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MOOCs.
is the emergence of massive open online courses, nicknamed prominent due to a number of other factors, one of which shifts began some time ago, but they have become more seismic shifts occurring in higher education. In truth, these and others are reacting not only to simple economics but to ff
through development is neither isolated nor surprising.
The Rise of MOOCs
This development is neither isolated nor surprising. Throughout the country, legislators, educators, government officials, and others are reacting not only to simple economics but to seismic shifts occurring in higher education. In truth, these shifts began some time ago, but they have become more prominent due to a number of other factors, one of which is the emergence of massive open online courses, nicknamed MOOCs.

The story of the artificial intelligence course offered at Stanford by Sebastian Thrun is now widely known. More than 160,000 students enrolled in that free online course. Subsequently, MOOC providers like Coursera (led by Princeton, Stanford, Michigan, and Penn), EdX (Harvard and MIT), iTunes U, Khan Academy, and many others emerged, all providing free educational resources to adult and other learners. In other words, elite institutions are offering high quality online curricula and building close linkages with employers to educate working adults. At the same time, MOOCs are providing general education level courses at a significantly lower cost (even taking into consideration assessment fees) perhaps limiting the need for traditional auditorium-sized general educational courses on campuses. While most MOOCs are not currently offered for credit, many parallel developments are in the works that will make including MOOCs on transcripts part of students’ higher education experience. The president of Northeastern University went so far as to declare that with MOOCs “we’re witnessing the end of higher education as we know it.” This bit of overstatement reminds me of the somewhat alarmist response made in 1885 by an individual concerned about the rising number of correspondence courses offered by schools: “The day is coming when the work done by correspondence will be greater in amount than that done in the classrooms of our academies and colleges; when the students who shall recite by correspondence will far outnumber those who make oral recitations.”

The MOOCs story and the report from Florida reflecting demand for higher education to be more responsive to reflecting primary to the demands of constituents concerned about increasing tuition costs, the legislators indicated they are interested in providing “a high-quality education at a fraction of the cost.” (Orlando Sentinel, 1/5/13)

Roksana Alavi, Robert Edmondson, and Todd Wiestewald recently joined the full-time faculty of CLS. As with all CLS faculty, the three newest members bring experience and expertise in their fields of study that can only be gained through actively applying what they teach.

I like teaching a variety of courses in ethics, leadership, human trafficking, and cultural studies,” Alavi said when asked about the wide range of courses she teaches. “Whether we believe ethics is a human creation, divinely inspired, or based on some evolutionary processes, human beings have always looked for answers. Studying ethics and the world around us often makes me wonder how oppressive practices are perpetuated and what the best solutions are in our society, as well as abroad.”

Her most recent research focused on the trafficking of women and the philosophical impact on society. As there is little, if anything, written about human trafficking from a

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philosophical perspective. Alavi has been extensively involved with organizing local, national, and international conferences on the trafficking of humans over the past three years and has presented on the topic in both the United States and Mexico.

Robert Edmondson, Ph.D.
World Cultural Studies

Originally from Muskogee, Oklahoma, Robert Edmondson earned a bachelor’s degree in Asian studies from Oklahoma City University in 1993, and moved to China just after graduation, teaching English, studying Mandarin and traveling throughout the country during a period of dramatic economic and social change. Edmondson returned to the United States and earned a master’s degree in Asian studies from the University of Texas at Austin and earned his doctorate in anthropology from Michigan State University in 2009 with research focused on Taiwanese and Chinese nationalism, transnationalism and collective memory among first- and second-generation immigrants.

“I am thrilled to have the opportunity to continue teaching interdisciplinary courses at the College of Liberal Studies, including China-related courses,” said Edmonson regarding his role in the newly established bachelor’s degree program in World Cultural Studies. “This is truly an exciting time to be engaged in higher education, whether as an instructor or a student!”

Edmondson was a professor for the Interdisciplinary Studies program at the University of Science and Arts of Oklahoma before coming to CLS and has taught a wide variety of courses including anthropology, social stratification and inequality, race and ethnic relations, community development and world thought and culture.

Todd Wuestewald, Ph.D.
Criminal Justice

Before joining OU’s College of Liberal Studies, Todd Wuestewald was an assistant professor of Criminal Justice at the University of Arkansas–Fort Smith. Wuestewald is a 30-year law enforcement veteran, having worked for the Broken Arrow and Tulsa, Oklahoma, police departments. During his police career, he worked in patrol, detectives, K-9, narcotics, SWAT, professional standards, training, and administration. Between 2003 and 2011, he served as Chief of the Broken Arrow Police Department. He received his Bachelor of Arts degree in English from Michigan State, Master of Science degree in Criminal Justice from Northeastern State, Master of Public Administration from University of Oklahoma, and his doctorate in Education from Oklahoma State. He has published on the topics of leadership, police organization and management, law enforcement education, community policing, narcotic investigations, tactical operations, and police research collaborations.

“Teaching at OU is the realization of a longtime professional goal for me,” said Wuestewald. “Engaging with our diverse and far-flung adult students is great. I’m also very excited to have the opportunity to help build our new criminal justice master’s degree program.”

Wuestewald’s present research activities include participative management in policing, organizational climate, and practitioner-researcher collaborations. He also serves as a consultant for the International City/County Management Association where he assists with audits of public safety agencies.

Brittany Chalk served as the Banner Carrier for the Winter 2012 Convocation ceremony held last December. Brittany, a 4.0 GPA student, was selected because of her outstanding academic achievements and her shining example of what dedication and vision can accomplish in academia.

Entering CLS directly from the top of her high school class, Brittany knew she wanted to be a writer. And thanks to her father, also an OU alumnus, Brittany discovered CLS and recognized that the flexibility CLS courses offered students would allow her to not only pursue her education but also to gain experience in the world she felt would be invaluable to her later in her writing career.

What life or college experiences led you to CLS?

My journey to choose CLS for college was a rather unorthodox one. I grew up being homeschooled through high school, and part of my work for that was online through an out-of-state academy. So by the time I started to look for colleges at the end of high school, the idea of school online was not foreign to me. I finished my first semester at 19, and am now graduating at 22! I do believe that homeschooling prepared me for getting my degree through CLS because it taught me skills that I found vital to my success in college, such as time management, organization, the ability to pace and motivate myself, and good researching skills.

What is your current job and what are your responsibilities?

So far, the current job is student (though that will change after graduation)! Given that I wanted to finish my degree in three and a half years, my course loads were pretty big every semester.
This did not prevent me from getting experience in the outside world however. Instead, I believe that my education through CLS actually opened doors for me to be able to work in ways that I would not have been able to had I been going to school on campus.

For example, for a year I worked for an author/teacher/lecturer who traveled around the United States to different conventions. Working as her assistant, I would often be gone for weeks or months at a time, traveling from one coast of the U.S. to another. There is no way I could have been gone that long for a job with a traditional college experience, but since my classes were online, I was able to take my school with me as I worked. I got to see the country and gain invaluable experience—all while getting my degree.

What challenges did you face while working on your degree?

I think it is natural for people to struggle with finding a balance between school and life. It does get exhausting at times, when you feel like you are being pulled in so many different directions at once. The holidays especially can be difficult because, of course, all I want to do is spend time with my family and friends. There are days where I sat down to do my homework without any real motivation. That question of “is this worth it?” came to mind many times, and I wouldn’t always answer with a confident “yes.”

What motivated you to push through those challenges?

The funny thing about challenges is that just when you think they are getting to break you, you somehow end up whole. Just when you think that last research paper is never going to get done, you find that you just finished your conclusion and you can turn it in. The crisis is over, and you are still alive. So even though you may think you are weak, the truth is we all can handle far more than we give ourselves credit for. For me, my faith and being a Christian is the most important part of who I am, so when I faced challenges, I turned to prayer. Often times I would find myself reminded by just how special an opportunity I have to be getting an education and learning about things that interest me. Not everybody gets an opportunity like that, and sometimes I need to be reminded of this.

How will having this degree impact your life?

Since starting college, I knew that I wanted to be a writer. But to be a writer, you need to be diverse. Getting my degree in Liberal Studies has cultivated that diversity that I needed in writing, challenging me not just to write about what I know but to teach myself what I don’t know so that I can write about it. I’ve learned to apply my creative skills to not just writing short stories but to writing in any field. I think that gives me an edge. I think I can utilize this freedom, it allowed me to ask myself serious questions about the thoughts with a logical and organized argument, that was considered good work. I never really felt like I had to give a certain answer to get a certain grade. Because I had that freedom, it allowed me to ask myself serious questions about the workings of the world around me.

While you were a CLS student, what did you learn about yourself?

One of the greatest realizations about myself is that I’ve found I have learned how to learn. Not everyone is taught how to do this, but I am thankful to say that I was. Because I have been taught how to learn—how to research and be discerning about information that I find—I feel like my education will last long after I finish school. Instead it will be a lifelong affair, where I will be able to pursue knowledge of any subject. Provided that I am committed and thorough, I know there is no limit to what I can learn.

In comparing how I was before college to after college, I also realize that I am a much better writer. Getting feedback and advice from so many different professors over 3 1/2 years has not only polished my work but it has given me more confidence. After high school, I was timid about saying I wanted to write articles and books, not really knowing if I was capable of such a job. But now I am confident to say that not only is this what I want to do but what I know I can do. I feel prepared now and am excited to see what lies ahead for my future!
The spirit of helping others and building a community is something everyone can agree upon as worthwhile, but it can sometimes be daunting and difficult in today’s busy world to know where to find opportunities to give back.

There are many great resources available for everyone to find opportunities and activities to volunteer your time or expertise for. Follow these easy steps and you will be making the world a better place before you know it.

Why Do You Want to Volunteer
The first step in a road to giving back is to consider why you want to volunteer. Do you want to build your own skills and make new friends or are you in a point in your life that teaching others is where you have the most to offer? Answering this question can help you choose the right direction for your volunteer work.

Choose an Organization that Matches Your Passion
Once you know what drives your passion to volunteer you can find an organization that supports what you value. Organizations of all types exist to support different causes, initiatives or activities. And if you can’t find something that matches what you want to do create your own!

Start Locally
There is no better place to start than where you live when it comes to volunteering. Many organizations are national and worldwide with branches and groups in many locations and will hopefully have a presence in your town. But don’t get discouraged if you are the founding member where you live; you will be making your community a better place.

Get Started!
These are some great resources for finding current, reputable volunteer organizations and opportunities.

VolunteerMatch / volunteermatch.org is a well-known organization website that will match you with opportunities based on location and interest. All major organizations, such as the American Red Cross and United Way, use this service when posting volunteer opportunities along with small local organizations.

Your Hometown – Local municipalities are a great place to find local organizations with immediate opportunities. Cities and towns often promote volunteer activities on their websites and utility newsletters.
The 2012 CLS Tailgate Party was a great success last fall with over 100 alumni, students, and staff attending. Catering was provided by Head Country Bar-B-Q, t-shirts were given away, and a very lucky attendee won a football autographed by both Barry Switzer and Bob Stoops.

“We had a great time visiting with current and past CLS students,” said CLS Assistant Dean Martha Banz. “We love to meet our students’ families and are glad to be able to offer a time for them to spend a day on campus and we’re looking forward to doing it again in 2013.”

The annual CLS Tailgate Party is a free event open to all CLS alumni, students, staff, and faculty and their families during the football season. Upcoming Tailgate Party information will be announced on the CLS website at ou.edu/cls.
CROSS-CULTURAL ENCOUNTERS

With the world becoming much more interconnected and with cross-cultural communication becoming an essential skill in all sectors of the global economy, the College of Liberal Studies is proud to offer the first courses in our new bachelor’s degree in World Cultural Studies. In this exciting moment in history our graduates will have opportunities to forge interpersonal relationships with people whose beliefs, values, and traditions are vastly different from their own. Such cross-cultural encounters may be rewarding and productive or fraught with tension and misunderstanding. The World Cultural Studies degree program equips students with the communication skills needed to thrive in any foreign environment, whether providing aid in a remote village in Afghanistan or exploring a Hong Kong night market.

Preparing Graduates with Practical Skills

A great many international and area studies programs already exist in higher education, but we have learned through consultation with military officials and business leaders that most programs fail to adequately prepare graduates with practical skills. With this in mind, courses across our curriculum were created to emphasize practical “real-world” learning objectives using innovative teaching methods and technologies intended to be helpful to military service members who are deployed or about to be deployed and to those interested in international trade, travel, service, and diplomacy.

An interdisciplinary approach is used in the program to help develop appropriate everyday skills and draws on a wealth of materials to gain insights into unfamiliar cultures, including literary works by renowned authors, cutting-edge documentaries, critically acclaimed films, influential artistic works, and engaging guest lecture videos.

Navigating Cultural Challenges

One of our goals in the World Cultural Studies program is to cultivate students’ abilities to navigate cross-cultural challenges. In our introductory course, for example, we discuss an American soldier’s account of a tense encounter with an Afghan tribal leader. The soldier was not aware that Afghan men in friendly conversation stand about a half-step closer than Americans are comfortable with and speak loud enough for others near-by to hear what is being said. When the Afghan stepped close to talk, the soldier stepped back and only spoke loud enough for the Afghan to hear. The Afghan, slightly offended and embarrassed by the two signs of disrespect, stepped even closer to re-establish the image of mutual respect and loudly repeated the question the soldier had asked. The soldier, increasingly tense, immediately stepped back again, looked the Afghan in the eyes, and asked his question once more at a “normal” volume. This potentially explosive situation was diffused when another soldier aware of the cultural differences stepped close to the Afghan man and, looking aside, said, “Thank you for your help” several times, loud enough for everyone in the growing crowd to hear.

The World Cultural Studies program equips students with cultural fluency – the ability to effectively assess the cultural environment, accurately identify potential conflicts, and conceptualize practical strategies to avoid predictable errors. The idea is a simple one. Graduates of the World Cultural Studies BA degree program will possess the ability to adapt and thrive among populations with unfamiliar beliefs, customs, traditions, and values. Courses are designed to foster an interdisciplinary understanding of cultural groups and enhance insight into the most pressing global issues of our time.

The Future

Our first courses – Introduction to World Cultural Studies and Chinese Culture and Civilization – were offered in the spring 2013 semester to great success with students expressing their excitement in furthering their studies in this area. In future semesters we will be introducing additional courses in the China series focusing on Chinese politics, military thought, and cultural geography.

The College of Liberal Studies shares with its students a passion for learning about other cultures, not only because it broadens professional horizons but also because we inevitably learn about ourselves. Seeking the familiar in the foreign often requires courage, but cultivating respect and appreciation of other cultures deepens our own connection to humanity.

The essential message of Senator Robert F. Kennedy’s 1966 address to university students in Cape Town, South Africa, continues to carry the weight of truth more than 40 years later.

“Like it or not, we live in interesting times. They are times of danger and uncertainty, but they are also the most creative of any time in the history of mankind. And everyone here will ultimately be judged — will ultimately judge himself — on the effort he has contributed to building a new world society and the extent to which his ideals and goals have shaped that effort.”

Senator Kennedy challenged us to embrace our moment in history, establish goals worthy of our efforts, and seek opportunities to demonstrate cross-cultural understanding and mutual respect in an era of rapid globalization and potential cultural conflicts. This is truly an exciting time to study culture on a global scale — not because cultures are dying but because they are flourishing, changing, and increasingly interacting with one another. Our graduates will not only thrive professionally with highly sought after cross-cultural competences, but also help shape the world which their children and grandchildren will inherit.

By Robert Edmondson, Ph.D.

Robert Edmondson is a full-time College of Liberal Studies professor specializing in world cultural studies and social stratification and inequality. He holds bachelor’s and master’s degrees in Asian Studies as well as a doctorate in Anthropology and has taught courses both in Oklahoma and China.
CRIMINAL JUSTICE
at the University of Oklahoma

By Todd Wuestewald, Ph.D.

When I entered law enforcement more than three decades ago, things were very different. The idea of going to college to become a cop was fairly novel at that time. The common wisdom was that a would-be police officer need only have some life experience and a clean background to enter law enforcement. While these attributes are still important for those seeking entry into the criminal justice professions today, they are hardly sufficient anymore. The world and the job have fundamentally changed with the evolution of society and the constant introduction of technology.

If I think back to those days as a rookie police officer, the concept of technology hardly entered my mind. Technology was a 1978 Plymouth Grand Fury, a pair of handcuffs, a .357 magnum, and an old hickory nightstick. What else does a cop need, right? Wrong. That may have been the way it was then, but today’s officers drive, carry, wear, and use technology that wasn’t even conceived of just a few short years ago, let alone decades ago. They must be tech-savvy and know how to employ emerging technologies efficiently and innovatively. Sgt. Joe Friday has met the knowledge worker and it’s not just “Book ‘em, Danno” anymore.

Far from being strictly law and order type of people, criminal justice professionals today must be polished community-builders, communicators, analytic thinkers, problem solvers, and public relations experts. They must be able to engage with a vastly diverse clientele on a variety of complex quality of life concerns. They must be as concerned about serving the needs of crime victims as they are about catching bad guys.

While previous law enforcement was a matter of following orders and policy, today the emphasis is on good decision-making and front-line leadership. Criminal justice professionals are subjected to unprecedented public scrutiny, with the potential for their actions to be judged instantaneously by a global audience. Who could have foreseen the era of CSI, crime forecasting, cyber-detectives, or a role for the heat cop in global security? Yet, all these have come to pass and the pace of change will only accelerate. Acquisition of the necessary knowledge, skills, and abilities to manage these challenges is essential. And education is the key.

CLS Bachelor of Science in Criminal Justice

Since its inception in 2008, the CLS Bachelor of Science in Criminal Justice (BSCJ) has seen phenomenal growth, and with good reason. Students in the program learn from practitioners who combine real world experience with theoretical knowledge. Many of the professors are nationally and internationally renowned in their fields.

Importantly, they are also adept at working with adult students, helping them balance the often competing demands of a college education and everyday life. The program also strives for a student-centered orientation, whereby the lessons can be made relevant to the student’s context. In my opinion, this is critical. Theory without context is of little use. In my case, I didn’t return to school for my graduate education until I had been working in policing for nearly 20 years. I wanted to learn from someone with real world knowledge and who could help me make the connections to my work-life context and judging from the rapid growth of our enrollment other people did too.

Word of mouth has apparently gotten around about the quality of our program, with the demand for our undergraduate program steadily growing. CLS was able to begin offering a Master of Science in Criminal Justice (MSCJ) beginning with the Spring 2013 semester.

Master of Science in Criminal Justice

This new, unique 33-hour program is 100% online and offers all the advantages of internet-based delivery with the option for students to concentrate their studies in one of three focuses: Administrative Leadership, Restorative Justice, and Drug Abuse Policy. We are excited about our MSCJ degree and are seeing high demand, primarily from people already employed in the field. These professionals are watching the changing landscape of their workplaces and are turning to the College of Liberal Studies to help them keep up.

All those years ago, when I first pinned on the badge, strapped on that .357, and climbed into that cool Grand Fury, I thought I had arrived and just about knew it all. Little did I understand that the lesson was just beginning, but I can say that I am proud to be part of a cutting-edge program that prepares today’s law enforcement professionals for tomorrow’s challenges.

Todd Wuestewald, is a full-time College of Liberal Studies professor specializing in criminal justice and police organization and management. He has been published on numerous topics including leadership and holds master’s degrees in Criminal Justice and Public Administration as well as a doctorate in Education.
In June 2012, CLS was awarded a $1 million endowment along with a $50,000 bridge grant from The Bernard Osher Foundation for the Osher Reentry Student Scholarship Program. The bridge grant will enable CLS to continue awarding scholarships to students while the larger endowment accrues interest that will benefit future scholarship applicants.

The College of Liberal Studies awarded 19 students $24,940 in fall semester scholarships as part of the Osher Reentry Scholarship Program. Students who have experienced an interruption in their education of at least five years and who were working toward their first undergraduate degree were eligible. While this scholarship is coordinated by CLS, all eligible OU undergraduates could apply.

The Osher Reentry Student Scholarship Program awards scholarships to students ages 25 to 50 who are enrolled in the college’s on-site or hybrid classes offered at any OU site, including OU-Norman, OU-Tulsa, Oklahoma City Community College, Rose State College, Ponca City and Lawton/Ft. Sill. More than $220,000 in Osher scholarships have been given since the program began in 2008.

FALL 2012 OSHER RECIPIENTS WERE:

Eric Atlee - Mewbourne College of Earth & Energy
Stephanie Bailey - College of Arts & Sciences
Eric Beemer - Mewbourne School Petroleum & Geological Engineering
Jonathan Booth - Liberal Studies
John Castro - Liberal Studies
Debra Cope - Liberal Studies
James Curtain - Mewbourne College of Earth & Energy
Shawna Dial - Liberal Studies
Blaine Franklin - University College
Shelie Gatzman - Liberal Studies
Bree Harjo - Price College of Business
Cecil Houser II - Liberal Studies
Neil Howell - Mewbourne College of Earth & Energy
Nathan Jacobs - Liberal Studies
Stephanie Mudd - Liberal Studies
Traci Ratliff - College of Arts & Sciences
Sharrie Sanders - Liberal Studies
Toni Sawyer - Weitzenhoffer Family College of Fine Arts
Michelle Strange - College of Arts & Sciences

CLS is now offering Graduate Certificates in the popular Administrative Leadership program. Graduate Certificates are a great opportunity for students to study the core courses of the graduate-level Administrative Leadership degree program and receive credit for their studies.

A graduate certificate option allows a student to study just the core classes, usually 15 hours, of a graduate degree program and receive a recognized post-graduate credential from the University of Oklahoma. This graduate certificate may be used immediately for professional development or as academic progress within any graduate degree program.

While many students elect to complete work on the graduate certificate while they are working toward their master’s degree, a graduate certificate is also an excellent option for students who have already completed a master’s degree and would like to enhance their credentials, continue their education or broaden their scope of expertise.

“We are excited to offer this graduate certificate for all adult learners interested in studying leadership,” said CLS Academic Programs Director Julie Raadschelders. “Our Administrative Leadership program provides students the opportunity to study interdisciplinary concepts and theories with wide-ranging applications.”

With just 15 credit hours to complete, a student can receive a recognized post-graduate credential from the University of Oklahoma in about a year. They may complete the certificate program while enrolled in any graduate degree program or may be admitted directly to the Administrative Leadership Graduate Certificate program. Hours taken in completion of the Graduate Certificate may be applicable to a graduate degree program.

For more information regarding the Administrative Leadership Graduate Certificate call (800) 522-4389 or visit www.ou.edu/cls.
The Dean’s Viewpoint

is about as economical as you can get). According to a survey released by Northwestern University, 83 percent of Americans say higher education must innovate in order for the United States to remain globally competitive.

Badges

Other transformations of higher education were addressed in a fall issue of The Chronicle of Higher Education (“College, Reinvented,” 10/14/12). Noting that “the federal government has required colleges to post net-price calculators on their Web sites,” the authors of the series of articles express sensitiv-ity to the financial challenges a college degree pose for indi-viduals and families. They are also sensitive to the pragmatic needs of employers and the importance of equipping indi-viduals for the workplace. In this regard, a movement is afoot to replace grades (or to complement them) with “badges.” A badge would indicate proficiency in a particular college-level skill or concept. One professor suggests that “badges are in a way modules, and in a way you could build your own degree.” On a practical level, a particular badge—or a collection of badges—might demonstrate proficiency to a current or future employer.

There are no plans at present to issue badges by the College of Liberal Studies. This does not mean the idea is without merit. It is conceivable that badges—or certificates—might be awarded for students who successfully complete a course in conflict management or negotiation or cultural sensitivity. In fact, CLS does offer a graduate certificate program in Ad-ministrative Leadership that students may complete on their way toward a master’s degree. Such a certificate is a kind of badge, indicating proficiency in skills possessed by successful administrators.

We in the college see these developments in higher educa-tion as useful endorsements that college and university pro-grams matter. Thanks to the development of its online degree programs, CLS has enjoyed dramatic growth over the past decade. Today, most of our nearly 2,000 students are online learners. The rapid growth of MOOCs notwithstanding, CLS has engaged in a carefully planned program development pro-cess that is responding to the needs of current students and the demands of the educational marketplace while drawing on the strengths of our faculty. Interestingly, our tuition is be-low most local and national online providers, especially when compared with institutions of similar reputations and faculty. When many public media stories tend to cite tuition rates for Ivy League and private schools, it is evident that CLS provides an excellent education at reasonable costs.

In the Footsteps of Banking

At a recent conference a speaker suggested that universi-ties might be like the banking industry a decade ago. Once upon a time, bankers dictated how they would provide ser-vices. They built huge edifices with large lobbies and grand offices for their presidents, established bankers’ hours for staff convenience, and treated customers with disdain. Today, the banking industry consists of ATM machines, Walmart kiosks, and online services. Higher education is on the brink of a similar transformation. CLS is trying to respond to the dia-matic changes in our university while still providing valuable learning outcomes for our students. The important thing to keep in mind about banking is that it still is as useful as ever, but now it is more responsive and effective. We in CLS have the same goal.

James P. Pappas, Ph.D. 
Vice President for Outreach and Dean, College of Liberal Studies

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CLS Administrative Leadership Student Named to International Dean’s List Society

Nathan Daniel Jacobs has been honored with membership into the International Dean’s List Society (IDLS) for exempl-ary academic performance while pursuing an Administrat-ive Leadership undergraduate degree at the University of Oklahoma.

The IDLS provides scholarship, study abroad, and online personal and career development opportunities to students from the United States and countries around the world.

In addition to the IDLS recognition, Jacobs has been includ-ed on the OU President’s Honor List multiple semesters and was selected as the OU College of Liberal Studies Outstand-ing Senior for 2012-2013.

Museum Studies Graduate Named Oklahomans for the Arts Advocacy Captain

Oklahomans for the Arts was pleased to announce CLS Mu-seum Studies graduate Erin Smith as advocacy captain for Region 1 of Oklahoma, which includes Canadian, Cleveland, Logan, and Oklahoma Counties.

Erin earned a degree in fine art from Northern Oklahoma College, Tonkawa and then finished her master’s degree in museum studies from the College of Liberal Studies in 2012, along with an impressive internship with the Jacobson House Native Art Center.

Erin currently serves as the curator for the Moore-Lindsay House Historic Museum in Norman, Oklahoma.

CLS Graduate Receives Derry City of Culture Individual Artist Award

Kennedy intends to create a moveable mural in three sections representing dancing, music, and decorative arts that will be carried in conjunction with the performance of the Second Line NI during the local jazz festival in the city of Derry, Ire-land.

NEWS BRIEFS

From Left: CLS Dean, James Pappas; OU President, David Boren; Nathan Jacobs; Board of Regents Vice Chairman, Richard R. Dun-ning; Sooner Parents President, Ruth Henson

Keep Us Updated

Share your latest achievements and successes.
Send your updates to: John Huggins, editor
jhuggins@ou.edu
RITE OF PASSAGE:
Winter 2012 Convocation Highlights

December 13, 2012 - Rupel Jones Theatre - University of Oklahoma

In December, the College of Liberal Studies conferred degrees upon 166 bachelor’s and 91 master’s candidates. Winter convocation marked a special day for many of these graduates, who traveled with their families from near and far to commemorate the occasion. Congratulations to the newest members of the College of Liberal Studies alumni family!
In Memoriam

J. RUFUS FEARS
March 7, 1945 - Oct. 6, 2012

Rufus Fears, professor of history and classics at the University of Oklahoma and a longtime friend of OU Outreach and the College of Liberal Studies, died October 6, 2012. He was 67 years old.

The professor earned his bachelor’s degree summa cum laude in history and classics at Emory University and his master’s and doctoral degrees from Harvard.

Fears joined the OU faculty in 1990, serving as a professor of classics. He soon was selected for the distinction of being named David Ross Boyd professor of classics. He also served two years as dean for OU’s College of Arts and Sciences and, in 1992, was named to the G.T. and Libby Blankenship Chair in the History of Liberty and appointed director of OU’s Center for the History of Liberty.

Though an eminent and decorated scholar, Fears thought of teaching as his vocation, and he will be lovingly remembered by the thousands of students he impacted in his career. He brought unique charisma, profound erudition and tireless dedication to teaching. He was famous for his eloquent and colorful performances in the classroom, acting out famous battle scenes, and surprising students with his iconic battle stick. His dramatic gifts were coupled with a deep sense of the human element in past times, and it was his ability to translate the facts of history into meaningful life lessons — about leadership, about freedom, about great ideas — which made such a lasting impression on so many students.

At OU, his classes attained the status of a rite of passage. His legendary two-course sequence “Freedom in Greece” and “Freedom in Rome” filled more than 300 seats every semester, with students sitting in aisles and crowding outside his office door seeking permission to enroll. His talent and dedication earned him an extraordinary list of teaching awards (which he pointedly listed at the top of his résumé). He was the recipient of numerous awards for teaching, including being selected three times by OU students as Professor of the Year and being named by the Oklahoma Foundation for Excellence as recipient of the Medal for Excellence in College and University teaching.

Over the years, he remained a close, enduring mentor to many of his former students, and he found in these relationships one of the most enriching and rewarding aspects of his life as a teacher. But his mission as a teacher extended beyond his undergraduate students.

Fears was also an active supporter of OU Outreach and led the OU Book Club, a program with the Osher Lifelong Learning Institute, for many semesters and, over the last decade, produced a series of lectures on DVD through The Teaching Company, reaching national and international audiences as a teacher. In 2003 he received the national Excellence in Teaching Award from the University Continuing Education Association for his contributions to lifelong learning.

Though thoroughly loved by his students, his awards went beyond the classroom and included prestigious recognition for his academic research including a Rome Prize, Guggenheim, Humboldt, and ACLS Fellowships.

In April 2012, he delivered the keynote address at the College of Liberal Studies 50th Anniversary Gala and had just completed a series of lectures on the history of freedom for both OU students and the broader community. “It was his way of giving all of us one last gift,” OU President David L. Boren said. “Rufus Fears was one of the greatest teachers in the history of our state. His death is not only a great loss to the University but to the future generations of students who will be deprived of learning from him in the classroom. He will always be remembered at the University of Oklahoma, where he leaves such an important legacy.”

Dr. Fears’ lectures are available at freedom.ou.edu and from The Teaching Company.
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