

Academic Year 2019-2020
Diversity and Inclusion Reporting
Northwestern Oklahoma State University

1. Academic Unit/Division/Department/Administrative Office:
 - School of Education: Division of Education
2. Faculty and Staff Events, Activities, On-Campus and Off-Campus Conference Attendance and Presentations:
 - Four faculty presented to high school students during the “Why Serve” event held at NWOSU Alva on February 19, 2020. This event consisted of teaching simulations the intent of which was to encourage high school students to choose a career in teaching (see item #3).
 - All members of the Division of Education faculty attended the annual Oklahoma Association of Colleges of Teacher Education Conference in October at which workshops pertaining to working with underserved and/or minority student populations, both P-12 and university levels were offered.
 - Faculty members in the Division of Education served as members of the NWOSU Diversity Committee.
 - Faculty members in the Division of Education attended the NWOSU Diversity Awareness presentations in February 2020.
3. Special recruitment events and activities for underserved and/or minority populations:
 - The Division of Education received a grant from the Oklahoma State Regents for Higher Education to work with Teach Oklahoma students in Alva, Enid, and Woodward. Teach Oklahoma is a curriculum program in the respective high schools the intent of which is to encourage high school students to consider a career in teaching. Demographic information from the high school participants in Enid and Alva indicate 30% self-identified their ethnic group as other than White-Caucasian. Demographic information was not available for the students in Woodward. The activities in the grant included meeting with the high school students at the respective NWOSU campuses with teacher candidates to learn about NWOSU and the teaching profession. The second event was held on the NWOSU Alva campus and included teaching simulations by faculty and a lunch featuring the Oklahoma Teacher of the Year. The intent of the grant was to recruit students into the teaching profession and to choose NWOSU as the preparation program. A subcomponent of the recruitment efforts was to recruit underserved and minority populations. In this situation, “underserved” includes those who face financial difficulties that may preclude them from attending college. Pre-assessment data show fifteen out of twenty-six respondents want to be a teacher. This particular data is not

broken down by ethnicity. Post-assessment data were not gathered as the final events of the grant were canceled due to the closure of P-12 schools.

- As part of its self-study for accreditation, the Division of Education developed a recruitment plan for the undergraduate programs and a plan for the graduate programs. A focus of each plan was to recruit students who reflect the diversity of NWOSU's service area general population and the learners in the service area's P-12 schools. Ethnicity data from the service area was used in the development of the plans as per the information available on NWOSU's web site. Both plans have been implemented and are ongoing.

4. Faculty and Staff Supportive Services to underserved and/or minority populations:

- As stated above, faculty assisted with the Teach Oklahoma grant in working with the high school students at the first event held at all three of the NWOSU campuses. At the event in Alva, four NWOSU faculty presented teaching simulations for the high school students with the majority of the faculty participating in the lunch event.
- EDUC 2103 Foundations of Education continues to demonstrate the need for teachers in schools with underserved and/or minority populations through a field trip to Oklahoma City Public Schools. This field trip immerses teacher candidates in three school sites with ethnic minority majority student populations and underserved populations. The candidates talk with teachers, staff, administrators, and students at the schools to learn of the needs of the students and how the schools meet those needs. At the conclusion of the field trip for the fall and spring semesters multiple teacher candidates indicated a desire to work with underserved and/or minority populations in a school setting upon completion of the teacher preparation program.
- Emphasis upon working with underserved and/or minority populations continued through coursework at the undergraduate and graduate levels. There were guest speakers in classes who emphasized the need for well-trained educators in settings that are labeled as "difficult" due to socioeconomic conditions but were presented as opportunities for program completers to be difference makers in the lives of young people. Diversity in field experiences is a focus of the teacher preparation program. Diversity in this regard is defined in broad terms (poverty, special needs, language, mobility, ethnicity) but is inclusive of young people who are underserved and/or of minority population. Diversity is addressed throughout coursework at the graduate level and through field experiences. The report from the on-site accreditation team in November, 2019 cited no areas of weakness in the undergraduate and graduate programs in the area of diversity as defined by the accrediting body. The accreditation team reviewed key assignments in all programs, field experiences at the undergraduate and graduate levels, and interviewed stakeholders prior to writing the report.
- Division of Education Early Childhood Education faculty worked with the Fowler Early Childhood Learning Center at the NWOSU Enid campus to develop collaborative experiences for NWOSU early childhood and special education majors at the center. The center consists of three PK classes of underserved and/or minority populations. The

center provides an excellent clinical experiences for teacher candidates in working with children in these populations.

5. Alternative Educational Delivery Methods Employed during the Covid-19 Crisis:

- The Division of Education faculty used Zoom extensively as a means to maintain contact with students. Periodic meetings were scheduled with entire classes and with specific sub-sets of classes the latter of which provided a more personal environment for the students. The feedback from students in the smaller group Zoom meetings was positive as the students felt more at ease in asking questions than in the larger group meetings.
- Faculty also used Blackboard for announcements and emails in which entire class information was shared.

6. Certifications Achieved:

- Doctorate Completed: Mariann Braten-Hall, March 2020, Oral Roberts University