at the Alva campus and via ITV to all other Northwestern campuses.

Black History Month is an annual celebration of all the African American accomplishments and is devoted to recognizing the significance of African Americans in United States history according to History.com. Even though Africans have been a part of American history at least as far back as colonial times, it was not until the 20th century that African Americans gained a respectable presence in the history books and in the public eye.

For the last several years Northwestern has invited Fischer, civil rights historian, to speak to the community.

According to Brad Franz, vice president of student affairs and enrollment management, Fischer’s involvement with his research on the matter is equal to perfection. Franz also stated that past presentations have been nothing but “exceptional.”

Franz said he has a strong belief in all the Heritage Months celebrated at Northwestern. Even though not much will change from the previous year’s Black History Month events, each celebration provides a unique opportunity not only for the students, but for the communities.

Next week Fischer will speak of the hardships of African Americans and also provide exclusive film footage of the rural black communities of the late 1920s.

“Mr. Fischer brings what other people can’t,” - heart and soul - along with providing excellent footage,” Franz said.

For more information on this event and more for Black History Month, Brad Franz is available at bfranz@uwosu.edu or by calling (580) 327-8415.

International students gather over Thanksgiving break

By KYLEA COPELAND
Staff Reporter

What have Northwestern’s international students been up to?

A group of international students took advantage of the holiday break and met on Thanksgiving to watch a movie and share traditional cuisine.

According to Anjeela Shrestha, president of the International Student Association (ISA) on campus, more people attended the event than expected. Many of the students present including Shrestha are from Nepal, but several friends that attended hail from other countries. ISA Treasurer Joseph Francis from Nigeria, Africa supplied the movie for the event. Shrestha said there was much debate over the movie choice, but the group finally agreed on the 2009 flick “Zombieland.”

After the movie, some of the students joined to cook traditional Nepalese food. The idea “got everyone involved.”

Shrestha said she had hoped for this opportunity to get most of the international students together one last time before parting ways after final exams. Shrestha also said many of the students are going home for the break, and “almost half” of the current international students are transferring.

Shrestha said this semester has not been very eventful for the international students, but she is excited for next semester.

In the spring, the ISA will host their annual Festival of Cultures where international food, culture, performances and displays will be available for the community’s enjoyment.

The International Student Association participates in many events throughout the year. More information about those events and the ISA is available by contacting International Student Adviser Julie.
Students and professors attend Giles symposium

In connection with the Leviathan Society of the Northwestern Oklahoma State University Social Sciences Department and NWOSU-Masonic Institute for Citizenship Studies, students Harold Henson, Alva sophomore, and Danielle Hubble, Fairview senior, traveled to the University of Science and Arts of Oklahoma to attend a talk by Ayaan Hirsi Ali, a human rights advocate and New York Times bestselling author.

Dr. Aaron Mason, associate professor of political science, and Dr. Eric Schmaltz, associate professor of history, took the students to the fourth annual Ray and Mary Giles Symposium on Citizenship and Public Service at USAO in October. Ali delivered the keynote address during the symposium.

Ali, a Somali native who later sought asylum in the Netherlands and today lives in the United States, promotes women’s rights in the Islamic world.

PLC sponsors blood drive, donations will ‘credit’ alumnus

By HANNAH CROWE
Staff Reporter

President’s Leadership Class (PLC) will be sponsoring a blood drive Wed., Oct. 5 and Thurs., Oct. 6, 9 a.m. to 4 p.m. The blood drive will be held in the Ranger Room in the Student Center.

Things you need to do before giving blood: Drink plenty of fluids like water or fruit juice, avoid caffeinated drinks, get a good night’s rest, eat a healthy breakfast with iron-rich foods, avoid fatty foods, wear a short sleeved shirt or a long sleeved shirt that can be rolled up easily and bring an ID.

How do donors know if they are eligible for giving blood? Before you can give blood you will go through a screening with the nurse to see if you’re healthy. If you are generally in good health you can usually give blood.

Healthy individuals who are at least 16 years of age and weigh at least 125 pounds are encouraged to donate blood regularly. Although all blood types are needed, those with O-negative type blood are especially encouraged to donate.

Those with O-negative blood type make up only nine percent of the national population. However, O-negative blood can be used by anyone in an emergency situation when a patient’s blood type has not yet been identified.

There are many patients out there that need blood to be donated to them and would love for anyone to come out and give blood.

One of them is a mass communication alumnus from Northwestern, Bradley Gilbert. Rachel Stewart, head of blood drive said Gilbert is fighting the deadly disease Leukemia for the second time.

During class time on Oct. 4 and Oct. 5, the Oklahoma Blood Institute (OBI) will be giving classroom presentations, if teachers will open their classroom for a moment it would be greatly appreciated.

OBI is the ninth largest, non-profit blood center in America, providing every drop of blood needed by patients in 131 medical facilities across Oklahoma, including all Oklahoma City metro-area hospitals.

Rachel Stewart is available for questions about the blood drive. Stewart is in charge of the blood drive. She is available at rastewart@nwosu.edu or 580-327-8178.
Student organizations lead campus food drive

By GABBY HERNANDEZ
Staff Reporter

Northwestern’s Student Oklahoma Education Association (SOEA) and the Psychology Club have teamed up and will be collecting non-perishable food items from Nov. 14-21 at the men’s and women’s basketball games as well as around campus.

On campus there will be collection boxes for the students to donate food items. These locations include the front door of the library, the lobby area in front of the registrar’s office in Herod Hall and on the second floor of the Education Center building.

“We’re thankful for our students to be able to be involved in this because it helps people, and we can be joined together,” said Dr. Karen Linstrum Assistant Professor of Psychology.

Alva’s community is also invited to donate non-perishable food items according to Linstrum.

There will be a box for people to drop off food items in at the front door of Percefull Fieldhouse during the Monday night basketball game on Nov. 21.

“I can’t wait to donate to a good cause,” Amanda Tosh, Ponca City senior, said.

The women’s game starts at 6 p.m. and the men’s tip-off follows at 8 p.m. All donations will be given to the Alva Food Bank.

“I love it when our school provides chances to donate to others,” said Vivian Vega, Fort Worth Texas sophomore.

Photo by Gabby Hernandez.

Sarah Sauceda, junior, deposits a canned good into one of the collection boxes. Two of Northwestern’s student organizations, Student Oklahoma Education Association (SOEA) and the Psychology Club are leading a campus-wide effort to collect non-perishable food items to donate to the Alva Food Bank. Collection sites for the canned goods will be placed around the Alva campus.
The event was a success. "This event was a success and the staff did an excellent job," said one of the attendees at the Fall Festival.

The attendees were impressed with the variety of food, music, and entertainment provided. "The food was delicious and the music was fantastic," said one attendee.

Several businesses and organizations were in attendance, including local restaurants, businesses, and community groups. "It was great to see so many people come out to support our community," said one business owner.

The event also included a raffle, with tickets sold at the entrance. "We sold over 100 tickets, and we were able to raise money for our local charities," said the organizer.

Several attendees commented on the fun atmosphere created by the festival, with people singing and dancing in the street. "The atmosphere was amazing," said one attendee.

"I was pleasantly surprised," said another attendee. "I was not expecting a festival of this size and scope."
Northwestern is proud to be one of the universities that is a part of the "Bridging the Gap" program. The program aims to provide opportunities for students of color to attend the university and succeed. The program is funded by Northwestern University and the local community. The program includes mentorship, academic support, and financial assistance. The program is open to all students who meet the criteria.

Northwestern's mission is to provide a quality education to all students, regardless of their background. The university is committed to diversity and inclusion and is working to create a welcoming environment for all students. The university offers a variety of programs and services to support students, including academic support, counseling services, and cultural events.

NORTHWESTERN UNIVERSITY

Every year, the university hosts a Heritage Month celebration to honor the contributions of people of color. The celebration includes events and activities that highlight the diverse heritage of the university and the local community. The celebration is open to all students, faculty, and staff.

NATIONAL HISPANIC HERITAGE MONTH

The celebration includes events such as lectures, workshops, and cultural performances. The event is open to all students, faculty, and staff. The celebration is a chance for the university to recognize the contributions of people of color and to promote diversity and inclusion.

SPRINGFIELD, IL

BRENA HEARN

The Heritage Month celebration is a time to reflect on the contributions of people of color and to celebrate diversity. The celebration is a chance for the university to promote inclusion and to create a welcoming environment for all students. The celebration is open to all students, faculty, and staff.

SPRINGFIELD, IL

By BRENA HEARN

The Heritage Month celebration is a time to reflect on the contributions of people of color and to celebrate diversity. The celebration is a chance for the university to promote inclusion and to create a welcoming environment for all students. The celebration is open to all students, faculty, and staff.

SPRINGFIELD, IL

By BRENA HEARN
Constitution Day
Annual event celebrated on campus

By SARAH SAUCEDA
Staff Reporter

Northwestern employees, students and Alva community members celebrated the annual Constitution Day last Wednesday in the Education Center. A West Texas A&M University (WTAMU) professor reenacted Alexander Hamilton while describing efforts to ratify the U.S. Constitution.

Imagine you’re back in time. America had just won the American Revolution and infant America is struggling to create a framework for its new government, but the problem is, not everyone can agree.

This was the atmosphere guest speaker Dr. James V. Calvi, professor of political science at WTAMU, was trying to produce.

Aaron Mason, Ph.D., head of political science department, estimated that over 70 people attended. Included were a group of elementary students who lead the pledge of allegiance in sign language.

“The [university] students asked great probing question in the debate, Calvi gave a performance of Hamilton in favor of ratification.

Perhaps the most convincing tribute was Calvi’s time traveling outfit, wearing a wig and ruffled shirt, he brought a historic feel to the presentation.

“I didn’t choose the role, the state bar of Texas did, but I’d like to think I’d be a Federalist. So it was easy for me to fall into that role,” Calvi said of his role as Hamilton.

Focusing on this role in the founding of the U.S. Constitution, Calvi emphasized Hamilton’s governmental knowledge.

“Hamilton understood that if you don’t have a strong national government, that your house of cards is going to fall; he knew from firsthand experience what a weak government can do,” Calvi said.

Despite the excitement over the costume and debate, the call for the U.S. Constitution awareness was center stage.

Mason said the students should take from Constitution Day, a “respect for our founding fathers and all of their difficulties they had to overcome to establish the constitution.”

According to constitutionday.us, a law passed in 2004 designating Sept. 17 as Constitution Day.

Schools and federal agencies are required to hold educational programs about the Constitution on Constitution Day.

“I would like them [audience] to have a little bit of my feeling about the Constitution, and I love the quote by former Texas congresswoman Barbara Jordan, “My faith in the constitution is whole, it is total, it is complete’ and I would like the audience to understand that, and if they get a feel for that, I’m happy,” Calvi said.
By RENEE GOLLIDAY
Staff Reporter

The Big Event 2012 launches on all three Northwestern sites Saturday from 9 a.m.-1 p.m. in Alva at Alva’s Market, Enid at the intersection of 30th Street and Highway 412 and Woodward at Experiment Lake.

In addition to free T-shirts and donuts and water being provided, participants get the chance to be active in various activities on this day. In Alva, participants will do electronic recycling (eCycling), where various small appliances and electronic devices are recycled in order to prevent toxic waste created by throwing them in the trash, while Enid will plant and mulch trees in order to give a refreshing look to the area and Woodward will engage in a lake clean-up at Experiment Lake.

The motto of The Big Event is “one big day, one big thanks.” This slogan highlighted the purpose of Northwestern participating in the event in order to show appreciation and give back to the various communities that has assisted Northwestern throughout the years.

“We want to be able to say thank you to the community for supporting Northwestern,” said Assistant Professor of Education and Conserving Our Ranger Environment (CORE) Faculty Sponsor Steven Mackie.

Dr. Mackie has encouraged the entire community to support the cause and help out by bringing small devices and appliances such as iPods, phones and computers to Alva’s Market to be recycled. He said that the Northwestern campus has “never seen this before” and he hopes bringing this to the community will help educate people and make them realize that instead of throwing electronic devices away, you can recycle them and help keep toxic waste out of the land.

“When you help out and give back, whether to your school or community, it makes you feel good,” Mackie said.

This experience occurs once a school year. The Big Event 2012 is not just about rewarding the community; it is also a collaborative event that brings people together to help support a common cause while enjoying giving back.

“Just come out and have fun,” Mackie said.

Photo by Kylea Copeland.
These eCyclable items were found around the Northwestern News newsroom in under five minutes.
Game Two

For the Eagles, Johnson singled and drove in two runs. Four Flyer hits and three errors by the Mounties led to Johnson's first career collegiate home run, which included a three-run first-inning home run.

In the seventh inning, Johnson singled to lead off the inning. A Mountie error put the Eagles on the bases and set the stage for a two-run home run by Johnson. The Eagles scored three unearned runs in the inning, leading to a 6-1 victory.

For the Eagles, Johnson was 2-4 with three RBIs and two runs scored. He also had a career-high five innings pitched, allowing three hits and one run.

Northwestern went 2-0 on the season and improved to 4-1 in conference play. The Eagles are now 8-3 overall on the season and hold the top spot in the conference standings.

The Northwestern defense was strong, with four shutout innings. They allowed just one hit and one walk in the game.

Game One

Northwestern swept Eagles

Northwestern pitching dominates

As Rangers sweep Eagles
Alumni give back through artwork

Photo provided

Campus

at the Woodward in the business office currently is displayed in the press section. It's an art piece from Louisiana Leke Woodward of the Woodward Community, President D. Jones.

Campus near located on all three monuments which is located in the sky, the campus, and the Woodward. The University's art professors and students designed graphics recently produced with the help of University of Oklahoma, 1972 Woodward's alumni, Paul Lord.
Northwestern News and RangerPulse staff members traveled to the 2012 Oklahoma Collegiate Media Association (OCMA) conference and award ceremony in Stillwater where they placed first in overall newspaper and overall website.

Northwestern students and mass communication instructors attended OCMA hosted at the Wes Watkins Center on the OSU-Stillwater campus March 30. OCMA is a competition that includes most colleges and universities in Oklahoma, and divides the competition into categories based on institution enrollment. Students competed in two kinds of competitions: individual and overall publication.

"This is the first time we got a first place overall for newspaper, which is amazing and speaks so well of the staff," said Melanie Wilderman, mass communications instructor. "We have placed second a few times, but this is a huge step."

Ted Satterfield, mass communication instructor and online media adviser said this was the first year for students to compete in the online media category with the RangerPulse site, which was created in February 2011.

"I'm really proud of the hard work," Satterfield said.

Satterfield added he is excited to see how the website does in upcoming competitions.

"It's pretty exciting to be part of a-winning field, and mass communications is on its way to being a successful department," said Ethan Wharton, junior mass communications major and editor of Northwestern News.

The Northwestern staff brought back two overall staff awards in addition to the first place overall win, second in front page design and second in interior page design.

"Designers last year such as graduates Katy Reynolds, Austin Prickett and Mikel Frederickson, along with current designers, Garrett Henry, Adam Burnett, Josh Perry and Ethan Wharton deserve credit for those design awards," Wilderman said.

There were several Northwestern staff members who received individual awards.

Cali Cristup, senior mass communications major, placed second in ad design. First place in feature writing was awarded to Destinee Burnham, junior mass communications major. Lauren Burghfield received an honorable mention in entertainment writing. Clay Thomas, junior mass communications major, received an honorable mention in feature writing. Third place in sports writing was awarded to
communication major. First place was awarded to Dustin Goodno, senior mass communications major, in sports writing. Becky Burke, mass communications graduate received first place in sports photography.

"It was a great experience to enter in the competition; I have Mrs. Wilderman to thank for being a positive motivator that gave all the students something to look forward to by entering in the contest." Crissup said.

Thomas added it that was fun to attend the conference.

"I thought it was really exciting to win because I have never won anything from writing before, and to be honored like that is pretty awesome," Thomas said.

OCMA hosted sessions for students that included topics on sports reporting, the open records act, magazine design and media internships.

The Northwestern News and RangerPulse also competed in the Regional Collegiate Society of Professional Journalists (SPJ) contest which included Oklahoma and Texas colleges and universities.

Burchfield placed second in online commentary and Burke placed third in photography.

"I'm really proud of both of these ladies," said Wilderman.

"This is a difficult competition going up against so many larger universities."

The Northwestern News and RangerPulse are awaiting results of two more contests, one later this month and one in June.
Ranger Research Day rolls out posters tomorrow

By JARON FLACKMAN
Staff Reporter

Northwestern wants to remind students, faculty and staff that they will host the sixth annual Ranger Research Day in the Student Center Ballroom on the Alva campus Friday, April 6.

Ranger Research Day is a poster and academic paper competition for research projects in all disciplines, which gives students and faculty the chance to share their research with colleagues, peers and the Alva community.

According to the Northwestern website, a poster is a vigorous hybrid of scholarly paper and museum exhibit. It is built around an argument, but with a visual experience. Poster presentations will occur from 8:30 a.m. to 12:30 p.m. Paper presentations are to be read aloud and must be presented as if they were attending a scholarly conference. Paper presentations will occur in the afternoon from 1:30 – 4:00 p.m.

More information on this event, it is available at www.nwosu.edu/ranger-research-day or contacting Shawn Holliday at spholliday@nwosu.edu.

This is an example of the type of poster presentations showcased at Ranger Research Day.
Talent Show Recap

Student performances leave audience in applause

By EVAN JIN
Staff Reporter

Northwestern hosted its fourth annual Talent Show on March 13. All participants showed their talents by singing a song, playing a piano or guitar, dancing and a full out band playing.

Every participant performed their talent very well. According to Carli Grimm, a freshman from Ponca City, "They all did really good during the talent show; everyone seemed to have fun with all the acts, including audience. It was one of the best nonathletic things I have attended, really enjoyable."

To start the night off, a dance routine to "Turn up the Music," performed by Prashant Upadhyay, a freshman from Nepal. Most of the audience was impressed. He tied for third place alongside Cassie Stephens and Tylar Mead who sang "Something's Got a Hold on Me."

Madison Bird, a freshman, displayed her vocal by singing "Bound to You," which earned her second place in the talent show. According to Taylor Brainard, the assistant to the assessment and sponsored programs departments, Madison Bird could have won first place. She sang very well, and he was very impressed.

First place was awarded to a trio of girls, Lauren Turner, Maymee Bowen and Shaelynn Brinson. They sang "Hell on Heels". The three performers each had their own verse, and the chorus was sung in unison.

Drew Cunningham was the next contestant with a rendition of Gavin DeGraw's "Not Over You". The song was good, and Cunningham got the crowd involved.

The other contestants that performed at the talent show were as follows: Joseph Morrison (sang "My Kind of Party"), Scott Bartley (sang and played solo guitar to "Nameless"), Justin Regier, Kaci Hall (sang and played guitar to "Hawksong"), Jamie Pryor (sang "The House That Built Me"), Gabriel Dunbar, Joshua Saulkner, Kyle Newland, Darryl Petty (Band Performance "Fear of a Blank Planet"), Jackson Kajander, Chaunce Carrico (sang and played the piano to "Fix You"), Amy Mikies (played the saxophone to "Careless Whisper"), Dagan James and Isi Ofiu (sang "Remind Me").

Trio preforms the song "Hell on Heels." Photo by Chereisse Bowman
Ward leads Rangers as team finishes seventh
The team travels to the SAC Tournament April 23-24

Kyle Ward finished tied for 13th shooting a 75 and 74 for a total score of 149 as the Northwestern men's golf team finished seventh at the Natural State Golf Classic hosted by Harding University at the Red Apple Country Club. The team shot 313 on day one and 308 on day two.

Jay Lee shot 74 on day one and came back today with an 80 to score 154 as an individual for the Rangers. Lee finished tied for 28th overall.

CJ Wilson shot a 76 on the first day and finished 14 over par for the tournament and in 35th place. Austin Cowen fired a 76 on day two to pull one shot behind Wilson, shooting 157 for the tournament. His 157 was good enough for 39th overall.

Dixon leads Lady Rangers as women's golf finishes fifth

Amanda Dixon led the Northwestern women's golf team to a fifth place finish at the Natural State Golf Classic hosted by Harding University at the Red Apple Country Club. The team shot 360 on day one and 370 on day two.

Dixon shot an outstanding opening round of 76 on day one and came back to shoot an 82 in the second round.

Stephanie Martin shot a pair of 83s en route to finishing tied for 16th.

Arkansas Tech won the women's tournament and the field consisted of eight teams.
Wilderman wins SPJ Teacher of the Year
Northwestern hosts sixth annual Ranger Research Day

By Evan Jin
Staff Reporter

Northwestern hosted its sixth annual Ranger Research Day last Friday afternoon, open to all Northwestern students and faculty to participate and open to the public to attend.

According to Shawn Holliday, associate dean of graduate studies and event organizer, there were 13 posters and conference presentations.

"This year went pretty good. We had more people participate this year than last year but we had less projects. I wish we had more attendance from faculties and staff to just come and look at the posters and hear the papers. That was disappointing," Holliday said.

According to Ranger Research Day rules, any of the poster presentations can go to the statewide Oklahoma Research Day if participants want to; however, only the first place for poster presentation at Ranger Research Day goes to the Research Day at the Capitol in March 2013.

There are only three winners from each poster presentation and conference papers.

The first place winner this year for poster presentation was Clay Reed who did research on "Electroencephalogram changes Dependent on Sleep Deprivation." Reed qualifies to represent Northwestern at Research Day at the Capitol.

Second place was awarded to Allison Reimart who did research on "The Effects of Participating in Visual Arts on the Cognitive and Social Development of Children."

The third place competitor was Tiffany George, and she chose to research "Electrooculogram (EOG) Comparative Analysis Between Diabetic and Non-Diabetic Readers."

The first place winners this year for conference papers was Shwama Stewart, Carrie Abbott and Kelly Li with research on "Managing stress with Bio-Touch: A Non-invasive Tool for Achieving Balance."

Second place competitor was Morgan Plummer who researched on "The Role of the Absent Mother in Jane Austen's Emma."

The third place was awarded to Alexis Peterson with her research on "Challenging Gender Roles Wuthering Heights."

Clay Reed, first place winner for poster presentation.

Photo By Coty Green

Nursing chair McKenzie Carole led students in research in Bio-Touch for the last several years. Carole presented the research made in Chicago. Five nursing students from Northwestern also went and helped present their research they have been collecting for the past few years.
Wellness Center offering yoga class

Dr. Venkata Moorthy, professor of biology department of natural science.

Moorthy has practiced yoga for over 30 years, and has taught it at Northwestern for the last ten plus years. He explained yoga as an exercise connecting the body, mind and spirit together.

Moorthy teaches Hatha yoga, which is the bending of the body parts with increased breathing. He also teaches the "5 P's" which are proper breathing, proper exercises, proper relaxation, proper diet and proper attitude.

According to Moorthy, yoga improves the health of an individual and gives participants exercise to their internal body parts. People perform yoga without even thinking about it, such as studying for a test because you are focusing on something.

The yoga class usually has up to ten to 15 in the class, but others still can sign up. Each week an individual will learn a different position such as standing, sitting or laying.

"Yoga will keep an individual healthy, think positive, broad minded, calm, takes away anger, and increases your memory power... I love to do this and don’t mind teaching," Moorthy said.

'THE HIDING PLACE' PREMIERES NEXT THURSDAY

By ASHLEY STRACK Staff Reporter

Northwestern will host "The Hiding Place," a play by Warren Sager, at Herod Hall Auditorium April 19-20 at 7:30 p.m. and April 21 at 2 p.m.

The show’s director, Alicia Hall, senior theatre major, said she is very proud of her cast and crew. She is also very excited to see the turnout of the play.

The plot of "The Hiding Place," is set during World War II and is about a family that hides Jewish people in their home in Holland. The family was discovered and sent to a concentration camp for helping Jews, but the people they hid were not discovered.

"I grew up on stories from my grandpa who fought in WWII, so it is a part of history that is very real to me," Hall said.

General admission is $10, $5 for Northwestern faculty and staff, and $3 for Northwestern students. Tickets are available through the NWOSU business office.
Northwest Oklahoma storms hit home
University students, employees lend a hand in cleanup efforts

Photo by Kyle Spade. This tornado went just northwest of Cherokee Saturday evening and less than a mile west of Ingersoll. The brick building just left of the tornado is the old cattle trailer washout in Ingersoll.
By ETHAN WHARTON
Editor

Over the weekend northwest Oklahoma was devastated by several tornadoes just south of Alva in Hopetown and east of Alva near Ingersoll on Saturday. Just after midnight on Sunday a tornado touched down in Woodward that killed six people and injured dozens more.

With one of Northwestern’s campuses being in Woodward, the Northwestern community has rallied to help in donation collection and relief efforts.

Northwestern President Janet Cunningham announced a “Ranger Relief” work day for tomorrow, April 20. Cunningham invited students and employees to participate, but reminded that classes are still in session, and attendance to class is still expected.

Northwestern will provide transportation from Alva to Woodward with the first caravan leaving the east side parking area of Ranger Field at 8 a.m. This shift will work from 9 a.m. - noon. A second caravan will leave from Alva at the same meeting place at noon and return to Alva around 5:30 p.m.

Cunningham also said students and employees at Enid are invited to help and can make arrangements with Lori Coonrod on the Enid campus.

Volunteers must be registered in order to participate, Cunningham said, and they can register by clicking the “Ranger Relief” link on the Northwestern website’s homepage. Registration ends at 2 p.m. today.

Additionally, Woodward students and employees are encouraged to meet up with volunteers at the start of each shift in Woodward, before 8 a.m. or 1:15 p.m., and all volunteers will have to sign forms, according to Ashton Ghaemi, social work secretary, who is helping to coordinate the relief efforts from the Alva campus.

“It was really amazing how many people wanted to help, and it was very fast,” Ghaemi said. “A few campus clubs have already started gathering items. The Social Workers Association of Tomorrow, had three graduates lose their homes in Woodward, so they sent them each a $200 gift card from Walmart,” Ghaemi said.

Sara Acosta, a junior theatre major and Woodward native, went to the area on Monday to see what she could do with cleanup efforts.

“I grew up in Woodward and actually worked in the movie theater which was destroyed. It was really weird to see, rather, not see it there,” Acosta said.

Acosta also said that when she was in the mobile home area she saw a lot of little girl toys and was saddened by the thought of the two young girls who lost their lives there.

“I went to Joplin to help clean up with Castle Players last year, but this was totally different. It was six months after the tornado hit Joplin. Just a day after the storm I saw so much more personal items that people lost,” Acosta said.

Amanda Jackson, a sophomore accounting major attending the Woodward campus, lived just blocks away from the tornado’s path. She said her home was luckily not damaged.

“Those who were more affected need our prayers and help. No one should ever have to go through with what those people are going through,” Jackson said.

Students in the psychology club at the Enid campus took this call to action early on. They collected items around Enid and Vance Air Force Base and took them to Woodward yesterday.

Dr. Sherril Stone, professor of psychology on the Enid campus, said it was really great to see her students take it upon themselves to gather donations for people who have been affected.

“Steven Stirling, one of our students in the department, lost his home in the storm, and we collected things for him. Six or seven students in the club went to help on Wednesday,” Stone said.

Kristi Jarvis, a psychology student from Enid said they gathered three carloads of donated items.

Ghaemi said if people want to take donations themselves there are several different locations for specific items. The first, for clothing, is at Joseph’s Coat, located at 417 Main Street in Woodward. Food, personal hygiene, and furniture drop-off is at the Living Word Fellowship, located at 1310 Oklahoma Ave.

Walk-in monetary donations can be given at 1209 9th Street at the Red Cross, telephone donation by calling 405-228-9500, and check donations at American Red Cross of Central and Western OK Dept. # 96-0397 Oklahoma City, OK 73196-0397.

More information is available from Ghaemi at (580) 327-8134 or Dean of Woodward campus Deena Fisher at (580) 254-2501.

“... so many individuals, students and employees alike have expressed a desire to help in the recovery efforts ongoing in Woodward. You truly embody the Ranger spirit,” Cunningham wrote in an e-mail to all campuses Wednesday.
High expectations met at Southwestern Rodeo
Students' annual art show is underway.
Graduate studies offer additional options for further education

By EVAN JIN
Staff Reporter

According to Shawn Holliday, associate dean of graduate studies, since a bachelor’s degree is not quite worth what it used to be, graduate program will help graduates find a better job and earn more money than those without graduate degrees.

Northwestern graduate program offers two types of master’s degrees: Master of Counseling Psychology and Master of Education.

A Master of Counseling Psychology includes licensed professional counselor and licensed alcohol and drug counselor. According to the graduate catalog, one of the general goals of the program is to develop basic knowledge in understanding and interpreting research as it applies to counseling.

According to Jon Koch, who enrolled Master of Counseling Psychology, “enrolling for your master’s degree will provide you with an opportunity to better yourself for the future.”

A Master of Education includes the options of elementary education, curriculum and instruction, educational leadership, guidance and counseling PK-12, reading specialist, secondary education, adult education management, curriculum and instruction or educational leadership.

“Teachers can make extra $1,000 per year with Master of Education degree,” Holliday said.

Application forms are available in the graduate office and online. For assessment purposes, all students are required to have a Graduate Record Examination (GRE) aptitude test or Miller Analogies Test (MAT) on file with the graduate office before enrollment in the tenth semester hour of coursework.

More information is available at http://www.nwosu.edu/graduate-studies or from Sabrina Watson, graduate studies coordinator, at sdwatson@nwosu.edu.

Campus Cleanup day scheduled for April 25

By CHELSAY ADAMS
Staff Reporter

“Having a nice campus makes me have even more pride in the university.”

These were the appreciative words of junior Chereese Bowman, Wichita, Kan.

Northwestern Staff Council will host the annual Campus Clean-Up Day from 1-4 p.m. on April 25 on the Alva campus to maintain the beauty of the Alva campus.

“It is very important that our campus looks welcoming to potential new students as well as the rest of the Alva community.”

Northwestern has organized a Campus Clean-Up Day in the past to give students and employees an opportunity to reach out to their university.

Volunteers will meet on the west side of the Student Center for job assignments.

To take part in the Campus Clean-Up Event, Angelia Case is available at arcase@nwosu.edu or by phone at 327-8577.

Stock Photo
Heritage Celebration Series
October—Hispanic Heritage Month

Tuesday, October 4th
Piñata Breaking & Games
2:00 p.m.
East of Herod Hall Lawn

Wednesday, October 5th
Guest Speaker: Dr. Juanita Ortiz
7:00 p.m.—8:00 p.m.
EC 108

Tuesday, October 11th
Salsa Tasting
11:00 a.m.—2:00 p.m.
Fine Arts First Floor

Watch for more Heritage Celebration Series events:
- November—Native American Heritage Month
- February—Black History Month
- March—Women's History Month

NWOSU
Approved Student Services
Hispanic Heritage Month

Guest Speaker: Dr. Juanita Ortiz

Topic: “Reciprocal Education Key to Success in Children of Undocumented Immigrants”

Time: 7:00 pm to 8:00 pm

When: Wednesday, October 5, 2011


Dr. Juanita Ortiz is an Assistant Professor of Criminal Justice at the University of Illinois-Springfield. She holds bachelors degrees in Sociology and Political Science and a master’s and doctoral degree in Sociology, with emphases in Criminology and Stratification. Her research and service areas include women and crime; prisoner reentry; recidivism; and stratification by race and class across life experiences. Her passions for work in these areas revolve around her personal experiences with immigration and poverty and the effects these factors produce for individuals, families, and communities. As a child of undocumented Mexican immigrant parents, Dr. Ortiz and her siblings were able to use education as their main path out of poverty, and they are each now professionals who work on these issues in their careers and communities.
Native American Heritage Month

Date:
November 9, 2011

Time:
7:00 p.m.

Locations:
Alva: EC 108
Enid: E 210
Woodward: W 143
Ponca City: 127

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 student at SWOSU and she will receive her interdisciplinary degree this fall.

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 Sand-creek, 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—Black History Month

February 20th @ 6:30pm
Alva-CH 107 Enid—Rm.114
Enid—Rm. 202 Ponca City—Rm. 245
Speaker—Bruce T. Fischer
Lecture—“Tracing Our Roots: Oklahoma’s Historically Black Towns Tour.”

The presentation features rare film footage of rural black communities in the late 1920’s shot by an African American minister, Reverend S. S. Jones of Muskoge, OK. Some of which was featured at a recent Association of Moving Images Archivist Conference by Yale University Archivist. The Oklahoma Historical Society is the only other institution that owns this film footage.

Watch for future Heritage Celebration Series events:

• March—Women’s History Month
NORTHWESTERN OKLAHOMA STATE UNIVERSITY - Woodward Campus
Tuesday, Nov. 1, 2011 at 6 p.m. ~ FREE ADMISSION

LIVING
HISTORY

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Questions about science?

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Gerald ... Tiffany ... Jerry ... Wyatt

ACADEMIC SUCCESS CENTER
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Mon - Wed 8:00 am - 9:00 pm
Thursday 8:00 am - 6:00 pm
Friday 8:00 am - 3:00 pm
The Day of the Dead at Northwestern Oklahoma State University

Come’n join us and share this Hispanic celebration. Enjoy typical Mexican food

Wednesday, Nov. 2nd @ Ranger Room 5:00 - 7:00 pm
Tickets: $3.00 students; $5.00 faculty and staff

Support the Spanish Scholarship Fund and the Hispanic American Leadership Organization

NWOSU
Approved
Student Services
Heritage Celebration Series

March—Women’s History Month

March 26th @ 7:00 pm
Alva-CH 107 Woodward– Rm. 114
Enid– Rm. 202 Ponca City– Rm. 119

Speaker— Oklahoma Secretary of Military and Veterans’ Affairs
Rita Aragon, Major General

Lecture— “History of Women in the Military.”

Rita Aragon was born and raised in rural Oklahoma. She worked through college and became an Elementary teacher. As a single mother she decided to join the Oklahoma Air National Guard to financially support her family. Major General Rita Aragon is the first female Oklahoma Secretary of Military and Veteran’s Affairs. She is liaison to the Governor for all Oklahoma Military and veterans’ issues. Rita also participates and facilitates the Oklahoma Military Strategic Planning Group that helps insure the stability and growth of the communities and facilities of the five military installations in the state.
It's Fiesta
Let's Celebrate

CINCO DE MAYO
& the Student Center

Come 'n Enjoy Mexican Food from
"El Potrero" Restaurant

On Thursday, April 26, 2012

12:00PM – 1:00PM

Ticket: $3 for children & NWOSU students / $5 for adults

Sponsored by the Peninsular Spanish American Class
&
the Spanish Club
Poetry Reading by Abigail Keegan
Thursday, March 29, 7:00 p.m.
J. W. Martin Library

Abigail Keegan was born Akron, Ohio, but has lived in Oklahoma City all of her adult life.

Her love for the natural world and travel, her interest in the development of art and poetry—particularly in Oklahoma—and her concern for the struggles of people trying to make their lives work in difficult times informs her poetry and her teaching. For five years she served as an editor for a women’s poetry journal, Piecework. Abigail has a PhD from the University of Oklahoma and is currently a Professor of British and Women’s Literature at Oklahoma City University.

Her writings include essays on literature and a critical book, Byron’s Othered Self and Voice: Contextualizing the Homographic Signature. She has published three books of poetry including The Feast of the Assumptions, Oklahoma Journey and Depending on the Weather. Her poems have appeared in such journals and anthologies as Herland; The Blue Rock Review; Crosstimbers: A Multicultural, Interdisciplinary Journal; Ain’t Nobody Can Sing Like Me: New Writing in Oklahoma; Sugar Mule; Peace Poetry Anthology; and Windmill. She has read her poetry at universities and at poetry festivals throughout the Southwest.

Keegan’s most recent book, Depending on the Weather, has been named a finalist in the 2012 Oklahoma Book Award competition by the Oklahoma Center for the Book.

NWOSU
Approved
Student Services
Cinco de Mayo

The Battle of Puebla

Mexico celebrates a special day. It's Cinco de Mayo. In 1862 at the time of the Civil War in the United States, Mexico was going through financial problems and could not pay its debt to France, England, and Spain.

These countries got together and demanded payment. England and Spain realized that France wanted to invade Mexico. Then they broke the alliance and withdrew. The French took advantage of the circumstances and decided to occupy Puebla with 6000 men. The French troops found resistance in combat with the Mexican Army in Puebla on May 5, 1862. Mexico defeated the French at the Battle of Puebla with only 4800 men. Finally, after the withdrawal of France, President Benito Juarez declared May 5 a day of national celebration.
La Batalla de Puebla

En el año 1862, se desarrollaba en los Estados Unidos la Guerra Civil. Durante esa época, México estaba atravesando por problemas fiscales y no podía cumplir con sus compromisos financieros. Estaba en deuda con Francia, Inglaterra y España. Estos países hablaron abiertamente y demandaban el pago de sus créditos. Inglaterra y España se dieron cuenta de las intenciones de Francia de invadir México para cobrar su deuda y rompen la alianza y se retiran. Los franceses aprovecharon las circunstancias y deciden ocupar Puebla con 6000 hombres.

Fue forzada una guerra contra las tropas francesas en Puebla el 5 de Mayo de 1862. Las tropas mexicanas, al mando del Gral. Ignacio Zaragoza, vencieron al ejército de los franceses en la Batalla de Puebla con solo 4800 hombres. Finalmente, después de la retirada de Francia, el presidente Benito Juárez declaró el Cinco de Mayo día de fiesta nacional.

Sponsored by the Peninsular Spanish American Class 2012
&
the Spanish Club
CONSTITUTION DAY 2011

Join us in celebrating the 224th anniversary of the creation of the U.S. Constitution. This year we are pleased to welcome Dr. Jim Calvi to the Alva Campus of NWOSU. Dr. Calvi, a Professor Political Science at West Texas A&M University, will assume the character of Alexander Hamilton and discuss the intriguing story of how the Constitution was ratified. Complimentary copies of the U.S. Constitution will be provided for those attending.

When: Wednesday, September 14, 2011 from 6:00-8:00pm.
Where: Education Center, Room 109. (NWOSU, Alva Campus)
Who: Open to all interested persons. Admission is free and open to all. For more information, please contact the NWOSU-Masonic Institute for Citizenship Studies at (580) 327-8525.

PROUDLY PRESENTED BY THE NORTHWESTERN OKLAHOMA STATE UNIVERSITY-MASONIC INSTITUTE FOR CITIZENSHIP STUDIES.
Fischer returns as speaker for Feb. 20 event

Northwestern observes Black History Month
Freemeyer, Glover, Bell take home All-SAC Team Honors

Juniors Jonathan Freemeyer and Daryl Glover were selected as Third Team All-Sooner Athletic Conference members as released by the league office on Monday morning and Marshall Bell was named honorable mention.

Freemeyer was the top scorer for the Rangers at 14.6 points per game. He shot 37 percent from behind the arc, 51 percent from the field and joined the 1000-Point Club here at Northwestern earlier in the season.

The Texas native scored a season-high 30 points against John Brown (1/12). He grabbed 11 rebounds vs. Oklahoma Baptist (1/19) and USAO (2/18).

Glover scored 11.9 a game and shot 44 percent from the field for head coach Andrew Brown's bunch while running 14.1 points per game and nailed 79 threes this season, eighth best in NAIA Division I. He ranks 12th in the country making 2.7 threes per game.

Bell joined Northwestern's 1000-Point Club earlier in the year and scored a season-high 23 points against Southwestern Christian (11/16).

"I am proud of each of these individuals for different reasons," Brown said. "Freemeyer had a productive season and had some huge games. Daryl was one of the most consistent point guards in the conference second semester and drastically improved his shooting after Christmas. Marshall finished the year very strong and hit a bunch of shots towards the end of the season."

Photos:
Top: Jonathan Freemeyer
Bottom: Daryl Glover
Right: Marshall Bell

Guilherme named Co-Defensive Player of the Year

Thiago Guilherme has been playing solid defense all year long for Andrew Brown's squad and it shows as the Brazilian native was named Co-Defensive Player of the Year in the Sooner Athletic Conference.

Guilherme consistently locked down teams' best offensive players and had a team-high 41 steals for the Rangers.

His consistent effort did not go unnoticed from head coach Andrew Brown.

"Thiago is one of the guys on our team that brings it each day," Brown said. "Practice, games, everything. He is very deserving of this honor."
national outstanding teacher award

Agriculture Instructor Receives National Outstanding Teacher Award

She is currently supervising three interns who will be at the field position in the PCA and assisting with the application process. In addition, she is working with students who want to go into teaching and helping them with their interviews and teaching experiences. She is also working on a curriculum for teaching agriculture。

Northwestern College, where she has been teaching since 2005, is a perfect fit for her, according to Clark. The college has a strong emphasis on hands-on learning and practical experience, which is something she has been looking for in a college.

Clark is currently working on a new agriculture and environmental science program at the college. The program will focus on providing students with the skills and knowledge they need to succeed in the field of agriculture.

"I feel very fortunate to be working at a college that values practical experience and hands-on learning," Clark said. "I really enjoy working with the students and seeing them grow and develop their skills."

Clark is also working on a new agriculture education program that will be launched in the fall. The program will be designed to help students prepare for careers in agriculture and related fields.

"I am excited about this new program," Clark said. "It will provide students with the skills and knowledge they need to succeed in the field of agriculture."

Clark is a 2004 graduate of the University of Nebraska-Lincoln, where she earned a degree in agriculture education. She has been teaching at Northwestern College since 2005.

"I am very grateful for the opportunity to continue working at this college," Clark said. "I feel very fortunate to be working with such a dedicated group of students and faculty."
Dr. Sarah Chan, assistant professor of music, was hired by Northwestern last fall as director of Keyboard Studies/Music Theory.
NAS to hold annual art show April 14 to 28
The Northwestern field hockey team played against the University of Notre Dame in a match that was well-attended. The game was highly competitive, with both teams displaying their skills in the sport.

Photo by Kyle Cooney
"Catherine, our star player, scored four goals against Michigan State earlier this season. She is a key player for our team."

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Softball splits doubleheader against St. Gregory's.
Northwestern News Staff Spring 2012

Northwestern Celebrates Women's History Month: March is the Month to Learn About the Contributions of Women to History and Society. The theme for March 2012 is "Women in Science." The annual celebration includes events and activities throughout the month, with a focus on highlighting women's contributions in various fields.

By Renee Golliday

Northwestern University

Women's History Month is dedicated to highlighting the contributions of women in all aspects of society. This month, Northwestern University celebrates women's history by offering various programs and events that showcase the achievements of women in science, technology, engineering, and mathematics (STEM) fields. The celebrations include talks, workshops, and exhibitions that aim to inspire and empower students and faculty alike.

Northwestern will also celebrate Women's History Month with several events, including lectures, panel discussions, and performances. These events will provide a platform for women to share their experiences and insights, promoting diversity and inclusivity in STEM disciplines.

The Women's History Month celebrations at Northwestern University will continue throughout the month, offering a wide range of opportunities for students and faculty to engage with the themes of women's history and the contributions of women to society.

Northwestern University has a strong commitment to promoting gender equity and diversity in STEM fields. Through these celebrations, the university aims to foster an inclusive and supportive environment that encourages women to pursue their interests and excel in STEM disciplines.
AAUW celebrates 10th anniversary, recognizes outstanding women

The local branch of the American Association of University Women (AAUW), a group comprised of Northwestern Oklahoma State University and community women, will mark its 10th anniversary by recognizing outstanding women during a reception at the Runnymede on March 15 from 6:30-8 p.m.

The evening’s events will include special music by Dr. Sarah Chan, professor of piano. She has conducted concerts throughout America and Europe. She was most recently selected as “Rising Artist” by New York Concert Artists and Associates in 2010 and 2012. Some of her national and international concert engagements have included Carnegie Hall’s Weill Recital Hall in New York, Sala Ateneu in Romania, La Cite Internationale des Arts in Paris, Meany Hall for the Performing Arts in Seattle, and she participated in the Awards Winner’s Tour of Washington State and Battelle Northwest Young Artists Series.

Chan will serve as adjudicator for the American Prize competition for 2012. She engages a passion to see a new generation of artists, scholars and innovators arise out of the communities and institutions where she teaches.

There will be an introduction of all past Women of Recognition Winners and an opportunity for them to share a brief memory or story regarding their award. The evening festivities will include refreshments for the award winners, their friends and family.

For further information, contact Dr. Cynthia Pfeifer-Hill, professor of biology, at (580) 327-4943 or cperikson@sbcglobal.net.
Guest speaker religion to address

Dr. Mark Weeter, associate vice president of the School of Religion and Philosophy at Oklahoma Wesleyan University, will address the topic of religion and take questions from the audience in the Northwestern Science Amphitheater at 6 P.M. Saturday, March 31.

Some of the questions that will be answered include: What is the purpose of religion? What is religion's role in society? How does religion influence politics and culture? How can we understand and respect different religions?

Dr. Weeter's research and teaching focus on the history of religion and the role of religion in modern society. He has written extensively on the intersection of religion and politics, and has delivered lectures and workshops on the subject across the United States.

The event is open to the public and free of charge. Seating is limited, so early arrival is recommended.

All events are part of the Northwest University's Academic Week, a series of lectures and workshops designed to bring together experts from various fields to discuss important and timely topics.

For more information, contact Cedar Grove Wesleyan Church at (580) 430-9025.

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Abigail Keegan to read at Northwestern

Abigail Keegan, a professor of English and humanities at the University of Oklahoma, will read poetry from her latest collection, "The Art of the Possible," during the library's annual series of readings by visiting writers. The event will take place at 7 p.m. on March 29 at the library.

Keegan's poetry explores themes of love, loss, and the human condition, often through a lens of nature and the natural world. Her work has been featured in numerous literary journals and anthologies.

The event is free and open to the public. Seating is limited, so early arrival is recommended.

For more information, contact the library at (580) 745-5348.
Homecoming theme winner announced

After reviewing several submissions, the Northwestern Alva Homecoming committee selected “Ranger Renaissance: 115 Years of Champions,” as the 2012 parade theme, an option turned in by Alva State Bank employees Magen Shelton and Vilene Hansen.

Student and community groups are encouraged to create a float that incorporates this theme for Homecoming, which is set for Oct. 11-13.

Leading the parade on Saturday, Oct. 13 as parade marshal will be Donovan Reichenberger, a longtime Northwestern supporter, former instructor and 1965 graduate.

To keep up-to-date with Homecoming events, visit www.nwosu.edu/homecoming. The page will be updated as events are finalized.

Photo provided. Magen Shelton (center left) and Vilene Hansen (center right) won for submitting this year’s winning Homecoming theme. They, along with other Alva State Bank employees, submitted the idea “Ranger Renaissance: 115 Years of Champions.”

The Hiding Place
by Warren Sager
Based on the life of Corrie ten Boom
April 19th & 20th, 7:30 P.M.
April 21st, 2:00 P.M.
Directed by Alicia Hall
Harold Hall Auditorium
Ticket sales at the Box Office.

Photo provided by Tali McDonald. Design by Alicia Hall.
Math and computer science names outstanding students of the year

By JARON FLACKMAN
Staff Reporter

The math and computer science faculty voted for an outstanding student in each area of mathematics and computer science. Ethan White was awarded the computer science award and Myka Storie won the mathematics award.

Each student was nominated based on their performance in the class as well as participation on the department's activities and programs.

According to Storie, she is a junior math major from Ponca City.

"I am very privileged to be considered by the faculty for this award," she said.

After Storie graduates, she plans plans on attending Oklahoma State University in Okmulgee to get her bachelor's in civil engineering.

White, a senior computer science major from Waukomis, is planning on entering the workforce and pursuing a career in computer science.

"It is always nice to be recognized by your peers and the staff... and to have good knowledge of the material in the class and to be an active learner in the classroom." According to both winners they believe hard work was the reason why they won the award, and that it will be an important part of the resumes. They would like to thank the faculty for considering and nominating them for this award.

Myka Storie was named outstanding math student of the year, and Ethan White was named the outstanding computer science student of the year.

Photo by Kylea Copeland
Students recognized for outstanding contributions

Beaver native Nathan Jones (center left), a senior at Northwestern Oklahoma State University, recently was named as a 2012 Newman Civic Fellow. Newman Civic Fellows Awards recognize inspiring college student-leaders who have worked to find solutions for challenges facing their communities. Dr. Janet Cunningham (center right), president, presented Jones with the award. Jones also is photographed with Ashton Ghaemi (left), service learning coordinator, and Dr. Kay Decker (right), Department of Social Sciences chair.

Photos provided

Kathryn Montes (left), Northwestern’s 2012 Civic Education Fellowship award recipient, will spend the last weeks of the Oklahoma legislative session working for Sen. Bryce Marlatt at the Oklahoma State Capitol.

The Civic Education Fellowship program was implemented as a means of recognizing outstanding departmental students who wish to pursue a career in public service.

Upon completion of the fellowship, Montes will share her legislative experience through a lecture and slide presentation to a community Civic Organization, university faculty and students in the fall semester.

“The Department of Social Sciences is especially pleased to award Kathryn with the fellowship this year,” said Dr. Kay Decker, chair of the Department of Social Sciences.

Decker is available for more information about the program at (580) 327-8521 or kldecker@awsonu.edu.
Women win rodeo at Fort Hays; men finish fifth

Team Hoping Heeler

Second and third go six in Double Bar Y Patch

Chesney Moore gets sixth in Tebow

Terry Cowan won and

Wrestling

Living placed third in Steer

Down Knock

and Cinch Ranch got sixth in Tevy

Your place placed fourth

in Saddles Broke Right

Cody Burkholder split third

around

Dances go third Woman's All-

Men's All-Round and Luther

Kyle Irvin got fourth

Split first and the men's team

University. The woman's team

weekend at Fort Hays State

The team completed last

out weakess... ugh

They're young and that's also

Our strength is that

solid season

The defense the team has had a
good shocker. Chris said

go with us. elapsed rodeo

and just a round off things

Team is near the end of their

The Northwestem rodeo

Story Report

By COTTY RADER
BREAKEWAY
Games during the end-of-the-year "Bahama
Northwestern students enjoyed a variety of
Photos by Kylee Copeland
BREAKEWAY 2015
BAHAMA
Athletes organize food drive for local church

BY REENE COLLADAY

The morning sun greeted us with a
wet western sky, a refreshing N.
We were pretty cool, said North.

Athletes organize food drive for local church

BY REENE COLLADAY

The morning sun greeted us with a
wet western sky, a refreshing N.
We were pretty cool, said North.

athlete's organize food drive for local church.
Sattefield wins two awards at Bare Bones Film Festival

Instructor recognized for screenplay

By CORY GREEN

The short screenplay, "The Nicotine Butterfly," won two awards for Sattefield. The short screenplay won the best short prize overall and the best screenplay reading. The screenplay was read by two actors whom Sattefield had worked with on his previous projects. Sattefield took home the award for the best take on a scene from his screenplay, "The Nicotine Butterfly." According to Sattefield, "The Nicotine Butterfly" is about a young couple who decide early on to put out their cigarettes. The screenplay won two awards for Sattefield at the Bare Bones Film Festival.
Student Government Association elects new officers

By COTY GREEN
Instructor for thirty-four years says goodbye to Northwestern
A head women's basketball coach’suwomen, women’s basketball program. The women’s basketball program is important to the university community and has a strong fan base. I recently met with the assistant coach to discuss the upcoming season.

I think the women’s basketball team will be successful. The team has had consistent success in recent years, winning several conference championships. The coach has a strong track record and has led the team to several tournament appearances. I am confident that the team will be competitive and will continue to improve.

The team has a talented roster of returning players and several new additions. The coaching staff is committed to developing the talent on the team and preparing them for success. I believe that the team will have a strong season and will be a force to be reckoned with in the conference.

Overall, I am excited for the upcoming season and look forward to watching the team grow and achieve their goals.

Six students selected to contend in President’s Prize competition

Auditions for Northwestern’s President’s Prize took place last week, and six vocal students will perform at 7 p.m. on Monday, April 24, in the Fine Arts Building, room 200, for the prize.

This event is free and open to the public.

Sixteen Northwestern vocal students auditioned for the Prize, and only six were selected to compete for $300.

- Dalton Lambeth, Sharon sophomore; Rachel Lugendo, Lewisville (Texas) freshman; Dana Miller, Alva senior; Isi Oifu, Alva freshman; Strick Reyes, Waynoka junior; and Ashley Schmitz, Lavem senior; will present two solo works, and one of the two works must be an aria (from an oratorio or opera). The second piece must be an art song. Both works must be performed in their original language and no two pieces are allowed to be performed in the same language.

- An adjudicator from outside the university will choose one winner among the participants who will receive $300 in prize money. All contestants will receive written comments from the judge. However, no verbal communication between the judge and the contestant at the time of the competition will be allowed.

The President’s Prize Competition is made possible through the generosity of Dr. Janet Cunningham, university president, and the President’s Association.

Northwestern to host OBI blood drive April 25

By ASHLEY STRACK
Staff Reporter

There is a constant need for blood transfusions. The Oklahoma Blood Institute (OBI) takes blood donations to help save the lives of these everyday victims.

Northwestern will be hosting the OBI drive April 25 located in the Student Center’s Ranger Room from 9 a.m.-4 p.m. It is free to donate and there will be free food, on-the-go travel tumbler, health screenings and donor rewards, according to information from Rachel Stewart, volunteer blood drive coordinator. Participants must have a photo ID on hand.

Someone once said, “don’t think of organ donations as giving up part of yourself to keep a total stranger alive. It’s really a total stranger giving up almost all of themselves to keep part of you alive.”

For more information Stewart is available at 580-327-8178.
NWOSU Diversity Report 2011-2012
Institutional Special Programs
Abstract

Strengthening Institutions Program Grant (Title III)
Northwestern Oklahoma State University, Alva, Oklahoma

Northwestern Oklahoma State University (NWOSU) has served the people of rural northwest Oklahoma for over 100 years. From its humble beginnings as a normal school founded by rugged pioneers on the windswept plains of Oklahoma Territory in 1897, the institution has evolved into a multi-campus university mandated by the state legislature to provide post-secondary education to citizens in a service area larger than the State of Connecticut. As the only baccalaureate and master’s granting institution for over 100 miles in any direction, the University serves a population that is isolated not only geographically, but also culturally and academically.

Northwestern’s main campus is located in Alva, Oklahoma, a community populated by 5,280 residents located 150 miles northwest of Oklahoma City and 100 miles southwest of Wichita, Kansas. Situated 14 miles from the Kansas border, and approximately 114 miles from the Texas border, the University also serves students from those two states. Northwestern operates two branch campuses; one in Enid located 72 miles southeast of Alva, and one in Woodward, 71 miles southwest of Alva. The Woodward campus offers a full array of classes while the Enid campus only offers upper division coursework. These three campuses serve 10 Oklahoma counties including Alfalfa, Ellis, Garfield, Grant, Harper, Kay, Major, Noble, Woods and Woodward.

Problems: Northwestern’s fall-to-fall retention rate for at-risk students is too low. Students who come to Northwestern with ACT composite scores below 23 persist at a rate of only 49 percent while students with ACT scores of 23 or above persist at a rate of 74 percent. Analysis has revealed that this target population of at-risk students encounters barriers to success in the form of gateway courses where enrollments are high and success rates are low. These courses include not only remedial education courses, but also required general education courses. Students also encounter faculty advisors who are too burdened with heavy teaching loads, committee assignments, and other institutional responsibilities to allow them to form meaningful relationships with students during their initial year of study, at a time when students are in greatest need of mentoring. These problems all contribute to Northwestern’s low six-year graduation rate of 37.5 percent as compared to the national average of 56.1 percent.

Purpose of Activity: NWOSU’s SIP project, Academic Success for At-Risk Students, will provide a single, integrated activity to increase student success by improving advising, redesigning gateway courses with high enrollment and low success rates, and increasing opportunities for faculty development. To accomplish these goals we will create an Academic Advising Center staffed by professional advisors who will use GradesFirst applications to provide intrusive, case-management style advising to the identified population of at-risk students on not only academic issues, but also career and life issues at a time when they need it most. We will also provide incentives and training opportunities for faculty members to participate in redesign of gateway courses to incorporate new and innovative strategies not to reduce academic expectations, but to help at-risk students meet with success.

Federal funds of $1.57M finance 100% of this five-year sponsored project (October 2011 to September 2016). No non-governmental funding sources will be used.
Program Description for Regular Upward Bound and Math / Science Upward Bound

Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families; and high school students from families in which neither parent holds a bachelor’s degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

Number of students served:

Regular Upward Bound (50 Students) and Math & Science Upward Bound (50 Students)

Racial and Ethnic Composition of Each Student:

Regular UB Program: 45 Caucasian and 5 Hispanic

Math / Science UB: 41 Caucasian, 8 Hispanic and 1 African American

Communities We Target: Alfalfa, Major and Woods County Schools. Specifically we serve Alva, Aline-Cleo, Burlington, Cherokee, Fairview, Freedom, Ringwood, Timberlake and Waynoka.

Number of Staff that serve Regular Upward Bound: ½ time Director, ½ time Academic Advisor, ½ time Secretary and 1 full time Academic Advisor.

Number of Staff that serve Regular Math & Science Upward Bound: ½ time Director, ½ time Academic Advisor, ½ time Secretary and 1 full time Academic Advisor.

Brief description of the services and programs provided by the Upward Bound Programs. We provide social, cultural and positive academic experiences. The students receive free tutoring and constant academic support. The students participate in cultural field trips and also visit various colleges prior to their freshmen enrollment. We help with numerous things such as enrollment with Oklahoma’s Promise and the FAFSA. We give out FREE vouchers for the ACT tests. The most important aspect of the program is the six-week summer academic camp held on the Alva NWOSU campus. Students take preparatory classes that prepare them for their next year of high school. Core classes in camp are the following: English, Literature, Math, Science and Foreign Language.

Jaunita Noble
Two faculty members will be designated as Faculty Development and Curriculum Coordinators (FDCC’s). These two coordinators will manage the process of curriculum redesign by engaging faculty members who are willing to participate in course redesign through workshops and training opportunities. They will also supervise faculty development activities to train faculty advisors who are willing to assume responsibility for advising students in the target population after their freshman year. Faculty Development and Curriculum Coordinator positions will be eliminated when the grant expires, after the practice of incorporating new pedagogical methods to support student success in gateway courses has been institutionalized. Faculty who are willing to participate in gateway course redesign will receive individual stipends for their efforts, and will have access to multiple development opportunities. Faculty members who are willing to assume case load of at-risk student advisees will have opportunities to receive training for that task. Faculty participation in course redesign and advising beyond the freshman year will enhance chances for at-risk student success. (pp 14-15)

Faculty members will participate in course redesign of gateway courses that have high enrollments and low success rates. SIP funds will provide stipends for two Faculty Development and Curriculum Coordinators who will serve as advisors for faculty development and course redesign activities. Tactical issues related to this activity will be managed by the project director. Coordinators will hold responsibility for generating faculty buy-in to participate in the course redesign project. They will travel to seminars and workshops devoted to pedagogical methods to enhance student success and will serve as on-campus mentors for this activity. FDCC’s will identify appropriate speakers and facilitators to invite to campus to assist faculty in course redesign efforts. This activity will serve to create a culture of modeling best practices for student success which will be self-perpetuating after the life of the grant. No additional funds will be required for this activity following the expiration of grant funds. SIP funds will be used to enhance instructional space utilized in gateway courses. These funds will purchase smartboards for classrooms, as well as emerging technologies such as iPads that can be utilized in pedagogical processes. (p. 16)

Faculty development opportunities offered during the life of the grant will create a culture of modeling best practices for student success. Faculty stipends will be discontinued and funds for further development opportunities will be provided by increased endowments from SIP funds deposited in the Northwestern Foundation along with matching funds. (p. 17)

Course redesign activities will be primarily directed toward incorporating new pedagogical techniques and assessment methodologies. Competencies associated with many of the gateway courses are clearly specified by the General Education Committee under the auspices of the Academic Affairs Committee. Any changes in specific competencies tied to any of the gateway courses that fall within general education requirements will require approval of the General Education Committee. The course redesign project will not require approval of either the RUSO board or the OSRHE. (on page 18 in the grant application)
<table>
<thead>
<tr>
<th>Northwestern Oklahoma State University (NWOSU)</th>
<th>Academic Success for At-Risk Students</th>
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<tbody>
<tr>
<td><strong>Measurable Objectives</strong></td>
<td><strong>Performance Indicators</strong></td>
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### Year 1 (2011-2012)

1. Improve retention rates of at-risk students by 1%.
   - By fall of 2012 at least 50% of at-risk students will have re-enrolled for the 2012-2013 academic year as compared to a baseline of 49% for the fall of 2008.
   - By fall of 2012, at least one section each of four gateway courses in English will be redesigned and ready for piloting.

2. Increase faculty development opportunities by 60% over a baseline of three events in 2008.
   - By 10/1/12 at least five faculty development opportunities will be offered on campus as compared to a baseline of three in 2008.

3. Increase fiscal stability by .04% by improving student retention.
   - By fall of 2012 improved student retention will yield at least $10,000 in additional tuition and fees.

### Year 2 (2012-2013)

1. Improve retention rates of at-risk students by 2%.
   - By fall of 2013 at least 51% of at-risk students from 2012 will have re-enrolled for the 2012-2013 academic year as compared to a baseline of 49% for the fall of 2008.
   - By fall of 2013, at least one section each of 4 gateway courses in math will be redesigned and ready for piloting.
   - By fall of 2013, pilot sections of gateway courses in English will be reviewed and modifications will be incorporated in all sections of gateway courses in that discipline.

2. Increase faculty development opportunities by 100%.
   - By 10/1/13 at least six faculty development opportunities will be offered on campus as compared to a baseline of three in 2008.

3. Increase fiscal stability by .09% by improving student retention.
   - By fall of 2013 improved student retention will yield at least $20,000 in additional tuition and fees.

### Year 3 (2013-2014)

1. Improve retention rates of at-risk students by 4%.
   - By the fall of 2014 at least 53% of at-risk students from 2012 will have re-enrolled for the 2013-2014 academic year as compared to a baseline of 49% for the fall of 2008.
   - By fall of 2014, at least one section of each of three gateway courses in social sciences will be redesigned and ready for piloting.
   - By fall of 2014, pilot sections of gateway courses in math will be reviewed and modifications will be incorporated in all sections of gateway courses.

2. Increase faculty development opportunities by 133%.
   - By 10/1/14 at least seven faculty development opportunities will be offered on campus as compared to a baseline of three in 2008.

3. Increase fiscal stability by .18% by
   - By fall of 2014 improved student retention will
<table>
<thead>
<tr>
<th>Improving Student Retention</th>
<th>Year 4 (2014-2015)</th>
</tr>
</thead>
</table>
| **1. Improve retention rates of at-risk students by 6%**. | **• By the fall of 2015 at least 55% of at-risk students from 2014 will have re-enrolled for the 2014-2015 academic year as compared to a baseline of 49% for the fall of 2008.**  
**• By fall of 2015, at least one section of each gateway course in science will be redesigned and ready for piloting.**  
**• By fall of 2015, pilot sections of gateway courses in social sciences will be reviewed and modifications will be incorporated in all sections of gateway courses.** |
| **2. Increase faculty development opportunities by 166%.** | **• By fall of 2015 at least eight faculty development opportunities will be offered on campus as compared to a baseline of three in 2008.** |
| **3. Increase fiscal stability by .28% by improving student retention.** | **• By fall of 2015 improved student retention will yield at least $41,000 in additional tuition and fees.** |

<table>
<thead>
<tr>
<th>Improving Student Retention</th>
<th>Year 5 (2015-2016)</th>
</tr>
</thead>
</table>
| **1. Improve retention of at-risk students by 11%**. | **• By fall of 2016 at least 60% of at-risk students from 2015 will have re-enrolled for the 2015-2016 academic year as compared to a baseline of 49% for the fall of 2008.**  
**• By fall of 2016, pilot sections of gateway courses in science will be reviewed and modifications will be incorporated in all sections of gateway courses.** |
| **2. Increase faculty development opportunities by 166%.** | **• By the fall of 2016 at least eight faculty development opportunities will be offered on campus as compared to a baseline of three in 2008.** |
| **3. Increase fiscal stability by .51% by improving student retention.** | **• By fall of 2016 improved student retention will yield at least $62,424 in additional tuition and fees.** |

Northwestern will designate two faculty members as Faculty Development and Curriculum Coordinators to direct faculty involvement in this SIP project. Since the majority of gateway courses fall within categories of humanities (English, social sciences, and communication) and hard sciences (biology and mathematics), one faculty member from each of these broad categories will be selected. These two faculty members will attend at least one seminar, workshop or conference each year related to at-risk student retention and/or advisement. They will also be responsible for coordinating, in conjunction with the project director, on-campus faculty development opportunities and will serve as lead mentors for the course redesign project. On-campus faculty development opportunities will be required for each faculty member participating in the course redesign project, and other faculty members will be encouraged to attend. Each of the Faculty Development and Curriculum Coordinators will receive a load hour reduction of three load hours (25 percent) and a stipend of $5,000. (p. 27)

Two Faculty Development and Curriculum Coordinators will be hired using SIP funds. This position will be part-time (25 percent) throughout the five-year funding cycle. The Faculty
Development and Curriculum Coordinators will report to the SIP Director and work closely with faculty members to redesign “gateway” courses while focusing on the at-risk students and establish developmental education curricula in the developmental content areas, ensuring connections with college-level classes subsequent to the developmental education continuum. The Faculty Development and Curriculum Coordinators will work with faculty members to integrate technology into the developmental education curriculum. This position is needed to assist faculty and Academic Success Center personnel in integrating support services into the curriculum. This is a position needed only to develop SIP projects while meeting SIP objectives. This position will not be required at the end of the grant.

<table>
<thead>
<tr>
<th>Responsibilities and Qualifications of the Faculty Development and Curriculum Coordinators (100%)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibilities: Reports to SIP Director (100%)</td>
<td>Qualifications</td>
</tr>
<tr>
<td>• Participate in professional development activities appropriate to the SIP grant</td>
<td>• Bachelor’s Degree (Master’s degree preferred) in Curriculum and Instruction or related field</td>
</tr>
<tr>
<td>• Work with NWOSU faculty members to develop sequencing of competencies needed to prepare students to succeed in college-level classes</td>
<td>• Knowledge and experience in working with underprepared students and underrepresented populations</td>
</tr>
<tr>
<td>• Establish faculty training schedules and develop training modules</td>
<td>• Well-developed oral and written communication skills</td>
</tr>
<tr>
<td>• Train key staff in use of technologies and software and course redesign to enhance developmental instruction and services</td>
<td>• Ability to work with diverse populations in a university setting</td>
</tr>
<tr>
<td>• Develop and implement formative evaluation measures for redesigned “gateway” courses</td>
<td>• Well-developed computer skills including word processing and spreadsheets</td>
</tr>
<tr>
<td>• Prepare documentation reports and work closely with evaluators and other consultants related to SIP evaluations</td>
<td>• Show commitment to access of higher education for rural and underprepared students</td>
</tr>
<tr>
<td>• Participate in professional development activities appropriate to the SIP grant</td>
<td></td>
</tr>
<tr>
<td>• Establish &amp; maintain good working relationships with NWOSU faculty, staff, administrators and the community</td>
<td></td>
</tr>
</tbody>
</table>

pp 38-39
## Implementation Strategies Timetables

<table>
<thead>
<tr>
<th>Specific Tasks To be Completed</th>
<th>Primary Participants</th>
<th>Methods Involved</th>
<th>Tangible Results</th>
<th>Timeframe From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Faculty Development and Curriculum Coordinators</td>
<td>Executive Vice President, Program Director, Selection Committee, President.</td>
<td>Upon notification of funding, positions will be advertised internally. Application, review, interviews, and selection will follow NWOSU policies.</td>
<td>Contracts will confirm that positions have been filled.</td>
<td>1/12</td>
<td>3/12</td>
</tr>
<tr>
<td>Faculty Development</td>
<td>Faculty Development and Curriculum Coordinators</td>
<td>FDCC’s review potential workshops/seminars/conferences related to student success strategies for at-risk students</td>
<td>Conferences selected</td>
<td>3/12</td>
<td>5/12</td>
</tr>
<tr>
<td>Summer Academy in Course Redesign</td>
<td>Faculty Development Curriculum Coordinators, Faculty, Program Director</td>
<td>Faculty who teach pilot courses for redesign will participate in intensive workshop to incorporate new strategies for student success into target courses.</td>
<td>Identification of discipline specific strategies appropriate for pilot courses</td>
<td>6/12</td>
<td>6/12</td>
</tr>
<tr>
<td>Develop matrix of strategies for gateway courses in English.</td>
<td>Project Director, Faculty Development and Curriculum Coordinators</td>
<td>Faculty and FDCC’s will work to identify strategies for helping students achieve success in gateway courses</td>
<td>Matrix reviewed by faculty</td>
<td>5/12</td>
<td>8/122</td>
</tr>
<tr>
<td>Activity</td>
<td>Responsible Party</td>
<td>Task Description</td>
<td>Timeframe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare syllabi using matrix of strategies from training events</td>
<td>Faculty, Faculty Development and Curriculum Coordinators</td>
<td>Review training content and materials. Review textbooks and other materials to determine appropriate resources for selected classes</td>
<td>Syllabi constructed</td>
<td>8/12</td>
<td>8/12</td>
</tr>
<tr>
<td>Pilot classes for gateway courses in English</td>
<td>Faculty and students</td>
<td>New teaching strategies implemented</td>
<td>Completion of pilot sections of gateway courses</td>
<td>8/12</td>
<td>12/12</td>
</tr>
<tr>
<td>Purchase smartboards and other classroom technology for use in English pilot courses</td>
<td>Program Director</td>
<td>Purchase orders approved</td>
<td>Smartboards and other technology installed</td>
<td>7/12</td>
<td>8/12</td>
</tr>
<tr>
<td><strong>Year 2 (2012-2013)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop matrix of strategies for gateway courses in math.</td>
<td>Project Director, Faculty Development and Curriculum Coordinators</td>
<td>Faculty and FDCC’s will work to identify strategies for helping students achieve success in gateway courses</td>
<td>Matrix reviewed by faculty</td>
<td>5/13</td>
<td>8/13</td>
</tr>
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<td>Prepare syllabi using matrix of strategies from training events.</td>
<td>Faculty, Faculty Development and Curriculum Coordinators</td>
<td>Review training content and materials. Review textbooks and other materials to determine appropriate resources for selected classes.</td>
<td>Syllabi constructed.</td>
<td>8/13</td>
<td>8/13</td>
</tr>
<tr>
<td>Pilot classes for gateway courses in math.</td>
<td>Faculty and students</td>
<td>New teaching strategies implemented</td>
<td>Completion of pilot sections of gateway courses</td>
<td>8/13</td>
<td>12/13</td>
</tr>
<tr>
<td>Evaluate pilot courses in English</td>
<td>Faculty, Faculty Development and</td>
<td>Review and analyze student data: Success (C</td>
<td>Success and in-class retention data reflect</td>
<td>1/13</td>
<td>5/13</td>
</tr>
<tr>
<td>Stage</td>
<td>Implementer(s)</td>
<td>Task</td>
<td>Result Expected</td>
<td></td>
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<tr>
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<td></td>
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</tr>
<tr>
<td>New strategies in English gateway courses fully implemented</td>
<td>Faculty</td>
<td>Implement successful strategies from pilot sections of gateway courses into all sections.</td>
<td>Syllabi for all gateway courses reflect adoption of new strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchase smartboards and other classroom technologies for use in remaining English gateway courses and pilot math courses</td>
<td>Program Director</td>
<td>Purchase orders approved</td>
<td>Smartboards and other technology installed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty development activities</td>
<td>Faculty Development and Curriculum Coordinators</td>
<td>Research and identify opportunities for on-campus faculty development workshops</td>
<td>On-campus faculty development events scheduled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Academy in Course Redesign</td>
<td>Faculty Development Curriculum Coordinators, Faculty, Program Director</td>
<td>Faculty who teach pilot courses for redesign will participate in intensive workshop to incorporate new strategies for student success into target courses.</td>
<td>Identification of discipline specific strategies appropriate for pilot courses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Year 3 (2013-2014)**

<table>
<thead>
<tr>
<th>Task</th>
<th>Implementer(s)</th>
<th>Result Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop matrix of strategies for gateway courses in social sciences</td>
<td>Project Director, Faculty Development and Curriculum Coordinators</td>
<td>Faculty and FDCC’s will work to identify strategies for helping students achieve success in gateway courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/13</td>
<td>8/13</td>
</tr>
<tr>
<td>7/13</td>
<td>8/13</td>
</tr>
<tr>
<td>8/13</td>
<td>5/13</td>
</tr>
<tr>
<td>6/13</td>
<td>6/13</td>
</tr>
<tr>
<td>5/14</td>
<td>8/14</td>
</tr>
<tr>
<td>Task</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Prepare syllabi using matrix of strategies from training events</td>
<td>Faculty, Faculty Development and Curriculum Coordinators</td>
</tr>
<tr>
<td>Pilot classes for gateway courses in social sciences</td>
<td>Faculty and students</td>
</tr>
<tr>
<td>Evaluate pilot courses in math</td>
<td>Faculty Development and Curriculum Coordinators</td>
</tr>
<tr>
<td>New strategies in math gateway courses fully implemented</td>
<td>Faculty</td>
</tr>
<tr>
<td>Purchase smartboards and other classroom technologies for use in remaining math gateway courses and pilot social science courses</td>
<td>Program Director</td>
</tr>
<tr>
<td>Faculty development activities</td>
<td>Faculty Development and Curriculum Coordinators</td>
</tr>
<tr>
<td>Summer Academy in Course Redesign</td>
<td>Faculty Development Curriculum Coordinators, Faculty, Program Director</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Annual external evaluation</td>
<td>External evaluators, Project staff, faculty, students</td>
</tr>
</tbody>
</table>

### Year 4 (2014-2015)

<table>
<thead>
<tr>
<th>Develop matrix of strategies for gateway courses in science</th>
<th>Project Director, Faculty Development and Curriculum Coordinators</th>
<th>Faculty and FDCC’s will work to identify strategies for helping students achieve success in gateway courses</th>
<th>Matrix reviewed by faculty</th>
<th>5/15</th>
<th>8/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare syllabi using matrix of strategies from training events</td>
<td>Faculty, Faculty Development and Curriculum Coordinators</td>
<td>Review training content and materials. Review textbooks and other materials to determine appropriate resources for selected classes</td>
<td>Syllabi constructed</td>
<td>8/15</td>
<td>8/15</td>
</tr>
<tr>
<td>Pilot classes for gateway courses in science</td>
<td>Faculty and students</td>
<td>New teaching strategies implemented</td>
<td>Completion of pilot sections of gateway courses</td>
<td>8/15</td>
<td>12/15</td>
</tr>
<tr>
<td>Evaluate pilot courses in social science</td>
<td>Faculty Development and Curriculum Coordinators</td>
<td>Review and analyze student data: Success (C or better), in-class retention and compare</td>
<td>Success and in-class retention data reflect 10% success and retention</td>
<td>1/15</td>
<td>5/15</td>
</tr>
<tr>
<td><strong>New strategies in social science gateway courses fully implemented</strong></td>
<td>Faculty</td>
<td>Implement successful strategies from pilot sections of gateway courses into all sections.</td>
<td>Syllabi for all gateway courses reflect adoption of new strategies.</td>
<td>8/15</td>
<td>8/15</td>
</tr>
<tr>
<td><strong>Purchase smartboards and other classroom technologies for use in remaining social science gateway courses and pilot science courses</strong></td>
<td>Program Director</td>
<td>Purchase orders approved</td>
<td>Smartboards and other technology installed</td>
<td>7/15</td>
<td>8/15</td>
</tr>
<tr>
<td><strong>Faculty development activities</strong></td>
<td>Faculty Development and Curriculum Coordinators</td>
<td>Research and identify opportunities for on-campus faculty development workshops</td>
<td>On-campus faculty development events scheduled</td>
<td>10/14</td>
<td>5/15</td>
</tr>
<tr>
<td><strong>Summer Academy in Course Redesign</strong></td>
<td>Faculty Development Curriculum Coordinators, Faculty, Program Director</td>
<td>Faculty who teach pilot courses for redesign will participate in intensive workshop to incorporate new strategies for student success into target courses.</td>
<td>Identification of discipline specific strategies appropriate for pilot courses</td>
<td>6/15</td>
<td>6/15</td>
</tr>
<tr>
<td><strong>Annual external evaluation</strong></td>
<td>External evaluators, Project staff, faculty, students</td>
<td>Data analysis will compare student data to baseline data</td>
<td>Formative and summative evaluation reports as appropriate to the objectives</td>
<td>10/14</td>
<td>9/15</td>
</tr>
</tbody>
</table>

**Year 5 (2015-2016)**

<p>| <strong>Evaluate pilot courses in science</strong> | Faculty Development and Curriculum Coordinators | Review and analyze student data: Success (C or better), in-class | Success and in-class retention data reflect 10% success and | 1/16 | 5/16 |</p>
<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Responsible Party</th>
<th>Implementation Action</th>
<th>Retention Impact</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>New strategies in science gateway courses fully implemented</td>
<td>Faculty</td>
<td>Implement successful strategies from pilot sections of gateway courses into all sections.</td>
<td>Syllabi for all gateway courses reflect adoption of new strategies.</td>
<td>8/16</td>
<td>8/16</td>
</tr>
<tr>
<td>Purchase smartboards and other classroom technologies for use in remaining science</td>
<td>Program Director</td>
<td>Purchase orders approved</td>
<td>Smartboards and other technology installed</td>
<td>7/16</td>
<td>8/16</td>
</tr>
<tr>
<td>gateway courses</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Faculty development activities</td>
<td>Faculty Development and Curriculum</td>
<td>Research and identify opportunities for on-campus faculty development workshops</td>
<td>On-campus faculty development events scheduled</td>
<td>10/15</td>
<td>5/16</td>
</tr>
<tr>
<td>Curriculum Coordinators</td>
<td></td>
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</tr>
<tr>
<td>Annual external evaluation</td>
<td>External evaluators, Project staff,</td>
<td>Data analysis will compare student data to baseline data</td>
<td>Formative and summative evaluation reports as appropriate to the objectives</td>
<td>10/15</td>
<td>9/16</td>
</tr>
<tr>
<td></td>
<td>faculty, students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Course redesign</td>
<td></td>
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<td>------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>English redesign</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>English pilot</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math redesign</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Social Science redesign</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math pilot</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Science redesign</td>
<td></td>
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<tr>
<td></td>
<td>Social Science pilot</td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>Science pilot</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
## Evaluation Matrix

<table>
<thead>
<tr>
<th>Objective</th>
<th>Monitoring</th>
<th>Data Elements</th>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gateway Classes</td>
<td>Competencies identified, lesson plans, syllabi, and surveys developed with “gateway” classes in accordance with project timeline</td>
<td>• Student GPA&lt;br&gt;• Pass rate&lt;br&gt;• Number of students retained&lt;br&gt;• Student and faculty ratings</td>
<td>• Percentages&lt;br&gt;• Mean ratings&lt;br&gt;• Frequency counts&lt;br&gt;• Case studies</td>
</tr>
<tr>
<td>Faculty Development</td>
<td>On-campus development opportunities to develop strategies for working with at-risk students</td>
<td>• Number of faculty attending&lt;br&gt;• Faculty satisfaction survey</td>
<td>• Qualitative analysis&lt;br&gt;• Frequency counts&lt;br&gt;• Percentages&lt;br&gt;• Case studies</td>
</tr>
<tr>
<td>Retention Strategies</td>
<td>Attending development opportunities; develop strategy matrices; Advisor training</td>
<td>• Early Alert &amp; Tracking System&lt;br&gt;• Faculty ratings&lt;br&gt;• Satisfaction surveys for development opportunities</td>
<td>• Frequency counts&lt;br&gt;• Percentages&lt;br&gt;• Case studies&lt;br&gt;• Mean ratings</td>
</tr>
<tr>
<td>Advising</td>
<td>Student participation with Academic Advisors and faculty advisors to develop strategies for working with underprepared students in accordance with project timeline</td>
<td>• Number of students participating&lt;br&gt;• Student ratings&lt;br&gt;• Number of faculty participating in summer Symposium on Advising</td>
<td>• Frequency counts and percentages&lt;br&gt;• Mean ratings&lt;br&gt;• Case Studies</td>
</tr>
<tr>
<td>Program Evaluation</td>
<td>All formative and summative evaluation activities completed in accordance with project timeline</td>
<td>• Quarterly progress forms&lt;br&gt;• Biannual stakeholder meetings&lt;br&gt;• Annual reports</td>
<td>• Frequency counts &amp; percentages&lt;br&gt;• Qualitative analysis</td>
</tr>
<tr>
<td>Program Dissemination</td>
<td>College web site information, conference presentation, printed materials for distribution through NADE &amp; NACADA</td>
<td>• Number of web site HITS&lt;br&gt;• Number of conference presentations&lt;br&gt;• User ratings</td>
<td>• Frequency counts &amp; percentages; mapping&lt;br&gt;• Mean ratings</td>
</tr>
</tbody>
</table>
### Evaluation – Strategies, Progress and Documentation Chart (Example)

**Objective:** #1 Increase in-class success of students in Pre-Algebra by 10% compared to baseline data. (C or better)

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Code #</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Identify a minimum of 80% of competencies needed to be prepared for Pre-Algebra; Intermediate Algebra and College Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Incorporate at least 90% of identified competencies into Syllabi and Lesson Plans for pilot Pre-Algebra class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Implement faculty development and course redesign training.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Present at least one pilot Pre-Algebra class incorporating identified course end competencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Evaluate the pilot Pre-Algebra class on a) student success, b) in-class retention, c) student satisfaction, and d) faculty satisfaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Modify pilot class based upon evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6 Present and evaluate a modified pilot class in at least one section of Pre-Algebra</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status Codes:**
- 1= Completed as planned
- 2= In Progress – Satisfactory
- 4= In Progress- Unsatisfactory
- 5= Initiation of Strategy deferred
- 6= Strategy abandoned
- 7= Not Scheduled at this time

### Industry Standards for Evaluation

<table>
<thead>
<tr>
<th>Quantitative</th>
<th>Criteria</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many students participated in the program/course?</td>
<td></td>
<td>Enrollment; Learning Lab; Tutoring;</td>
</tr>
<tr>
<td>How many hours of tutoring were offered?</td>
<td></td>
<td>Tutoring sign-in sheets</td>
</tr>
<tr>
<td>How many sections of developmental courses were offered?</td>
<td></td>
<td>Class schedules; faculty records; Registrar</td>
</tr>
<tr>
<td>What % of the students who entered the course stayed for the entire term?</td>
<td></td>
<td>Semester grade reports; Registrar</td>
</tr>
<tr>
<td>What % of those who stayed the entire term earned a C or better?</td>
<td></td>
<td>Semester grade reports; Registrar</td>
</tr>
<tr>
<td>How many of those who participated in the course/program remained for one semester?</td>
<td></td>
<td>Registrar enrollment records</td>
</tr>
<tr>
<td>What % of those who passed the highest level of developmental course took and passed the next level curriculum course in that subject?</td>
<td></td>
<td>Registrar enrollment records</td>
</tr>
<tr>
<td>What % of those who took one or more developmental courses retained from fall to fall?</td>
<td></td>
<td>Registrar enrollment records</td>
</tr>
<tr>
<td>What % of those who took one or more development courses graduated within 6 years?</td>
<td></td>
<td>Registrar; graduation and transfer reports</td>
</tr>
</tbody>
</table>

| Qualitative                                                                 |                                                                          |                                                                     |
| To what extent are student users satisfied with the program                 |                                                                          | Student satisfaction surveys; Academic Advisor                        |
| What are the faculty/staff perceptions of the program?                      |                                                                          | Faculty satisfaction surveys; Fac. Dev. And Cur. Coord.             |
| What are the faculty/staff perceptions of the program’s students?           |                                                                          | Faculty satisfaction surveys; Fac. Dev and Cur. Coord.             |
(g) Budget (8 points)

**Personnel Costs** - According to NWOSU policy, a 1.4% annual cost of living increase is included.

1. Funds are requested for a SIP Director and a SIP Secretary to manage the project, document all expenditures, prepare and submit reports and to meet the day-to-day management responsibilities of the project.

<table>
<thead>
<tr>
<th>Year</th>
<th>SIP Director Salary (100%)</th>
<th>SIP Secretary Salary (100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td>$45,000</td>
<td>$18,000</td>
</tr>
<tr>
<td>Year Two</td>
<td>$46,100</td>
<td>$18,250</td>
</tr>
<tr>
<td>Year Three</td>
<td>$46,269</td>
<td>$18,508</td>
</tr>
<tr>
<td>Year Four</td>
<td>$46,917</td>
<td>$18,767</td>
</tr>
<tr>
<td>Year Five</td>
<td>$47,574</td>
<td>$19,030</td>
</tr>
</tbody>
</table>

Funds are requested for the Academic Advisors and Faculty Development and Curriculum Coordinators to fulfill the development, piloting, and evaluation need to meet all SIP objectives in a timely manner. NWOSU will retain the Academic Advisors’ positions at the project’s conclusion and will share in the salary and benefit costs in years four and five. The Faculty Development and Curriculum Coordinators positions are considered developmental in nature and will not be retained at the project’s conclusion. The Faculty Development and Curriculum Coordinators positions are part-time and given as a stipend. The Faculty Development and Curriculum Coordinators will be released for 3 hours each semester to assist with this project while adjuncts are hired to cover those courses.

**Academic Advisors x 2**

<table>
<thead>
<tr>
<th>Year</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$24,000</td>
<td>$24,336</td>
<td>$24,677</td>
<td>$25,022</td>
<td>$25,372</td>
</tr>
<tr>
<td></td>
<td>$24,000</td>
<td>$24,336</td>
<td>$24,677</td>
<td>$25,022</td>
<td>$25,372</td>
</tr>
</tbody>
</table>

**Faculty Development and Curriculum Coordinators x 2**

<table>
<thead>
<tr>
<th>Year</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>stipend</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>stipend</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
</tbody>
</table>

2 adjunct professors 3 hours each x 2 semesters

<table>
<thead>
<tr>
<th>Year</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,150</td>
<td>$3,150</td>
<td>$3,150</td>
<td>$3,150</td>
<td>$3,150</td>
<td>$3,150</td>
</tr>
<tr>
<td>$3,150</td>
<td>$3,150</td>
<td>$3,150</td>
<td>$3,150</td>
<td>$3,150</td>
<td>$3,150</td>
</tr>
</tbody>
</table>

**Fringe** is calculated as 53% of gross salary and is based on 7.65% FICA, $470.00/month health ins., $7.76/month vision, life (gross x 2 x 0.00025 x 12), LTD (gross x .0003083 x 12), OTRS fee 8.55%, OTRS Contribution, WH matching, ER matching, Unemployment, Worker’s Comp. The NWOSU calculations are guided by the benefits package provided by the Regional University System of Oklahoma. Only limited benefits are figured for the stipends and adjuncts.

<table>
<thead>
<tr>
<th>Year</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fringe</td>
<td>$77,962</td>
<td>$81,860</td>
<td>$85,954</td>
<td>$90,252</td>
<td>$94,764</td>
</tr>
</tbody>
</table>

**Travel** Travel funds are requested for professional development support, ensuring that NWOSU faculty and advisers have the opportunity to enhance their understanding of the best strategies and practices to help underprepared students succeed. Professional development
opportunities will be funded for instructional development and advising development in alternate years.

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

Funds are also requested to support the SIP Director attending the annual SIP training in Washington, D.C.

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
</tbody>
</table>

**Equipment** Funds are requested for computers for the key personnel of the project in order to keep accurate records and track overall student progress in the SIP grant.

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>$8,400</td>
<td>$8,400</td>
<td>$8,400</td>
<td>$8,400</td>
<td>$8,400</td>
</tr>
</tbody>
</table>

**Supplies** Funds are requested to provide instructional supplies for gateway classes and *Grades First* tracking software to enhance the intrusive advisement process. General office supplies are also requested.

**Instructional Supplies and Software**

<table>
<thead>
<tr>
<th>Instructional</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>$25,000</td>
<td>$25,000</td>
<td>$25,000</td>
<td>$15,000</td>
<td>$15,000</td>
<td></td>
</tr>
<tr>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td></td>
</tr>
</tbody>
</table>

**General Office Supplies (SIP Office)**

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
</tbody>
</table>

**Contractual** Funds are requested to contract with expert guest speakers to provide on-campus summer faculty development and course redesign training each year of the grant. The training will focus on working with underprepared and underrepresented college student populations. In the first year of the project, NWOSU faculty will attend a Summer Academy to assist faculty with redesign of gateway courses. The evaluator will also be paid through contractual funds each program year.

<table>
<thead>
<tr>
<th>Training</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Evaluator</td>
<td>$3,500</td>
<td>$3,500</td>
<td>$3,500</td>
<td>$3,500</td>
<td>$3,500</td>
</tr>
</tbody>
</table>

**Other**

Summer Academy Training ($2000 per instructor x nine gateway courses)

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>$18,000</td>
<td>$18,000</td>
<td>$18,000</td>
<td>$18,000</td>
<td>$18,000</td>
</tr>
</tbody>
</table>

**Annual Totals (Less Endowment)**

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>$290,162</td>
<td>$295,614</td>
<td>$301,285</td>
<td>$297,180</td>
<td>$303,312</td>
</tr>
</tbody>
</table>
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.