The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.
Introduction

First-year students start their college careers at Henderson by forming the shape of a heart on the campus lawn. First-generation students stand shoulder-to-shoulder with students whose parents and grandparents went to Henderson. While the photographer repositions students to get the heart shape just right, a student from rural Arkansas who has rarely been more than thirty miles from home meets an international student from overseas. People of different races and ethnicities stand together to make one heart – the heart of Henderson. From there these students journey forward over the next few weeks to learn, with the transfer students and graduate students they meet along the way, about the traditions of Henderson, especially the “Reddie Spirit” that will come to dwell in each of them.

As a mascot the “Reddie Spirit” has been difficult to describe concretely or to represent visually. And as a slogan the “School with a Heart” has been interpreted in many different ways. Like the heart and spirit of Henderson, the mission of the university has also sometimes been difficult to describe or capture succinctly and concretely. Yet faculty, staff, students, and the community alike instinctively know the meaning of that heart: diverse learners coming together as one university to imbibe that spirit which will prepare each of them for a lifetime of learning. Or, in summary, the lived mission of the institution: Henderson State University, “The School with a Heart,” offers quality undergraduate and graduate education to a diverse student body. As Arkansas’s public liberal arts university, we empower each student to excel in a complex and changing world.

To that end, Henderson clearly communicates its mission to provide Arkansas a public liberal arts university, open to a wide diversity of learners. The mission is carried out through effective leadership and collaborative processes that insure integrity. Through heart and spirit, dedication to the mission pervades the university.
CORE COMPONENT 1A: The organization’s mission documents are clear and articulate publicly the organization’s commitments.

Clear Commitments
From its founding in 1890 as Arkadelphia Methodist College to becoming Henderson State Teachers College in 1929, through the creation of its graduate school in 1955 and its declaration as Arkansas’s public liberal arts university in 1987, Henderson has displayed a deep commitment to the liberal arts as it provides a quality education to a diverse student body. This focus is reflected in the institution’s membership in the Council of Public Liberal Arts Colleges and in its mission statement, adopted in 1988.

University Mission Statement
Henderson State University is Arkansas’s public liberal arts university. True to the century-long tradition that has distinguished Henderson since its founding, the university remains dedicated to providing excellent undergraduate curricula and graduate programs. Henderson, a Southern regional institution with a diverse student body, advocates a program based on the liberal arts, regardless of specific educational interests. Through a common core of courses in arts and sciences, as well as through the more specialized curricula, the university fosters the maximum growth and development of each student. More specifically, Henderson endeavors to provide an education that will nurture in each student the capacity:

• To think logically and critically;
• To speak and write effectively;
• To appreciate the complexity and diversity of world cultures;
• To understand the physical universe;
• To participate as a concerned, intelligent citizen;
• To acquire mastery of a particular field of study;
• To mature intellectually, emotionally, and physically; and
• To discern appropriate uses of technology.

Henderson’s primary mission is to excel in undergraduate education. The board, administration, faculty and staff together strive to enrich the quality of learning and teaching. In pursuit of this goal, the university seeks a culturally rich and diverse student community, actively recruiting, challenging, supporting, and motivating
students to achieve academic success. Quality in education is fostered not only by a positively motivated student body, but also by a faculty and staff distinguished for their continuing commitment to excellence. University care and concern, positive student response, small class sizes, and a personal, friendly atmosphere—these characteristics are the heart of Henderson.

The university encourages excellence in teaching and supports scholarly and creative endeavors on the part of both its faculty and students. These endeavors form the foundation upon which Henderson builds appropriate programs in response to the needs of various communities that it serves. In close concert with these communities, Henderson applies its expertise to develop programs that will promote the preservation and improvement of the quality of life in Arkansas.

A Lived Mission

In 2008 Dr. Charles “Chuck” Welch became the first new president of Henderson in twenty-two years, succeeding Dr. Charles Dunn, who remains on the faculty as Distinguished Professor of Political Science. As part of an extensive year-long presidential search process, a series of public discussions were held to invite various stakeholders—faculty, staff, students, alumni, and members of the community—to articulate their thoughts and concerns for the future of Henderson. Once the new president was invested, President Welch continued this open discussion process through the formation of a broad-based Strategic Planning Council. In November 2010 President Welch announced his intention to leave Henderson to assume the presidency of the Arkansas State University system. After this announcement, the Board of Trustees expressed a commitment to continue to follow the broad goals and objectives outlined during the search process that resulted in the hiring of President Welch, which were also strongly pursued during President Welch’s three-year tenure.

Arising from the strategic thinking that began with the 2007 presidential search and continued through initiation of the self-study process came the recognition that when the university Mission Statement was adopted in 1988, it was common for university missions to include elements of history as well as statements of general goals, vision, and specific objectives. However, in the decades since the current mission statement was adopted, there has been a national trend to simplify and clarify college mission statements to a concise core. While it is likely that the Strategic Planning Council will begin to take such a step with the university mission statement in the near future, during spring 2010 a series of campus-wide surveys and focus group meetings led to the development of a university mission summary, a simple statement that is intended to summarize the core mission of the university as lived and practiced by current stakeholders.
Mission Summary
Henderson State University, “The School with a Heart,” offers quality undergraduate and graduate education to a diverse student body. As Arkansas’s public liberal arts university, we empower each student to excel in a complex and changing world.

The summary above is not a change from the more lengthy mission statement; Henderson is still committed to all the tenets of its mission. The summary, however, is intended to help express the heart of the mission statement when conciseness is desired.

Articulating Quality
Incoming freshmen at Henderson are generally required to take a one-hour, nine-week course entitled “Henderson Seminar,” which seeks to prepare them for success in college and introduces them to the traditions, available support systems and services, and mission of the university. Specifically, most sections of the course spend time discussing the value of a liberal arts education and the Henderson mission statement; beginning in 2010, seminar students in some sections were encouraged to memorize the mission summary and to find creative ways to put it into practice. Thus from the beginning, the importance of mission is communicated to students. In some cases, students have been exposed to the university’s mission long before enrolling at Henderson, because many specific departments and programs incorporate the mission into their recruiting materials and visits.

For example, Dr. James Engman, chair of the Biology Department, visits high school biology classes and clubs with a slide show that begins with Henderson’s mission and then shows images of Henderson students in the field, exploring the natural world along a coral reef and appreciating diverse cultures in a Mayan ruin and a Panamanian fishing village. Similar mission-specific messages are communicated in recruiting trips by theatre and mathematics faculty. Many university documents, such as brochures, course syllabi, and departmental websites, include the university mission as well as specific departmental mission statements. Advertising for new faculty and administrative positions also references the liberal arts element of the university’s mission.

Each summer the Ellis College publishes FORGE, an award-winning magazine celebrating accomplishments within the liberal arts by the college’s faculty, students, alumni, and departments. The magazine is distributed to alumni, current faculty, and prospective students. The 2010 issue, for example, included a profile of a current graduate student who had won a national essay contest; a profile of an alumnus and current adjunct professor who is an Emmy-winning newscaster; a profile of a music graduate who...
found success on Broadway and is now supporting programs for at-risk youth in Arkansas; an article on community archeology classes offered by Henderson; articles on recent accomplishments in the biology and mass media programs; and an essay in which a current freshman reflected on how her mother, a nationally known novelist and inspiration of a popular HBO television series, influenced her to become a dedicated student athlete. Another annual publication, Academic Forum, allows professors, graduate students, and, occasionally, talented graduating seniors from all three colleges to share research, essays, and reviews with colleagues across disciplinary lines. The 2010 issue included research in psychology and mathematics, a business undergraduate’s capstone research on the bankruptcy of Kmart, personal essays on childhood archetypes and on visiting the graves of Major League Baseball players, and interviews with a nationally-known historian and a popular humorist.

The university’s mission is more subtly communicated to the surrounding community throughout the year in the form of plays, musical concerts, dance recitals, art shows, lectures, and debates that are open to the public and publicized through local and regional media. Several grant-funding bodies on campus, such as the Ellis College Margin of Excellence Fund, bring in nationally known speakers, artists, and performers who celebrate the liberal arts in public settings. In similar outreach efforts, professors from all three colleges routinely give public presentations locally and throughout the state, sharing their research and creativity as fostered by the mission. More detail can be found in discussions in Criterion 4, but sample off-campus public presentations given in the community in 2010 include a lecture on the history of the American labor movement, a documentary film on alternative medical treatments, a slide show on the exploration of lava tubes in Hawaii, and an art show dealing with recovery from breast cancer.

Evolving Empowerment

The university and subunit mission documents continue to evolve as reflections of Henderson’s lived mission as Arkansas’s public liberal arts university. The Strategic Planning Council, the Assessment Team, and individual colleges and departments engage in periodically revising—and simplifying—mission statements and supporting documents. These decisions are informed by surveys of students, faculty, staff, and alumni, as well as public meetings and focus groups. As an example of one of the many feedback opportunities related to mission evolution, a survey specifically on the university mission was conducted in 2010. Slightly different surveys were administered to students and faculty/staff but generated similar results, indicating general support of the mission, but some confusion over the current mission statement.
Open response comments from both faculty/staff and students indicated that some with career-specific disciplines, such as nursing and aviation, are dissatisfied with a mission that prioritizes the liberal arts, and some faculty and students felt that the current mission statement emphasizes undergraduate education to the detriment of graduate programs. The challenges presented by these responses will require all constituents to better communicate the role of the liberal arts in successful training in all disciplines, including career-specific studies; i.e., to foster the notion, supported by research, that a pilot with a liberal arts education will be better prepared for her profession, as well as equipped to live a better life, than a pilot trained without the liberal arts. In other words, faculty, staff, and administration must continually communicate that Henderson graduates are successful pilots, accountants, and medical researchers who know history, write well, and appreciate the arts. Likewise, some of the negative survey responses challenge all constituents to better reflect the importance of the Graduate School and the strong role its students play in the life of the university in future mission development and university communications.

Despite the small number of negative responses, however, the bulk of survey comments supports the current lived mission, while recognizing the need to simplify and clarify the current mission statement, and it is likely that such a task will be taken up by the Strategic Planning Council in the wake of the current accreditation process. The self-reflection process conducted at the university level via surveys, suggestions, and focus groups, is similarly duplicated at the department and administrative unit level through annual assessment reports, and these units will likewise continue to empower their constituencies to refine and revise their mission documents.
CORE COMPONENT 1B: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

In its mission statement and lived mission, Henderson both recognizes the diversity of learners it seeks to educate and values knowledge of diversity for empowering students to excel in a complex world. The Office of External Affairs-Diversity heads a proactive effort to facilitate the university’s ongoing commitment to and awareness of the importance of diversity to students, staff, faculty, and administrators. As a result, people and departments throughout the university make a conscious effort to build healthy and diverse learning environments in accordance with the mission statement.

Diversity Plan

Henderson strives to offer an environment where diversity honors differences without creating superior or inferior relationships, and where, as Maryland Congressman Chris Van Hollen once said, “the talents of many create the strength of one.” In order to fulfill this mission, in 2003 Henderson appointed a Diversity Council which developed a plan for the university that was reviewed in 2006. The goals of this plan are to

- Recruit and retain a diverse faculty, staff, and student body.
- Revise employment practices and procedures throughout the university to reflect university policies and procedures.
- Incorporate issues of diversity and inclusiveness in the curriculum.
- Improve Henderson’s involvement within the community.

Henderson issues an update on this plan annually. In 2009 with the reorganization of duties of the president’s cabinet and the appointment of Lewis Shepherd as vice president for external programs, Shepherd was also chosen to focus the university’s diversity planning. He appointed a Diversity Taskforce to review the diversity plan, and that taskforce, under the direction of Pedro Lopes, has made progress at a thorough review, which is ongoing. As can be expected with a constantly evolving plan, not all of the goals have been met, although some have seen significant progress, especially recruiting a diverse campus community and incorporating diversity and inclusiveness in the curriculum (see below).
Recruiting a Diverse Campus Community

As identified in Henderson’s diversity plan, “The growth in minority populations within the Henderson service area, as well as the nation, creates an opportunity for the recruitment of new students, staff, and faculty if the campus community is perceived as welcoming of diverse populations. Mounting research continues to indicate that students benefit from a diverse campus environment that prepares them for life and work in a global society.” To educate all those in the community of which the university is a part and to benefit all of its students, Henderson actively recruits for racial diversity.

As vice president for external programs, Lewis Shepherd is responsible for the operation of the Community Education Center, external program offerings, and diversity. The institution, employees, and students become more accessible to a diverse population when campus community members interact with external community members through programs such as Reddie to Serve and the Minority Health Forum. Such interactions are educational and increase opportunities for the institution to attract and recruit minority employees and students.

Hiring Practices

Henderson promotes the belief that diversity in the faculty, staff, and administration is important to creating a diverse community and fulfilling its primary mission of providing a quality education. The search and selection process for faculty has been developed over the years from a sincere desire to provide a fair and impartial method of hiring, assuring a balanced, diverse, and highly qualified faculty and staff. The Non-classified Employees Recruitment Handbook begins with the premise, “If we do not take the time to fully search for and select the best qualified candidates, then we defeat the mission’s purpose.” The General Counsel serves as the Affirmative Action Officer and places all advertising for faculty positions, thus insuring that statements affirming the university’s commitment to equal opportunity in employment practices appear on all advertisements and publications. That office also sends all professional job postings to a selection of universities with a diverse candidate population, for example: Arkansas Baptist College, Little Rock, Arkansas; Philander Smith College, Little Rock, Arkansas; Florida A&M, Tallahassee, Florida; and Tennessee State University, Nashville, Tennessee. The Staff Handbook and the Faculty Handbook both prominently announce Henderson’s non-discrimination policy.

Dr. Lewis Shepherd thanks Henderson volunteers before they receive their Reddie to Serve assignments
Between 2002 and 2010, the percentage of all employees who are minorities (or list one or more races) increased from 14.4 to 18.8. (See Table 1B-1.) Full-time faculty members who are minorities rose from 8.1 percent in 2002 to nearly 14.8 percent in 2010.

**Student Recruitment**

Henderson recruits eligible minority students in a variety of ways. Henderson recruits and disperses diversity scholarships to minority students. Additionally, each summer, Henderson hosts a Summer Institute for prospective Students which encourages minority students to pursue post-secondary education. This institute also provides academic and social skills training needed for a successful transition to collegiate life. Henderson also makes it clear that its campus is welcoming. It proudly hosts seven historically black fraternities and sororities. The Black Student Association (BSA) promotes cultural awareness and diversity among African-American students and the campus and local community. The primary goal of the BSA is to assist all students in receiving the best academic, social, and cultural education possible. The BSA is a liaison for its members to the Student Government Association and administration of the university. In 2005 a joint effort between the BSA, university departments, Henderson Foundation, and the (then) Office of Diversity allowed Henderson students and community to hear Maya Angelou deliver a lecture in Arkansas Hall regarding poetry, literature, and the need to learn and cherish African-American culture. Every year, the Office of External Affairs-Diversity creates programming open to the campus and community celebrating and welcoming diversity.

As a result of these and other activities, Henderson’s student enrollment became slightly more racially diverse between 2005 and 2009, with a 7.3 percentage point increase in minorities. Since 2005 enrollment as a percentage of total students for African American students has increased by 2.5 percentage points with ninety additional students, by 0.5 percentage points with fifteen additional Asian students, by 0.9 percentage points with thirty-two additional Hispanic students, and by 0.1 percentage points with the addition of three Hawaiian students. The category for reporting two or more races was added in 2009, with 143 respondents, or 4 percent of students, indicating being of more than one race. Other racial categories have changed minutely over the five year span. In comparison to other Arkansas universities, in fall 2009 Henderson had about 14.2 percent less diversity reported than the most diverse campus, and 6.1 percent more diversity than the least diverse campus. (See Table 1B-2.) Henderson has also seen an increase of first-time freshmen enrolling, from 577 in 2005 up to 813 in 2010. Male students have increased from 1,437 to 1,627, and females have decreased from 2,147 to 2,086 since 2005.
### TABLE 1B-1

**Henderson State University Breakdown of Employees by Race**

<table>
<thead>
<tr>
<th>Category</th>
<th>2002</th>
<th>2003</th>
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<th>2007</th>
<th>2008</th>
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<td>449</td>
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<td>470</td>
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<td>69</td>
<td>77</td>
<td>79</td>
<td>84</td>
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<td>3</td>
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<tr>
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<td>3</td>
<td>4</td>
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<td>3</td>
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<td>n/a</td>
<td>n/a</td>
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<td>556</td>
<td>564</td>
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</table>

(Report by Office of Assessment and Research)

### TABLE 1B-2

**Racial Composition of Students at Several Arkansas Universities**

#### Arkansas State University

<table>
<thead>
<tr>
<th>Race</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
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<tr>
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<tr>
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</tr>
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<td>n/a</td>
<td>n/a</td>
</tr>
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#### University of Arkansas Fayetteville

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<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
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#### University of Arkansas Little Rock

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#### University of Central Arkansas

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</table>

(Report by HSU Office of Assessment and Institutional Research)
International Students
Recruitment of international students, who are integrated with American students in the classroom and their social interactions, plays a pivotal role in shaping students’ global experiences. A global education cannot be realized without a strong curricular base. The globally educated student is prepared to think critically, communicate, and formulate conclusions about global affairs and understand their roles in the ever expanding global marketplace. Between fall 2004 and fall 2010, the number of international students has ranged from 60 to 121 per year, with most years seeing between 80 and 100 students with F1 visas representing between 25 and 30 countries. To obtain an F1 visa, a student must carry a full-time load in an academic program or English Language Program at a U.S. college or university. Since 1986 the Henderson International Student Association (HISA) has served as an organization to welcome international students as well as to reach out to the broader Henderson community to educate it about other cultures. Every spring, the organization participates in International Focus Week which brings international speakers to campus. The week culminates in a cherished Henderson tradition with the International Food Festival where members of HISA and their friends and associates cook foods traditionally eaten by students from various countries and serve them to the campus community. Other programming throughout the year, including a dessert tasting and monthly coffeehouses, invites others to share and learn about other cultures from international students who host the events. (See Table 1B-3.)

Curriculum and Programs
In addition to promoting a diverse campus, Henderson takes seriously its mission tenet of providing an education that will nurture in each student the capacity to appreciate the complexity and diversity of world cultures through its curricula and programs.

All students are required to take a junior- or senior-level nonwestern culture course. For example, the studies of lands, peoples, resources, and contemporary problems in non-European countries and cultures, such as Australia, New Zealand, and the Pacific culture areas of Melanesia, Polynesia, and Micronesia, are explored in “Geography of the Pacific.” In order to assist educators in working with a growing student population from multicultural backgrounds, the knowledge, sensitivity, awareness, and strategies necessary to address a culturally diverse population are provided in “Teaching People of Other Cultures,” another one of the twenty-two electives for this requirement. (See Table 1B-4.)
In addition to the nonwestern culture requirements, courses in the Social Sciences, Psychology, and Human Services and Sociology departments emphasize social issues and the challenges of a diverse world within their curricula. For instance, students in Geography of Latin America pay special attention to the problems in economic development of Latin America, while Racial and Cultural Minorities students study the interactions of ethnic and cultural groups in America and the processes leading to group prejudices, conflicts, and accommodations.

Within the curriculum of Henderson Seminar, all freshmen receive the opportunity to discuss cultural differences and to appreciate and understand the diversity Henderson has to offer, both academically and socially. During the all-important first semester, the messages of Henderson Seminar are reinforced through speakers and student activity programming that give students the opportunity to learn from others who do not share the same cultural mindset or background.

Interdisciplinary minors especially focus on the diversity of academic approaches and peoples. The Human Diversity minor fosters “respect for the diversity of people and cultures within the bond of humankind” and “examines differences and similarities in individual human behavior as related to issues such as race, ethnicity, gender, gender roles, creed, religion, culture, age, body type, physical conditions, sexual orientation, learning differences, social skills differences, intelligence level, regional differences, language, dialect, socioeconomic status, and other areas of individual and group differences.” The Women’s and Gender Studies minor’s mission is to challenge students to think critically about sexuality, gender, race, class, and nationality. The International Studies minor especially encourages the students to study the diversity of cultures in the world through the disciplines of history, sociology, political science, geography, and business.

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**TABLE 1B-3**
Regular International Events on Campus

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee House</td>
<td>These are informal gatherings of international and American students, as well as faculty and staff, for the purpose of promoting conversation over coffee.</td>
</tr>
<tr>
<td>International Film Night</td>
<td>Inaugurated in 2009, this annual event screens films that offer a global and cross-cultural emphasis. In fall 2009, the showing of the documentary film “As We Forgive,” a documentary about reconciliation in Rwanda, was attended by 140 people.</td>
</tr>
<tr>
<td>International Dessert Festival</td>
<td>An annual international dessert festival is a free event that offers to those who come a taste of desserts from around the world. Average attendance is around 100.</td>
</tr>
<tr>
<td>International Food Bazaar</td>
<td>At the premier international event on Henderson’s campus, students prepare and serve food from their home countries, dress in their traditional dress, and provide entertainment to the attendees. Money from ticket sales to the International Food Bazaar goes directly to HSHA, but a bulk of these proceeds is usually given to a charity, such as Heifer International or Haitian Earthquake Relief. Attendance varies, but average attendance is 200-250 people.</td>
</tr>
<tr>
<td>International Focus Week</td>
<td>Each spring semester, one week is designated to focus on global regions or issues. International Focus Week is planned by the International Focus Week Committee which sets the theme for the week, invites speakers who have expertise related to the week’s theme, and arranges for these speakers to guest lecture in relevant courses. Honorariums and travel expenses for this week are covered by an annual budget.</td>
</tr>
</tbody>
</table>

**TABLE 1B-4**
Nonwestern Culture Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 3043</td>
<td>North American Indians</td>
<td>NSG 3543 Trans-cultural Health Care</td>
</tr>
<tr>
<td>ANT 3053</td>
<td>World Cultures</td>
<td>PHI 3023 Religions of the World</td>
</tr>
<tr>
<td>ART 3103</td>
<td>Art of the Nonwestern World</td>
<td>PHI 4203 Nonwestern Cosmology</td>
</tr>
<tr>
<td>EDU 4543</td>
<td>Teaching People of Other Cultures</td>
<td>PSC 4233 Comparative Politics in the Middle East</td>
</tr>
<tr>
<td>ENG 3043</td>
<td>Nonwestern Literature</td>
<td>PSC 4243 Comparative Politics in Africa</td>
</tr>
<tr>
<td>GEO 3173</td>
<td>Geography of the Pacific</td>
<td>PSC 4253 South Asian Politics</td>
</tr>
<tr>
<td>HIS 3593</td>
<td>Asian Civilizations</td>
<td>PSY 3043 Cross-Cultural Psychology</td>
</tr>
<tr>
<td>HIS 4683</td>
<td>The Modern Middle East</td>
<td>PSY 3053 Multicultural Mental Health</td>
</tr>
<tr>
<td>HIS 4693</td>
<td>African History</td>
<td>SOC 3063 World Cultures</td>
</tr>
<tr>
<td>MUS 3473</td>
<td>Survey of Nonwestern Music</td>
<td>THA 3483 Theatre of the Nonwestern World</td>
</tr>
<tr>
<td>HPR 3973</td>
<td>History and Philosophy of Nonwestern Leisure, Culture, Wellness and Sport</td>
<td></td>
</tr>
<tr>
<td>GEN 3083</td>
<td>Study Abroad: Non-Western (requires travel)</td>
<td></td>
</tr>
</tbody>
</table>
Outside-the-classroom experiences, such as Women’s History Month, International Focus Week, Black History Month, and other programming through the Office of External Affairs-Diversity provide students opportunities to personally experience and explore diversity.

Although Henderson has lagged in developing study abroad opportunities, particularly semester and year abroad programs, Henderson sponsors annual summer study abroad opportunities in China and research experiences in Belize and Panama. The Center for International Programs is working with overseas institutions in an effort to create international education exchange relationships. The center currently has an agreement with the Universidad del Pacifico in Santiago, Chile, and has already begun exchanging students. It has a relationship with Okinawa International University in Okinawa (OIU), Japan, and hosted a group of its students. The center is working with OIU to procure opportunities for American students. The center is also exploring an exchange agreement with Al Akhawayn University in Ifrane, Morocco.

Diversity of Learners
In addition to racial and ethnic diversity, Henderson celebrates and supports many kinds of diversity among its learners. For instance, in 2010, 52 percent of Henderson undergraduates were first generation students. Thus, Henderson supports a First Year Experience program open to any entering student but aimed especially at supporting students who need assistance learning about the culture of university learning. The Academic Advising Center is designed to provide academic enrichment and support to assist students with defining and successfully achieving their educational goals. The Center for Language Proficiency provides outreach opportunities for language assessment, multilingual services, and lifelong learning, while additionally teaching skills and providing opportunities to enhance the quality of life for Henderson students by enhancing cultural integration and awareness, increasing English communication skills, and offering Teaching of English as a Foreign Language (TOEFL) Internet-based (IBT) preparation classes.

Henderson is also fortunate to host six federally-funded TRIO programs that serve up to 2,053 individuals. Two of the TRIO programs particularly recognize the diverse needs of Henderson’s current and potential students: Student Support Services, which assists low income and/or first generation students, and the Student Support Services, Disabled, known on campus as the Disability Resource Center (DRC), which assists students with disabilities, offer programming such as study skill development,
tutorial services, academic, financial and career guidance, mentoring, and technological assistance. DRC also partners with faculty and staff in creating an accessible and supportive environment for students with disabilities. In addition, three other TRIO programs are outreach programs designed to encourage adults and youth to attend or return to college; the Educational Opportunity Center and the Talent Search program both provide information and assistance on college admission and financial aid, while Veterans Upward Bound prepares veterans academically for postsecondary education. The Ronald E. McNair Postbaccalaureate Achievement Program, provides first-generation, low-income and/or underrepresented college students with effective preparation for doctoral studies. (See also Criterion 5.)

Nontraditional students composed 20 percent of Henderson students in 2010, and Henderson works to meet their special needs. The Academic Advising Center for several years has collected donated, refurbished computers and redistributed them to students, giving first priority to nontraditional students who often commute and find it difficult to balance computer lab time on campus with the demands of work and family. Student Support Services also sponsors nontraditional support groups for students to share coping strategies with each other. In an effort to retain and give nontraditional students a voice and support, the Non-Traditional Student Organization (NTSO) attempts to

- serve as a liaison between nontraditional students and the Student Government Association;
- serve as a student organization that provides leadership opportunities, information, and encourages involvement in campus life activities and university services;
- provide educational enhancement through program and entertainment opportunities for nontraditional students and their families;
- enhance retention of nontraditional students through programmed events, educational reinforcement and assistance, and social unity and acceptance.

The NTSO fluctuates in its level of activity from year to year, as can be expected. It remains an available resource for students, and it helped establish a local chapter of Alpha Sigma Lambda, the national nontraditional student honor society.

**Summary**

Henderson is engaged in recruiting and serving faculty, staff, and students who reflect the diversity of the university’s constituencies and the greater society it serves. This effort not only endeavors to fairly serve the population of Arkansas, but it also enriches the learning of all the students.
**CORE COMPONENT 1C: Understanding of and support for the mission pervade the organization.**

**Support for the Mission**
The board, administration, faculty, staff, and students understand and support the university’s mission. As described in Core Component 1A, the mission documents are widely publicized and clearly stated. Although no assessment or survey tool addresses whether the Henderson Board of Trustees understand and/or support the organization’s mission, it is clear that the Board understands and supports the mission through the allocation of resources, policies, and consistent dedication to the university.

A recent campus climate survey of faculty, staff, administrators, and students was administered in 2009, and the results showed positively that the different constituencies believe in, understand, and support the mission of Henderson. They may not be able to quote the mission statement word for word, but they appear to have a clear understanding of the university’s mission. Academic and administrative units understand that Henderson is Arkansas’s public liberal arts university, dedicated to excellence in teaching. A minority of responders, however, questioned the university’s liberal arts designation, stating a belief that more emphasis should be given in the mission to career preparation rather than to the liberal arts.

Specifically, Question 9 on the 2009 Campus Climate Survey asked faculty, staff, administrators, and students to respond to the following statement: “I received adequate orientation to the University’s mission and culture as a new member of the campus.” Question 34 asked them to respond to the question, “I understand the mission of the university.” Question 35 asked them to respond to “I support the mission of the university.” Question 37 asked them to respond to the statement, “Henderson’s mission statement reflects the needs and aspirations of prospective students in our region.” In every group, the majority of respondents answered “Agree” or “Strongly Agree.”

Faculty was asked to respond to the statement in Question 5 of the Campus Climate Survey: “Faculty Senate is promoted and accepted as a valued organization in line with the University’s mission.” Question 6 asked staff to respond to the statement: “Staff Senate is promoted and accepted as a valued organization in line with the University’s mission.” Question 7 asked students to respond to the statement: “The Student Government Association is promoted and accepted as a valid and valuable organization in line with the University’s mission.” These questions asked of the three groups received positive responses. Comments from the survey reflect
strong support and a clear understanding of the mission. Additional comments indicate that Henderson has an intellectually engaged faculty dedicated to teaching strong academic programs. A number of respondents commented about the welcoming, friendly, and caring environment of Henderson, that it is community-oriented, and that the campus strives to help improve and/or support various aspects of the surrounding communities.

**Connecting Mission and Action**

Henderson’s strategic planning is discussed extensively in Criterion 2. However, the three strategic plans that have shaped the ten years since the last self-study have all been intricately connected to the university’s mission. The 1998 Bold Strokes strategic plan listed as its **#1 Initiative**: “Henderson State University will implement its liberal arts mission...” Each subsequent initiative was then linked to this first and most important initiative. In 2005 each taskforce of the **Designing Our Destiny** strategic plan tied its recommendations to the university mission. For instance, the Academics taskforce summary began its recommendations, “As Arkansas’s Public Liberal Arts University, Henderson has the obligation to present any and all opportunities for its students to better comprehend culture and ideas beyond what can be found in Arkansas.” In 2010, upon the appointment of the first new president in twenty-two years, President Welch instituted a new strategic planning process that would be fluid and ongoing. Subcommittees were formed to look at Henderson’s plans/goals for the future. The specific goals are supported by objectives, strategies, and activities. In order to support the seventeen goals, the subcommittees looked at what resources would be needed, which university personnel or department would undertake the accomplishment of each objective, the projected dates at which objectives should be achieved, and the type of evaluation that should be used to measure success. After President Welch departed in April 2011, Bobby Jones, interim president, has continued to support this initiative; campus constituents fully expect that the plan’s goals will be further pursued by the new president. Although the goals were not numbered according to priority, **Goal #1** is that “A culture of commitment to the mission will permeate the university.”

**Sharing the Mission**

Throughout the university, the mission is continually explored and passed on to new students. For instance, Henderson Seminar and other programs for first-time freshmen are designed to familiarize students with the mission and to welcome them into a community of lifelong learning. The Honors College incorporates and celebrates the mission in all of its classes and activities, through syllabi and assignments that directly quote the Mission Statement...
and relate its tenets to specific class activities, ensuring that the most accomplished students carry the mission throughout the campus and beyond.

One Mission, Many Statements
The mission, as described in both the summary and the longer Mission Statement, is carried out by the three colleges that compose the university, and by their many departments and subunits, as reflected in the separate mission statements guiding each unit. Both mission summary and statement identify the principal constituencies served by the university with the two somewhat different phrases, “diverse student body” and “Arkansas’s public liberal arts university.” The first recognizes the primary internal constituency—the student body—and celebrates its diversity in race, gender, culture, age, income level, nationality, and many other variables; the second statement underscores that the university serves the people of Arkansas (not just the immediately surrounding community), as their only state-supported institution dedicated to the liberal arts. These principal internal and external constituencies are also recognized within the mission statements of the colleges and various academic and administrative subunits.

The largest academic unit of the university is the Matt Locke Ellis College of Arts and Sciences, which carries the mission statement:

The mission of the Ellis College is to offer a superior academic program based on a comprehensive core of courses in the arts and sciences. The full integration of this liberal education component into the four-year undergraduate curriculum is designed to enable all Henderson students to do the following: think logically and critically; communicate effectively; appreciate the diversity of all cultures; understand the physical universe; participate in society as concerned, intelligent citizens; and appreciate appropriate uses of technology. This core of courses provides the foundation for all majors within the Ellis College of Arts and Sciences as well as the School of Business and Teachers College, Henderson.

In that the university existed as Henderson State Teachers College from 1929 to 1967, teacher education has long been a key component of the overall mission, and the mission statement of Teachers College makes clear the college’s integral connection to mission:

Teachers College, Henderson State University, through quality instruction, service, and research, prepares reflective teachers, school leaders, counselors and other professionals who demonstrate high expectations for individual self-realization. Moreover, the College is committed to preparing these professionals with the 21st century knowledge and skills required to become successful citizens in a highly technological and diverse world.
As Dr. Jeffrey L. Hamm, dean of the School of Business describes his program, “Our aim is to provide a first-class business education that is nestled in a liberal arts environment.” As a result of the ongoing process of mission focus and evolution, in early 2011 the School of Business established a new mission statement and core values:

The School of Business at Henderson State University provides an educational environment in which excellent faculty, enthusiastic students, and engaged partners collaborate in experiential learning activities.

Core Values
Integrity: We exhibit and expect high ethical standards and morality in all we do
Intellectual Curiosity: We promote education as a journey of intellectual curiosity
Collaboration: We actively promote faculty, student, and community collaboration in the educational process
Excellence: We strive for excellence in teaching, research, and service

The separate mission statements of the three colleges are carried forward within the mission statements of individual departments and administrative units, as illustrated in Table 1C-1, “Sample Departmental Missions.” In addition to the mission statements of the administrative divisions of the three colleges, two organizations that serve all students, regardless of college, also carry clear mission statements that support the overall lived mission. The Honors College mission statement reads in part,

The overarching purpose of the Honors College is summed up in the single ancient Greek word, aretē (highest excellence), which the students and faculty of the College have taken as their motto. In working to achieve this purpose, the Honors College shares the university’s goal “to excel in undergraduate education,” always striving “to enrich the quality of learning and teaching.” The program is directly involved in actively recruiting, challenging, and supporting those students who are among the most highly motivated toward achieving academic success.

The Graduate School mission states its particular goals and objectives and concludes by linking those specifically to the university mission statement:

The mission of the Henderson State University Graduate School is to provide advanced and specialized education beyond the baccalaureate program. Henderson State University offers graduate study that is intended to

• Strengthen the academic and professional competence of the student;
• Develop the capacity for independent study;
• Acquaint the student with major literature, theories, concepts, and practices in his/her field;
• Broaden the student’s knowledge of the subject matter content of his/her discipline;
• Assure seminar methods, requiring student participation;
• Significantly advance the student’s ability to write and communicate verbally.

The purpose of graduate study presupposes a broad background of knowledge with an adequate preparation at the baccalaureate level in a major field of study. The graduate student is expected to

• Assume responsibility and to exercise individual initiative;
• Utilize extensive and intensive research and reading;
• Demonstrate qualities of leadership;
• Engage in free thought and discourse.

Furthermore, in keeping with Henderson’s mission-at-large, the Graduate School endeavors to provide an education which will nurture in each student the capability to

• Think logically, creatively, and critically;
• Appreciate the complexity and diversity of world cultures;
• Participate as a concerned, intelligent citizen;
• Mature intellectually and emotionally; and
• Discern appropriate uses of technology relevant to the field of study.

Examples of ways in which the university’s liberal arts mission is supported not just within academic units but across administrative lines include the availability of interdisciplinary studies, such as the Master of Liberal Arts degree, the General Studies undergraduate degree, and several available interdisciplinary minors, such as Women’s and Gender Studies, Writing Specialization, and International Studies. Additionally, many individual interdisciplinary and extradisciplinary courses and programs have been created in recent years. In 2010 the Interdisciplinary Course Committee was formed to facilitate creative thinking among all faculty in creating new interdisciplinary courses and learning experiences, and to create an administrative system that supports collaborative learning across department and college lines. Examples of such classes already offered include “The Big Idea,” a collaboration between a graphic design and a communication professor in which students designed new products, websites, and services; and “Co\Mix,” a collaboration between professors in digital art and design, communication, and mass media in which students created nonfiction narrative comics for publication.
Every department and administrative unit publishes a mission statement that is periodically reviewed as part of the overall university assessment plan. These statements flow from the overall university mission as well as from the mission statements of the appropriate college or overall administrative unit. A few typical examples of these are posted in Table 1C-1. To summarize, the university’s liberal arts mission governs each of its many divisions, large and small, and informs their separate mission statements and interdisciplinary cooperation. For a university mission to succeed, it must be carried forth from each of these units to their diverse internal and external constituents in order to “articulate publicly the organization’s commitments.”

**Consistent Articulation**

While commitment to the mission is pervasive and informs the actions of the members of the university, the articulation of the mission is not always consistent. The missions of subunits are reviewed regularly, but this sometimes leads to different expressions of the missions even of the same subunits appearing in different places (for instance, TracDat, the catalog, and the website).

More importantly, because of the length of the current mission statement, different units emphasize different aspects of it in ways that sometimes make their individual articulations seem incongruent. While “a tagline or slogan cannot by itself define an organization’s multifaceted mission,” such briefer statements help other universities focus on a clear articulation throughout the university.

Finally, while Henderson does articulate the mission in some crucial places, it does not in others. For instance, the mission is not mentioned in any of the recruitment material in the package typically given to a prospective student.

*Two examples of reportage comics by student Amy Porter from the CoMix Course*
Table 1C-1
Sample Academic Unit Mission Statements

In fulfillment of the University and Ellis College mission statements, the Department of Communication and Theatre Arts seeks to promote and foster written, oral, and visual communication skills, critical and creative thinking skills, media literacy, and an understanding and appreciation of diverse ways of knowing and communicating in the students of its programs in communication, media, theatre, and dance. To accomplish this, we encourage: Research-based activities that require synthesizing past research, formulating appropriate research questions, and developing and applying appropriate methodologies. Creative, application-based activities that exhibit creativity and critical thinking in practice. A depth of content-based activities that exhibit creativity and critical thinking in practice. A depth of content-based knowledge as a foundation for research and creative application. These twin activities of research and creativity, reinforced by a strong foundation in principles and concepts, will support the following core values: a passion for lifelong learning, encouragement of engaged and concerned citizenship, and the development of strong professionals who will contribute to the advancement of their respective professions and disciplines.

An integrated liberal arts undergraduate education in Family and Consumer Sciences empowers students to become professionals who will enable individuals and families to manage the challenges of living and working in a diverse global society. In congruence with Henderson’s liberal arts mission, we seek to prepare individuals for family and community life and careers by providing opportunities to develop requisite knowledge, skills, attitudes, and behaviors. This is accomplished in a nurturing educational environment that is rich in academic exposure and solid practical application of theories related to the disciplines encompassed within the field of FCS. Central to our focus as a department is innovative and technologically sound instruction and service through scientifically based programs.

The Henderson State University Department of Art’s BFA, Studio Art program fosters the maximum growth and development of each student by providing them with a stimulating nurturing and well-equipped environment that will enable them:

• To develop a capacity for honest self-assessment and to view art with critical integrity;
• To speak and write effectively and to become visually literate;
• To approach art making, art history and art education with an appreciation of the complexity and diversity of world cultures;
• To understand the technology, tools, materials and processes involved in the production of art;
• To be ethical citizens who are advocates for art in society and who recognize art as a vehicle for social and personal awareness;
• To acquire mastery in their chosen area of Studio Art;
• To promote growth and adventurous exploration of media and concept;
• To mature intellectually, emotional, and physically as individuals and as artists;

The challenge accepted by the Art faculty is to help students build a bridge to the future based firmly on a knowledge and appreciation of the arts, sciences, languages, literature, philosophy, history and world cultures. We involve them in artistic problem solving and critical independent thinking skills thus enabling them to participate as partners in the learning process. The Art faculty is dedicated to excellence in the teaching and success through positive student outcomes.
CORE COMPONENT 1D: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Board of Trustees
The Board of Trustees of Henderson is the governing authority of the institution. Its seven members are appointed by the Governor of the state of Arkansas, with the approval of the Arkansas State Senate. Its meetings are open to the public, with the exception of executive sessions to consider personnel decisions and similar matters, as required by Arkansas law.

President
The president is the chief administrator of the university. During the recent tenure of President Welch, his style of open, shared governance was a model of inclusive communication and decision-making. He sought to keep all constituents apprised of major decisions and often held open forums to discuss upcoming decisions. The emails sent to all faculty and staff over the course of an eighteen-month fiscal crisis at the state level, may be read as a narrative illustrating this open style of governance. As can be seen in those emails, he held open forums to discuss the financial situation, and he kept the campus informed of the news affecting the financial situation as well as his reasoning for making the decisions he made for the good of the university.

While those emails illustrate the president’s communication and handling of a long-term financial crisis, he was similarly open in communications and the decision-making process with such issues as revising the core curriculum, planning new construction, and developing a strategic plan for the university. It is the expectation of the majority of the campus community that the new president, not chosen as of this writing, will continue in a similarly open style of governance.

President’s Cabinet
The president’s cabinet is made up of all vice presidents and directors who report directly to the president. The term casually used across campus, “president’s cabinet,” is not explicitly listed on the organizational chart provided on the university website; however, it is not uncommon for the president to schedule “cabinet” meetings or for faculty and staff to bring issues to the “cabinet.” The cabinet meetings include the executive assistant to the president; general counsel and affirmative action officer; provost and vice president for academic affairs; vice president for student services; vice president for finance and administration; vice president for external affairs; the four academic deans; and the directors of public relations, institutional advancement, computer and communication services, and athletics.
Faculty
The Henderson Faculty Senate provides a basis for official faculty consideration of policies, procedures, issues, and problems affecting the well-being and operations of the university. The Faculty Senate transmits the recommendations of the faculty to the president of the university and communicates his or her responses to the faculty.

According to its constitution, the Faculty Senate engages in collaborative processes as it considers legislative commitments proposed by the president of the university and by the Board of Trustees, provides a framework for faculty-initiated action, and provides a basis of dialogue among elected representatives of the faculty, the administration, the staff, and the student body through their representatives to the Senate. The Faculty Senate may extend privilege of dialogue to non-members of the Faculty Senate at their request during meetings of committees or the entire body.

The Faculty Senate is comprised of representatives from departments as well as at-large representatives from each faculty rank: instructor, assistant professor, associate professor, and professor. Additionally, non-voting representatives of the Staff Senate and Student Government Association are invited to attend Faculty Senate meetings. Elected faculty representatives serve two-year terms. An elected representative of the Faculty Senate sits on the Staff Senate, and a member of the Faculty Senate Executive Committee serves as Faculty Senate representative at meetings of the Board of Trustees.

Staff
The Staff Senate provides for the orderly representation of non-faculty personnel in communication between staff and administrators. It provides a medium for the exchange and coordination of information among members of the staff, administration, faculty, and students. It directs its activities in a positive, constructive manner and is committed to the betterment of the university. The president of the Staff Senate serves as a staff representative at meetings of the Board of Trustees.

Students
Student Government Association (SGA)
The Student Government Association (SGA) is composed of Henderson students who are elected by the student body to be their representative voice. During the course of the year, the SGA conducts two elections for senators—one for freshmen senators in September, and one for other senators in March. Resolutions of the SGA concern all aspects of student life and are often passed along to the president or the Faculty Senate for further action.
**Student Activities Board (SAB)**
Membership in SAB is open to all students at Henderson. The SAB is a student-run board that brings concerts, comedians, dances, movies, lectures, and other special events to campus.

**COUNCILS**

**All Greek Council**
The purpose of the All Greek Council is to provide advice, services, and programs that ensure all members of fraternities and sororities have a high-quality and safe undergraduate fraternal experience that reinforces the founding principles: 1) scholarship; 2) community service; 3) campus involvement; and 4) sisterhood/brotherhood. The goal of the Greek Council is to be the best fraternity and sorority community. To fulfill this, the Greek Council strives for continuous improvement in all aspects of programs, services, and operations.

**Interfraternity Council (IFC)**
The Interfraternity Council at Henderson is comprised of three fraternities: Phi Lambda Chi, Sigma Phi Epsilon and Kappa Sigma. Two representatives from each fraternity comprise the IFC. The group acts as a link between the university and the male Greek system. It also organizes Greek sponsored events such as Greek Week and fraternity rush and serves as a disciplinary board for the fraternities.

**National Pan-Hellenic Council**
The National Pan-Hellenic Council was established in 1930 at Howard University as a national coordinating body for the nine historically African-American Fraternities and Sororities, which had evolved on American college and university campuses by that time. The Pan-Hellenic Council continues to build upon that solid foundation to make sure that posterity can enjoy the benefits of membership by providing opportunities to understand how to conduct business and appreciate the benefits of collaboration; providing a deeper understanding of cultural differences and developing constructive programs to celebrate those differences; providing constructive and creative ideas to make local/campus chapters more viable in their recruitment of quality members; encouraging improved academic performance by undergraduate members and assumption of positions of leadership outside individual Greek affiliation; and engaging in volunteer activities that improve the community through encouraging voter registration, improving health awareness, eradicating tobacco use, and helping create venues that will provide a positive portrayal of African-Americans in all forms of the media.

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**Greens for Gurdon**
Panhellenic Council
The purpose of Panhellenic Council is to maintain sorority life and sorority relations, to further intellectual accomplishments and sound scholarship, to cooperate with the university administration in the maintenance of high social standards, and to act in accordance with National Panhellenic Conference Unanimous Agreements and Policies. It also acts so as not to violate the university regulations and the sovereignty, rights, and privileges of member fraternities/sororities. The council also compiles and enforces rules governing membership recruitment, pledging, and initiation on this campus.

University Committees
In addition to the representative bodies by constituency, Henderson has a long-standing committee structure that is responsible for oversight and formulation of practices in major areas of the university. Each committee has written guidelines for membership, and the membership of each committee is chosen by elections or by the Committee on Committees (as stipulated in the Committee Handbook). Most committees include faculty, staff, administrators, and students. Henderson periodically reviews the committee structure to revise, update, and eliminate, if necessary, appropriate committees. For instance, between 2001 and 2011, three committees have been added (Bachelor of General Studies, Catastrophic Leave, Student Academic Travel), while eleven have been eliminated or merged with existing committees (Bookstore, Campus Planning, Credentials, Faculty Research, Faculty Salary, Human Relations, Learning Resources, Print and Broadcast Journalism, Student Concerns, Teacher Education Programs Curriculum, University Planning Council) to better serve the changing needs of the university.

Each college also has its own system of committees so that faculty and staff may collaborate and contribute to the policies and decisions of the college. For instance, Ellis College has the Planning and Advisory Committee (which provides advice to the dean and reviews applications for research and travel money), the Margin of Excellence Committee (which reviews applications for Margin of Excellence monies), the Awards Committee (which coordinates the student awards ceremony), and the Curriculum Committee (which reviews proposals for new courses and course changes before the proposals are sent to the University Academic Council). Each committee consists of representatives from the three divisions within the college. The School of Business has an Executive Committee, the Curriculum Committee, the AACSB Accreditation Maintenance Committee, the MBA Council, the Technology Task Force, and the Faculty Development and Research Committee.
CORE COMPONENT 1E: The organization upholds and protects its integrity.

Henderson has instituted numerous programs, policies, and guidelines to uphold and protect the integrity of its academic programs and to insure a safe, enjoyable, intellectually stimulating, and fair campus while complying with all federal, state, and local regulations. Henderson provides rigorous academic programs with good reputations, as will be discussed in greater detail in Criterion 3 and Criterion 4. The university also supports extracurricular and co-curricular activities that strengthen the liberal arts mission of the university and promote the intellectual pursuits of its members.

Quality and Effectiveness of Academic Programs

Henderson’s academic programs exhibit exceptional quality campus-wide. Students, while pursuing their undergraduate and graduate degrees, continually exhibit exceptional levels of knowledge, skill, and competence to excel in their respective disciplines. This not only demonstrates a strong commitment on the part of the student, but also provides strong evidence that the university has acquired and continues to maintain a highly qualified and dedicated faculty that actively mentors these students.

Correspondingly, the university has worked diligently to acquire a committed and highly capable student body. A specific example of evidence can be shown from the Biology Department: selected senior biology majors are allowed to enter the Undergraduate Teaching Assistant Program, where each admitted student is given the opportunity to teach a section of the Introduction to Biology laboratory course for non-majors. This program has been highly successful, as evidenced by the desire for participation by biology students and the many positive comments offered by students who take these lab courses. The students teaching these laboratory courses must display a sound knowledge of general biology and indicate a sincere interest in teaching. Another one of the many outstanding examples that can be cited as evidence of excellence in academic achievement is the Aviation Program in the School of Business, which maintains a high and rigorous set of standards for all aviation students. Even with the strict, federally mandated standards and guidelines to which the Aviation program must adhere, it consistently attracts a large number of students. Aviation graduates are successfully employed by a wide range of employers and agencies, ranging from all four branches of the United States Military to state agencies and regional and commercial airline companies. A final example is from Teachers College. In 2009 and in 2010, all of the Arkadelphia teachers of the year were Henderson graduates. Moreover, Vickie Beene, a
graduate who teaches English at Nashville High School, was selected as a finalist for the 2010 Arkansas Teacher of the Year Award. She and other finalists were honored at a ceremony at the Governor’s mansion.

Several academic departments exhibit strong undergraduate research programs, where undergraduate students are intimately involved with faculty mentors in conducting research. Consequently, many of these students are invited to present their research at various scientific and professional meetings with their efforts culminating in publications in peer-reviewed journals; for example, from 2003-2011 one faculty member in the Biology Department co-authored with six students three papers in peer-reviewed journals, and mentored/co-authored with eleven different students seventeen paper presentations at scientific meetings. Additionally, many students in fine arts regularly present art exhibitions or music and theatre performances at Henderson and also engage in off-campus solo exhibitions and concerts or perform with other students and faculty members. (See also Criterion 4A.)

Graduates of Henderson are widely accepted into and, in many cases, sought after for various graduate programs and are highly competitive for a variety of employment opportunities post-graduation. Available data for such information varies (from minimal and inadequate to exceptional) among academic departments, and no university-wide system or mandate is currently present to encourage and require departments to maintain such a database. However, data that could be collected from various academic departments in all three principal academic divisions at Henderson – Ellis College, School of Business, and Teachers College – demonstrate that graduates of virtually all academic departments are employable in a wide variety of fields within their respective disciplines. Graduates consistently acquire successful employment with a wide variety of professional and technical agencies and positions in a variety of graduate programs. This high level of post-graduation success of Henderson graduates provides further evidence of the overall high level of quality, effectiveness, and success of academic programs at the university and the intellectual flexibility of the student products of these programs. Additionally, it demonstrates that the university is fulfilling its mission to prepare students as highly educated, competent, contributing, and productive members of society.

**Extracurricular and Co-curricular Programs**

Henderson offers numerous supplementary programs designed to support and enhance the academic experience and success of students. These programs further the successful education, quality
of learning, and service opportunities of Henderson students and members of the local community. They also increase the likelihood that students engaged in them will successfully graduate with the knowledge, skill, and competency level necessary for continued educational advancement and successful employment post-graduation. The following lists some of these programs.

The Academic Advising Center provides students with advising and academic counseling services, registration assistance, and overall support in achieving their academic goals. The Center for Career Development assists students in planning for graduate school and future careers, provides exposure to important skills for successful interviewing and achieving employment, and assists with job placement. The Center for International Programs assists international students in transitioning into college life in the United States and provides numerous levels of assistance to international students during pursuit of their degrees. The Counseling Center provides students with opportunities for counseling services that are completely confidential and free of charge for any emotional, interpersonal, or developmental difficulties that arise during the education process. The Center for Language Proficiency provides outreach opportunities for language assessment and multilingual services. It also provides skills and opportunities to enhance cultural integration and awareness, increase English communication skills, and address English as a Second Language (ESL) needs. The Honors College provides highly motivated, undergraduate students with additional educational opportunities above the standard curriculum in order to further enhance their academic experience.

Student Support Services provides first-generation, underrepresented, or economically disadvantaged students with important resources and instruction that increase the likelihood of their academic success, while the McNair Program assists that same demographic to prepare for graduate school. The Disability Resource Center provides a comprehensive program with multiple services designed to promote access, retention, and academic success for students with disabilities. Residence Life provides a variety of services and resources for students living on campus. Residence Life also sponsors the First Year Experience Program which is designed and implemented to increase the likelihood that incoming freshmen students will be successful in college, both academically and socially, ultimately culminating in graduation from the university. One aspect of that program is to provide free tutoring services for students in all academic areas.

The Student Health Center provides primary medical care, disease prevention, health education, wellness promotion, and various other services to all currently enrolled students. The Testing Center
provides students a central location for testing needs as well as a comfortable testing environment. Additionally, the Testing Center coordinates the administration of many tests that are given on campus: ACT Residual Test, ASSET, Business Area Test (BAT), College-Level Examination Program (CLEP), independent study tests, Graduate Record Examination (GRE), and Miller Analogies Test (MAT). The Testing Center also provides support to those in charge of the paper-pencil PRAXIS SERIES (teacher exams), and testing personnel can assist students in acquiring information on tests not given at Henderson. The Writing Center provides computer access to teachers and students working on writing assignments and assistance to students with questions or concerns about writing assignments or specific writing skills. A math tutoring lab is available through the Mathematics Department. The Veterans Upward Bound Program assists veterans in their pursuit of post-secondary education. Henderson is also a host site for one of nine education renewal zone initiatives in the state of Arkansas. Through the South-west A-Education Renewal Zone (ERZ) program Henderson works with teachers in local public schools to improve public school performance and academic achievement.

Athletics
Henderson maintains a vibrant athletic program. True to the mission of the university, the top priority of the athletic program is always the student-athletes, but it also serves to augment the greater goals of the university by offering “every member of the student body the opportunity to be a part of the athletic program… as athletes, trainers, managers, cheerleaders, Pom-Pom members, band members, or booster club members” or to participate as spectators. Athletic teams include Men’s Baseball, Basketball, Golf, and Football, and Women’s Basketball, Cross Country, Golf, Softball, Tennis, and Volleyball, and Men’s and Women’s Swimming. The director of athletics reports directly to the president.

One recent development intended to benefit the student-athletes was the formation of a new athletic conference with the University of Arkansas at Monticello, Arkansas Tech University, East Central University, Harding University, Henderson State University, Ouachita Baptist University, Southeastern Oklahoma State University, Southern Arkansas University and Southwestern Oklahoma State University. “The intent of the conference is to group together similar institutions in terms of budgets and goals,” said the presidents, chancellors, and directors of athletics from the nine institutions in a joint statement in July 2010. “Furthermore, the conference is intended to be made up of universities that field an intercollegiate football program. Our most important goals in this new endeavor are to limit time away from class and limit our travel costs.”
The Athletics Department takes compliance seriously: “We will observe the letter and spirit of the rules and regulation of the NCAA, the Great American Conference and Henderson State University, while also adhering to the philosophy of the Division II member institutions. We have a responsibility to report any school that violates these same rules and regulations.” To facilitate the observance of rules and regulations, Athletics maintains a compliance website, issues a Compliance Manual for all involved in the programs, and maintains an Athletic Handbook especially for student-athletes.

**Compliance with Laws and Regulations**

Henderson has many documents that demonstrate its compliance with local, state, and federal guidelines, regulations, and laws (see expanded discussion in the Compliance Chapter). Under the Resources (Employee) tab on MyHenderson can be found many basic guidelines, expectations, policies, and procedures that facilitate appropriate behavior, activities, and direction of campus personnel and students, such as the Concurrent Employment Definition and Policies and State of Arkansas Travel Regulations and reimbursement forms.

The Student Health Center publicizes its privacy practices that adhere to the Family Educational Rights and Privacy Act of 1974 (FERPA), and the Faculty Handbook provides direct instructions for FERPA compliance and any exemptions that are legally noted for dealing with students. General university practices that adhere to the FERPA guidelines are also available on the web.

The Undergraduate Catalog outlines ways in which Henderson complies with state and federal regulations regarding higher education, including policies on the guaranteed eight-semester degree plan, the State Minimum Core, state legislative requirements for articulation of courses, and requirements for graduation. The Undergraduate Catalog also contains policies on Sexual Harassment, Disability Services, and a listing of Federal Legislation potentially affecting students. Additionally, the campus complies with the Arkansas Clean Air on Campus Act of 2009 and has banned all smoking on campus, including buildings and grounds that are owned or operated by Henderson. The Student Guide outlines additional Henderson policies in accordance with state and federal regulations.

The Office of Human Resources keeps track of and disseminates information about various regulations and procedures pertaining to personnel, including legislative rules and regulations from the Office of Personnel Management (OPM), the Arkansas Department of Higher Education (ADHE), the United States Department of Labor, and the Arkansas State Legislature.
The Faculty Handbook and Staff Handbook provide detailed documentation of compliance with applicable laws and regulations regarding personnel and provide detailed instruction pertaining to employee conduct, tenure and promotion, and position responsibilities and requirements. The Non-Classified Recruitment Handbook and the Classified Recruitment Handbook also provide guidance on appropriate regulations and guidelines pertaining to hiring procedures, both internal and external. In particular, the Staff Handbook outlines the nondiscrimination policy regarding current and potential employees. The Staff Handbook also outlines processes in accordance with state and federal law, including Arkansas Act 169 of 1991 (catastrophic leave), Family and Medical Leave Act of 1993, Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973.

Henderson employs a full-time legal counsel, the General Counsel. The General Counsel is an attorney licensed under the laws of the state of Arkansas. The General Counsel is charged with ensuring legal compliance with local, state, and federal laws and regulations.

Safety
The safety of its faculty, staff, and students is important to Henderson, and therefore it supports a University Police Department which is committed to maintaining a safe and secure campus environment. That department has implemented numerous measures to ensure the safety of the Henderson community and to provide timely warnings in case of an emergency. The University Police Safety Handbook lists the safety programs that Henderson offers, including Citizen and Emergency Response Training, Suicide/Depression, Alcohol, and Rape Awareness programs, and a video of what to do in case of a campus shooter. “Information concerning safety and security is regularly provided to students, faculty, and staff by crime alert bulletins, posters, news releases, and presentations. Campus safety and security programs are presented to incoming freshmen at orientation, to the on-campus residents as part of their regular programming during the year, and to faculty and staff at back to school meetings and various other meetings throughout the year.” The Henderson Police Department annually distributes a Security and Fire Safety Report in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act.

A cross-disciplinary panel of qualified campus professionals make up the Behavioral Intervention Team which is ready to assist when a student’s behavior becomes disruptive or threatening. Any campus member may email the team to report a student’s behavior, and the team will confidentially assess the threat and recommend the appropriate action.
Henderson has also instituted a comprehensive Emergency Preparedness Program. An important aspect of this program is that it uses Rave Wireless, Inc., to provide broadcast alerts by text and voice message to students, faculty, and staff in case of an emergency. Instructions on how to respond to each type of emergency are available on My Henderson and the Henderson website.

Internal Policies
The Undergraduate and Graduate Catalogs, the Faculty Handbook, the Staff Handbook, and the Student Guide are the primary collections of policies regarding each of the constituency groups at Henderson. Approximately five years ago, Henderson recognized the need for and began creating an Administrative Guide on the website which collected many internal documents and policies that were not part of the above handbooks. While the Administrative Guide was never complete, it served as a starting point for collecting guidelines for actions at the university ranging from policies on travel reimbursements to hiring adjunct faculty to children on campus. With the revision of the university website, many, but not all, of those documents have been relocated on a password-protected website, called “My Henderson.” As a result, there are many potential “policies” that may not be well-known or easily accessible.

In addition, there was confusion about what was meant by a “university policy” and who could develop one. As a result, in 2010 the President’s Office issued a Policy on University Policy Development. According to the Policy, “a university policy is a written directive, approved by the president of the university, that specifies appropriate actions and behavior, and that generally has university-wide applicability.” While the Policy on University Policy Development is new, the goal and procedures are codifications of current practice where “university policies are developed with the goal of a transparent system of shared governance in mind.”

Academic Integrity
Henderson’s policies and procedures regarding academic integrity provide a system of evaluation which allows an accused faculty member or student the opportunity to be heard. The Undergraduate Catalog provides detailed information regarding procedures for maintaining and upholding academic integrity, including instructor options for handling students who, in the classroom, are disruptive, violate university policy, or demonstrate plagiarism and/or academic dishonesty. The Undergraduate Catalog and the Student Guide also identify and define specific unacceptable behaviors which violate academic integrity and university policy regarding classroom conduct and provide guidelines by which instructors and the university will deal with such offenses. The Undergraduate Catalog
and the Faculty Handbook also provide detailed guidelines and an explanation of the grading policy used by the university.

**Research and Professional Misconduct**

The Faculty and Staff Handbooks offer general guidelines outlining the activities of professional conduct, along with the disciplinary actions to be implemented if such conduct is not met. However, one area in which Henderson has not yet adopted clear guidelines pertains to research misconduct. There are no set standards of ethical behavior and integrity in conducting research and other related professional activities. The new institutional review board should be making some policies soon on the issues of research on humans. A committee and policies on animal research are also in the beginning stages of development. (See also Criterion 2.)

**Management of Complaints and Grievances**

**Faculty Grievances**

The Faculty Handbook details procedures regarding tenure, promotion, termination of employment of tenured and non-tenured faculty members, and other sanctions of faculty. After making “a wholehearted effort to follow normal channels,” a faculty member has a right to appeal the decision in any of these cases to a Faculty Hearing Committee, which consists of fifteen full-time, tenured faculty from the major academic disciplines of the university. The members of the committee are elected from their respective academic areas by colleagues. The committee shall, as a matter of philosophy and practice, serve as a redress review organ for all personnel matters not otherwise specified in the handbook and shall serve as a liaison between the faculty and administration.

Any decision “affecting promotion, tenure, or dismissal must be documented in writing and based upon publicized criteria. The faculty member must be notified in writing by his/her supervisor of any deficiencies and given adequate time to remedy them before he/she is penalized in a personnel decision affecting promotion, tenure, or dismissal.” The faculty member has, subsequent to official written notification from the administration, thirty days to submit a written request to the president of the university for a hearing to appeal a decision of termination, dismissal, re-assignment or non-appointment, and fourteen days to submit a written request to the chair of the Faculty Hearing Committee to appeal a negative recommendation for tenure and/or promotion. The bases for appeal are spelled out in the Faculty Handbook.

The Faculty Hearing Committee will examine all pertinent materials and documentation regarding the appeal, including meeting with the faculty member, and make a recommendation to the
president, who will, if requested by the committee, forward the recommendation to the Board of Trustees. “The President and the Board of Trustees shall communicate decisions to the committee bearing on the committee’s previous consideration of the case. The committee shall in turn inform the faculty member of the administration’s decision.”

**Staff Grievances**

Staff members who have a grievance should initially contact their immediate supervisor in order to attempt a resolution. If a resolution cannot be achieved, the staff member must, within three working days, submit a formal written complaint to the head of the department, who must subsequently collect data, attempt to make an objective decision, and communicate his or her findings in written form to the staff member and supervisor. If the staff member is still not satisfied that the issue has been resolved, the staff member has the option of appealing to the Non-Academic Grievance Committee.

The Non-Academic Grievance Committee is appointed by the president each year and consists of five active members and three alternates selected from each of the six areas represented by the Henderson Staff Senate. The chairman of the Non-Academic Grievance Committee must receive the written grievance within two working days after the staff member receives the department head’s response. The committee will then meet to review evidence presented and has the authority to gather additional data. After reviewing the evidence, the committee “will submit its findings to the Vice President over the area in which the aggrieved employee works. If not satisfied with the VP’s decision, the aggrieved employee may, within three (3) working days, appeal the decision, based on the record, to the President who will review the findings and render the final decision.”

**Sexual Harassment**

The university’s policy regarding sexual harassment can be found in the Faculty Handbook. The complaint is to be made to the immediate supervisor, next higher level supervisor, the general counsel, or any vice president. Subsequently, all complaints will be given a full, impartial, and timely investigation by the supervisor and/or the general counsel. During such investigations, efforts to maintain confidentiality will be made. Appeal of the findings and recommendations of the immediate supervisor or the General Counsel may be made to the Non-Academic Grievance Committee or the Faculty Hearing Committee, and the findings and recommendations of these panels shall be forwarded to the president for final decision.
**Student Grievances**

The Code of Student Rights, Responsibilities, and Conduct, contained within the Student Guide, outlines the procedures for appealing grades awarded by faculty members. First, the student who desires to appeal a grade will contact the faculty member who awarded the grade in question and will explain the reasons for the appeal; the faculty member will explain the reason(s) and bases for awarding the grade. Second, if the student and faculty member cannot reach an acceptable agreement, the student may continue the appeal by contacting the chair of the appropriate department. Third, if an acceptable decision cannot be reached, the student may contact the appropriate dean. The department chair’s and/or the dean’s discussion with the faculty member may include such topics as adherence to course requirements, grading procedures, and an understanding and consideration of the basis of the appeal by the student. The chair and/or the dean may provide guidance or suggestions to the faculty member and will inform the student of the outcome of the discussion and the decision of the faculty member.

Students also have options pertaining to any situation, other than academic, when a grievance is incurred. The Student Guide states that students who have grievances that are not related to academic issues or who wish to appeal a university decision that is not covered by an established procedure should contact the Dean of Students regarding the specific grievance. At that point, the grievance will be evaluated by the Dean of Students and a decision will be made according to the specific university policies and procedures currently in place.

**The Code of Conduct and the Judicial Process**

Henderson guarantees the right to a fair and impartial hearing to any student charged with a violation of the Code of Conduct. The Code of Conduct informs the Henderson community of the behavior expected of students, describes prohibited conduct, and details the disciplinary procedures and sanctions applicable for violations of this code. No student shall be subjected arbitrarily to any disciplinary action for any offense without being given a fair hearing. Students will be given written notice of the charges against them prior to a hearing, adequate time to prepare a defense, and the opportunity to present evidence and witnesses on their behalf. The only exception to this practice may occur in the case of an Interim Suspension. Any student being charged with a violation has the rights delineated under judicial process. Overall disciplinary authority is vested in the vice president for student services. The dean of students has been designated by the vice president to administer the Code of Conduct. The dean of students functions
as the campus judicial officer and has overall responsibility for the student judicial process. This process includes the University Judicial System and the Residence Hall Judicial System. A student charged by the university with violating the Code of Conduct must schedule a hearing with the dean of students by the date specified in their letter of charges. A student charged with a violation specific to the residence hall must schedule a hearing with the residence life judicial officer. A student has several options in scheduling hearings. Legal counsel may be present at hearings only if the student is also facing criminal or civil charges. Any person accompanying the student, including the legal counsel, may not address the hearing body, question witnesses, or participate in any way other than to support/advise the student charged. Appeals must be filed, in writing, with the appropriate office within two working days upon receipt of the sanction/disposition of the case. An appeal of a disciplinary decision must be based upon one of four criteria. The dean of students will hear appeals from the residence life judicial officer (designee appointed by vice president for student services) and the Residence Life Judicial Council. All other appeals will be heard by the vice president for student services.
CRITERION 1 SUMMARY:
Henderson operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, students, and community. Henderson’s mission documents are clear and recognize the diversity of its learners and other constituencies. The university has in place governance and administrative structures that promote effective and transparent leadership, while giving constituent groups the most possible input. Through its policies and procedures, Henderson upholds and protects its integrity.

Strengths:
Henderson has long-cherished traditions that inform the lived mission of the university.

There is strong support for the mission.

The mission recognizes diversity as a positive in itself and as an agent of transformation.

The governance structures lead to a collaborative form of governance in which constituents increasingly believe their contributions matter.

The current leadership is dedicated to transparency in governance.

Challenges:
Support for the mission is generally strong, but Henderson continues to have difficulty articulating that mission clearly and consistently across campus and to constituent groups. Particularly, the connection between the liberal arts focus and the fine professional and graduate programs needs to be more consistently articulated.

Interdisciplinary courses and programs are important to the liberal arts experience but have proven difficult to support. New procedures are needed to address course load credit and other issues. An interdisciplinary committee has been formed to study the matter and make recommendations.

Policies and procedures are difficult to find and track. While most offices on campus strive to be transparent and use email to effectively communicate, there is not an accessible central location to find policies and procedures either electronically or physically. Even the main guides—Faculty, Staff, and Student Handbooks—are often contradictory and cannot contain every policy.
Policies or guidelines for proper research ethics and professional integrity, including a well-defined policy outlining the characteristics of and penalties for research and professional misconduct, are absent or difficult to find, making them less likely to be followed.

With the reorganization of cabinet positions, the “Office of Diversity” has become a part of the Office of External Affairs. Without the separate office of diversity, it is unclear whether there will be enough emphasis placed upon continuing efforts to promote diversity.