

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

1. Academic Unit/Division/Department/Administrative Office:  
Arts and Sciences/Arts/Fine Arts/Kimberly Weast
2. Faculty and Staff Events, Activities, On-Campus and Off-Campus Conference Attendance and Presentations:

Jordan/Weast:

“The Coloring Book” Theatre Production – “dealt with race and gender prejudice”

“Almost Maine” Theatre Production “dealt with gender diversity and equality”

The Kennedy Center American College Theatre Festival- “LGTB, and disability workshops”

Theatre faculty worked with numerous high school students preparing for one act competition and speech tournaments in various small towns where there isn't a theatre faculty member but rather an English teacher doing all the preparation alone.

Faculty member Lawana Newell attended "The Gospel According to black Jesus: Race, Religion, and Identity".

Longhurst:

Choral faculty visited and worked with choirs at Kingfisher HS & MS, Cleveland HS, Liberal School District Choral Festival K-12 Grades, Alva HS,

NWOSU Singers performed and recruited at Enid HS, Del City HS, Tecumseh HS, Carl Albert HS, Hennessey HS, Vici HS, Laverne HS, and Ardmore HS.

On Tuesday, March 10<sup>th</sup>, conductor, composer/arranger, vocal contractor, singer, music activist and speaker Dr. Alexander Lloyd Blake from Los Angeles was the special guest of the Northwestern Oklahoma State University Fine Arts Department. He provided two lectures, one presented to the fine arts students and general student body on “Social Justice Topics in Music,” and the other as a lecture/concert on “Social Justice talk and Concert.” The concert featured a work by the Pulitzer Prize winning composer, Caroline Shaw, entitled “To the Hands.” The work is shared free of cost if her message about refugees is shared before the performance.

Vocal Music Education Majors and Vocal Majors who attended the Oklahoma Music Educator's Association Conference in Tulsa and the Regional American Choral Directors Association

Conference in Little Rock, AR, attended presentations on including students with disabilities in their classroom, students who identify as LGBTQ, and how to teach students who are disadvantaged socio-economically.

Assistant Professor Longhurst attended the University diversity training in February given by Shewanda Riley.

Assistant Professor Larson

During the summer of 2019 from May 29th to June 25th, I participated in the MASS MoCA (Massachusetts Museum of Contemporary Art) Artist Residency. This highly competitive, intensive 4 week stay granted me complete access to the world-renown contemporary museum and placed me with 11 other professional artists from all over the world who had studios right next to mine.

More about the residency program:

<https://massmoca.org/event/studios/>

<https://www.assetsforartists.org/studios-at-mass-moca/>

This summer, from June 6 - July 28, 2019, my work was a part of the group exhibit "Suck City," curated by Daniel Herr at Shrine and Sargent's Daughters | 179 E. Broadway LL, New York, NY 10002

On February 27, Professor Larson attended "White Fragility for Beginners: How Higher Education Can Handle Conversations About the Elephant in the Room," and after, attended the English department's diversity readings and discussion with Professor Riley

3. Special recruitment events and activities for underserved and/or minority populations:

Jordan/Weast

"The Coloring Book" was presented to children who don't have access to live theatre events.

Larson:

I provide students a safe environment to express their ideas in a visual format. I select professional artists for the Artist-in-Residence program that bring diversity and who broaden the range of art-making perspectives on campus and in the community.

Each student brings with them something different to their artwork in the studio environment. Differences of perspectives, methods and approaches to art-making are discussed, valued, and analyzed for all to learn from. Learning from colleagues, sharing insight and constructive criticism is encouraged and rewarded.

I encourage students of all skill-levels, ages, and backgrounds to participate in visual arts courses and events. **All visual arts events on campus and in the community are free of charge, open to all.**

The Artists-in-Residence I bring in deal with contemporary themes, issues and concerns in their work. Students' interactions with these artists and their work, in addition to their study of art history and their exposure with other contemporary art and artists, encourages and challenges students to think both critically and imaginatively about their work and their message in a greater context. Therefore, the scope of their work and its potential is broadened, and students find more venues and modes of communication of their ideas through visual means. Students then are also able to express themselves with greater specificity and conviction.

**For more information about the NWOSU Artist-in Residence program**, and for pictures of the program in action and information about the artists, please visit: <https://www.nwosuair.com/>

#### **Visual Arts Events\*:**

October 4	First Friday Visual Arts Student Exhibition (Runnymede)
October 30	Air Ashley Freinberg Artist Talk & Workshop (on campus)
November 1	Air Ashley Freinberg First Friday Exhibition (Runnymede)
November 1	Air Ashley Freinberg First Friday Exhibition (Graceful Arts)
December 6	First Fri. Visual Arts portrait drawing table at Runnymede
February 7	AiR Yelena Matynovskaya First Friday Exhibition (Runnymede)
February 7	AiR Yelena Matynovskaya First Friday Exhibition (Graceful Arts)
February 12	AiR Yelena Matynovskaya Artist Talk & Workshop (on campus)

\* All events were free and open to all students, faculty, staff and community members of all ages.

#### **Guest lectures for visual arts students (Art in Life, Fund. Of 2D Art, and Beginning Painting classes) held via Zoom during Covid-19 Crisis:**

**Ania Garcia**, Boston University MFA graduate student originally from Cuba, gave a slide presentation and lecture about artists who have worked through times of crisis in resourceful ways.

**Marianne Hoffmeister Castro**, Carnegie Mellon Visual Arts graduate student originally from Chile, gave a slide presentation and lecture about how contemporary artists deal with themes of the Anthropocene and ecological disaster in their work.

I also hold “**Art Movie Mondays**” on most Monday nights for students. I screen free movies and documentaries that have to do with artists lives, the process of making work, the art world at large, and more. I announce movies that we watch on the Visual Arts Facebook page, and all students, faculty and staff are welcome to join. Students can work on homework while watching. Some of the movies we watched this year are:

Cutie and the Boxer

Struggle: The Life and Art of Szukalski

Sky Ladder: The Art of Cai Guo-Qiang

Philip Guston: A Life Lived

Frida

At Eternity's Gate

Basquiat

Alice Neel

Cave of Forgotten Dreams directed by Werner Herzog

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

Jordan/Weast

Additional time was given on projects for students with physical and emotional disadvantages.

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

Jordan/Weast:

Zoom was used for theatre classes and recruitment. Computers were loaned to students who didn't have technology to use at home to finish projects.

Four professional theatre artists did lectures and talkbacks with the Theatre Production I class.

Newell:

All classes were transferred to Zoom. Applied lessons were taught by zoom Music was played, recorded and emailed for students who didn't have piano's at home.

Longhurst:

Aural Skills was transferred to be completely online with the EarMaster training software.

Music History lectures were given by videos of powerpoints and lists of YouTube performances to listen to to trace the development of Western music.

NWOSU Singers were given individual recording assignments to create a virtual choir.

Larson:

Met with classes during normal meeting time via Zoom. Zoom sessions were recorded and placed on Blackboard for students who were unable to join live.

For studio classes, I developed brand new projects that allowed students to express their feelings of the current Covid-19 crisis.

Some students couldn't afford art materials or didn't have access to them. I allowed students to be resourceful and use any medium they could access. For example, one student made sculptures out of her old socks, and others used cardboard and collage.

Conducted critiques of week's assignment on Zoom, where students uploaded images of their work via Blackboard discussion boards. Students were individually "prescribed" avenues to explore in their in-progress projects for the week, taking into account their individual situations and interests.

Held "open studio" zoom sessions, which were informal, optional meetings outside of class where students and I are working on artwork together in real time with Zoom.

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6. Certifications Achieved: