The organization promotes a life of learning for its faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.
Introduction
In March 2011, a student who had never traveled north of St. Louis stood transfixed before Toulouse-Lautrec’s *In the Salon* at the Guggenheim Museum in New York; that afternoon she received a call informing her that her collage series had been accepted by a national literary journal. Two weeks later, a student who had never flown before stepped off a jetway in Los Angeles, prepared to present his undergraduate research before the American Chemical Society at its annual meeting. Both students traveled to opposite coasts as part of Henderson groups, funded by the university and accompanied by professors who themselves have traveled widely in pursuit of scientific and creative learning.

Also that March, two hundred boisterous middle-schoolers from across Arkansas filled Henderson’s student union and several classroom buildings, competing in a regional Quiz Bowl tournament, operated in part by Henderson faculty, staff, and students. A psychology professor presented a free community lecture entitled, “Batman in His Belfry: Psychology of a Superhero.” Thirty members of Henderson International Student Association (HISA) prepared the foods of their home countries for 240 Henderson and community guests at the annual International Food Bazaar. Fifty-two faculty and staff members signed up for one of eight Microsoft Excel training sessions and several staff attended an evening Zumba class at the Charles D. Dunn Student Recreation Center. Two hundred and twenty students, faculty, and staff volunteered a Saturday to serve the community on the second Reddie to Serve day. And every day that month, local community members used Huie Library’s four community computers to polish résumé skills, look for jobs, and complete homework assignments.

This snapshot of widely varied learning experiences is typical at Henderson, where the liberal arts mission means that all constituents of the university—faculty, staff, administration, students, and members of the community—are supported and encouraged to follow their own curiosity and to seek out knowledge.
Core Component 4A: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Henderson’s commitment to a life of learning begins with its mission and permeates all aspects of its academic culture. Over the past ten years, the university has consistently placed the quality of student education at the top of its agenda while exploring a variety of ways to enhance learning opportunities for all members of the university community. According to the university mission statement, “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.” The inclusive mission embraces students, faculty, and staff: “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.” Henderson “encourages excellence in teaching and supports scholarly and creative endeavors on the part of both its faculty and students.”

Mission statements and goals of units across the university reflect Henderson’s commitment to excellence in teaching and the life of learning. For instance,

• The Ellis College reaffirms this ideal and supports the university mission with its own mission: “The dedicated professional faculty welcomes students into the Ellis College for an opportunity to work together as a community of scholars and learners to promote critical and creative thinking, effective written and spoken communication, and creative activity in the arts and sciences.”

• Teachers College includes similar statements in its mission statement. “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 twenty-first century knowledge and skills required to become successful citizens in a highly technological and diverse world.”

• The School of Business “provides an educational environment in which excellent faculty, enthusiastic students, and engaged partners collaborate in experiential learning activities.” Excellence in teaching, research, and service is a Core Value of the School of Business.
CORE COMPONENT 4A

Martin Campbell
Professor, Chemistry

Nathan Campbell
Assistant Professor, School of Business

Dee Cox
Assistant Professor, Educational Leadership

Jim Duke
Planetarium Manager and Instructor, Physics

Rhonda Harrington
Assistant Professor, Curriculum and Instruction [9/29/2009-8/17/2010]

Erin Poe
Education Specialist, Disability Resource Center

David Thigpen
Associate Athletic Director [7/8/2009-10/15/2009]

Fred Worth
Professor, Mathematics and Computer Science

- The three-decades-old Honors College’s “overarching purpose” is areté, or “highest excellence.” The Honors College shares the university’s goal “to excel in undergraduate education, always striving to enrich the quality of learning and teaching.”
- Huie Library is “committed to excellence in providing information resources and research assistance to the Henderson community.”
- The Department of Psychology is “dedicated to scholarly excellence and the success of our students.”

This core component discusses a variety of ways in which Henderson’s commitment to a life of learning is put into practice.

**Freedom of Inquiry**

Academic freedom is essential to the fulfillment of Henderson’s mission. Statements supporting freedom of inquiry are threaded through the Faculty Handbook, including the following:

- “The University is committed to a policy of free inquiry and to the maintenance of conditions which enhance optimum moral and intellectual growth in the academic community.”
- “It is equally a responsibility of the officers of the University administration and of the Board of Trustees to assure, to protect, and to defend academic freedom. The tenured faculty and those officers and Board members should work together to that end.”
- “Academic tenure is a status accorded members of the University faculty who have demonstrated high ability and achievement in their dedication to the growth of human knowledge…. By such recognition, the University pays homage to the priceless worth of independence of the mind and freedom of inquiry.”
- “The faculty evaluation program shall in no way infringe upon academic freedom as set forth in the Faculty Handbook.”
- “Each [faculty member] should respect and defend the right of free inquiry of associates.”

The Faculty Handbook, as well as changes and amendments to that document, are subject to approval by the Board of Trustees.

Students’ freedom of inquiry is affirmed in Article IV of the The Code of Student Rights, Responsibilities and Conduct:

**Section 4. Classroom Expression**

Paragraph 1. “Freedom of discussion and expression of views must be protected and encouraged. The instructor has the responsibility and authority to maintain order and appropriate academic environment, but this authority must not be used to suppress the expression of views related to a subject contrary to his own.”
Section 5. **Campus Expression and Organization**
Paragraph 1. “Discussion and expression of all views are permitted with the University subject only to the requirements for maintenance and order.”

Section 6. **Publications**
Paragraph 1. “A student, group, or organization may publish and distribute written material on campus without prior approval if such distribution and the content of the material is not disruptive to University operation.”

Paragraph 2. “The student press is to be free of censorship. The editors and managers shall not be arbitrarily suspended because of student, faculty, administration, alumni, or community disapproval of editorial policy or content. Similar freedom is assured for oral statements or views on University-controlled and student-run radio or television stations.”

The **Code of Student Rights, Responsibilities, and Conduct** is published in the Henderson Student Guide, which is updated each year and distributed to all freshmen as well as made available online. The **Graduate Catalog** notes that the graduate student is expected to engage in “free thought and discourse.”

While freedom of inquiry is not explicitly enumerated in the Staff Handbook as a right, classified and non-classified staff members are empowered to contribute to university governance through several formal channels. Established in 1988 and approved by the Board of Trustees, the Staff Senate is active in advancing staff concerns with the full support of university administration. According to its **Constitution**, the purpose of Staff Senate is to

…provide for the orderly representation of non-faculty personnel in communication between Staff and Policy-makers in areas affecting their general welfare, and provide a medium for the exchange and coordination of information between members of the Staff, Administration, Faculty, and Students.

The Staff Senate president attends Faculty Senate and Board of Trustees meetings and serves as a member of the Faculty Senate Buildings and Grounds Committee. Classified and non-classified staff are well represented in strategic planning and accreditation efforts and serve on many university committees, including the Judiciary Committee, Non-Academic Grievance Committee, Fringe Benefits Committee, and the University Budget Committee.

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*Art Department Chair, Kathy Strause helps an art student*

*Mass media and Oracle students visit ESPN Wide World of Sports while at a conference in Orlando*
Planning and Financial Allocation

Two of the seventeen goals in the 2010 Strategic Plan relate directly to a pattern of planning and financial allocation that supports a life of learning:

**Goal 6:** “The budget will support the mission.”
The strategy will be to reallocate existing resources to support mission priorities, which include support for “scholarly and creative endeavors on the part of both [Henderson] faculty and students.

**Goal 7:** “The University will undertake steps to increase grant funding.”
Recognizing that the operating budget may fund only a limited amount of research and professional development, the Strategic Plan recommends hiring a professional grant writer or retaining other grant-writing services in order to increase grant submissions by 20 percent in two years.

All three schools have set aside funds for competitive opportunities to obtain travel and research funds for faculty scholarship and development. The university also approves funding for fifty eight graduate assistants through the Graduate School and provides funding for adjuncts and overloads so that tenured faculty may take sabbaticals. (See also Criterion 2B.)

The Undergraduate Research Program directly supports Henderson’s commitment to a life of learning. The program budget of $25,070 is used to partially fund student travel to present research results, to provide matching stipend money for state-sponsored grants, and to purchase research supplies. In addition, the university appoints an undergraduate research director who is granted one-quarter time release to pursue duties related to encouraging research by undergraduates.

The Honors College presents an outstanding example of planning and financial allocation support for a life of learning. Constructed in 2002 the Roy and Christine Sturgis Hall, an Honors residence hall and learning center funded through state capital funds and a one million dollar grant from the Sturgis Foundation, contains a multimedia classroom, a computer lab, a Seminar room, and four study rooms.

The Henderson Foundation provides Honors College stipends of $125.00 per semester for all entering Honors College freshmen with a 29 or higher composite ACT as long as students maintain a 3.25 cumulative GPA and take at least one honors course per semester. According to Honors College Director David Thomson, seventy-one students per year on average have received these stipends in fall
2009 through fall 2011. Honors students are also eligible for ACT-based scholarships from the university. The university provides Honors College students and faculty a travel budget to assist with expenses related to the biannual European discovery trip. In addition to stipends for students, $6000 in stipends is distributed among the dozen members of the interdisciplinary Honors Faculty each year for supplies, services, and/or travel, allowing them to assist their Honors mentees. Honors faculty member Shannon Clardy (Physics), for example, used her 2010 stipend to assist seven Physics students with travel expenses, allowing them to attend the Society of Physics Students Zone Conference at the University of Southern Mississippi. Rick McDaniel (Physics) has used his stipend to purchase electronics kits for his Introduction to Engineering class. Honors faculty members frequently use the Honors stipend for instructional equipment purchases and to fund travel expenses related to conferences and research.

The Huie Library’s FY 2010-2011 budget represents 2.20 percent of the university Educational and General budget. The library materials budget is augmented with a library fee of $2.50 per credit hour. The majority of library fee income is dedicated to increasing and maintaining over one hundred electronic indices and other online resources, while a portion is used to employ late night staff in response to a Student Government Association request for expanded library hours. (See also Criterion 3D.)

The university supports a life of learning for faculty and staff through tuition remission and leave time during the workday for taking a course. The maximum amount of this benefit is 100 percent of the general tuition for undergraduate courses and a reduction to $20.00 per credit hour for graduate courses. Since 2006, 226 Henderson staff members have received the tuition waiver for undergraduate coursework; 114 staff members have received the tuition waiver for graduate coursework. In 2009 and 2010 approximately ten staff completed undergraduate or graduate degrees. The university also offers a tuition reduction to $10.00 per credit hour for spouses and dependent children of faculty and staff who work at least half time (see Table 4A-1).

The Ellis College provides Margin of Excellence funds to bring in outside speakers, visiting artists, and workshops that benefit the community.

<table>
<thead>
<tr>
<th>Year</th>
<th>Employee Waiver</th>
<th>Graduate Waiver</th>
<th>Dependent Waiver</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>60</td>
<td>$99,209.75</td>
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<tr>
<td>2007-08</td>
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<td>2008-09</td>
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<td>$124,201.25</td>
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<tr>
<td>2009-10</td>
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<tr>
<td>FALL2010</td>
<td>25</td>
<td>$43,565.50</td>
<td>15</td>
</tr>
</tbody>
</table>

Table 4A-1
Employee and Dependent Tuition Remission
as well as the university. These funds also support conferences on campus. Since 2004, for example, Margin of Excellence has funded:

• American College Theatre Festival
• Comic Book Artists and Writers David Mack and Eric Shanower
• Poets Jesse Lendennie and Ray McNiece
• The Annual Henderson Student Competitive Art Exhibition
• Latina Dance Project
• Alexander Technique Workshops
• Actor John Plumpis
• Papermaker and Book Artist LeAndra Spangler
• Author and Photographer Jonathan Waterman (in partnership with the Common Book Program)
• Creative and Digital Artist Chien-Yu Sun
• World Beat, The African Link, Dance Project
• World Year of Physics Mary Kay Hemenway and John Peter Huchra

In recognition that new technologies have led to new methods of knowledge delivery, the Department of Instructional Technology provides competitive technology grants for the development of online class delivery and for assessment of the use of technology in the classroom. Henderson also recognizes that students and employees require access to current computer equipment and software. Through a leasing agreement with Dell, staff and student lab computers are replaced every three years. Around 325 computers are replaced each year at a cost of approximately $352,000. (See also Criterion 3C and 3D.)

Professional Development Opportunities
Professional development opportunities are available to faculty, students, and staff across all academic and administrative divisions. The mission statement supports continued education when it states “Quality in education is fostered . . . by a faculty and staff distinguished for their continuing commitment to excellence.” It further states, “The university encourages excellence in teaching and supports scholarly and creative endeavors on the part of both its faculty and students.”

Professional Development Opportunities – Faculty
Henderson’s weakness here is not one of a lack of faculty participation in development opportunities but, rather, a lack of long-term, systematic tracking of faculty activities. To address this weakness, in 2010 Henderson purchased Faculty180, a data management system intended to improve the collection and reporting of faculty creden-
tials, professional activities, and achievements. For 2010, 183 faculty members reported participation in 254 professional development activities, 201 of which were external in nature.

As outlined in the Faculty Handbook, tenured faculty holding the rank of associate professor or higher are eligible for a one-semester or one-year sabbatical every seven years. The university approves six one-semester, full-salary sabbaticals per academic year, although a faculty member may opt for a full year sabbatical at half salary. The sabbatical program allows faculty to pursue opportunities related to their area of interest. Randy Duncan, Professor of Communication, for example, wrote the major portion of *The Power of Comics: History, Form, and Culture* (Continuum, 2009) while on sabbatical. Sabbatical leaves may also enhance faculty members' teaching expertise. Claudia Beach, Professor and Director of Theatre, spent her spring 2007 sabbatical traveling the country as a Kennedy Center American College Theatre Festival adjudicator. The valuable insights she gained into how different universities approach actor training and directing strengthened her teaching at Henderson. *Ellis College Research Colloquium* and *Ellis College Faculty Showcase* provide opportunities for faculty in that college to share sabbatical results and other academic and creative endeavors. Since fall 2010, Teachers College faculty who receive Faculty Development funding make presentations to the full faculty of Teachers College.

Teachers College offers several opportunities for professional development for its administrative staff and students. In partnership with the Dawson Education Cooperative, Teachers College hosts occasional workshops for Teachers College administrative staff. The topics of these workshops vary and are applicable to assisting administrative staff in their duties. The workshops also function as a networking tool for staff who work with the public schools. Teachers College also offers teacher interns a series of Hot Topics conferences on topics of current interest to teachers; these sessions are open to school staff. (See also Criterion 3B and 3C.)

Henderson’s Computer and Communication Services Department employs a full-time trainer to conduct workshops on using software and new technologies. The workshops, which are open to Henderson faculty and staff, cover basic and advanced instruction in web editing and productivity software such as Word, Excel, PowerPoint, Publisher, and Outlook. The Department of Instructional Technology provides training in effective use of instructional software such as ANGEL, Wimba, and Camtasia.
Other in-house trainers cover such topics as assessment and related software, MultiMedia Learning Center opportunities, training on the use of classroom technology, and workshops on workplace topics such as sexual harassment.

**Professional Development Opportunities – Students**

The office of the Dean of Students disperses funds to student clubs and organizations as well as to individual students for professional conferences, tournaments, foreign travel, and other organized events. Over the past five years, 20-30 requests have been funded each year. Examples include funds for Chemistry Club students to present research at national meetings of the American Chemical Society, support for Black Student Association members to attend a regional conference, student participation in an Aviation Student Leadership retreat, and a Biology student caving trip to northern Arkansas that developed into a National Science Foundation funded biology undergraduate research project.

**Dean of Students Office Expenditures for Student Co-Curricular Development, 2005-2010**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>$52,307.75</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$62,808.13</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$51,159.89</td>
</tr>
<tr>
<td>2006-2007</td>
<td>$34,083.07</td>
</tr>
<tr>
<td>2005-2006</td>
<td>$32,361.81</td>
</tr>
</tbody>
</table>

Each school offers its students professional development opportunities specific to its curriculum. For example, the School of Business Weekly Guest Lecture Series features seasoned business practitioners and community leaders. Since spring 2007, approximately every one or two weeks during the regular semester, seasoned business managers and community leaders have visited Henderson to speak on global or local business issues, work ethics, social responsibilities, and local community development projects. This guest lecture series has helped keep Henderson students well informed of developments beyond the campus and has enhanced their professional knowledge.

Ellis College Margin of Excellence grants fund educational and professional development opportunities for students, including workshops, master classes, and concerts such as “Blender Workshop for 3-D Media Development,” “St. Louis Brass Concert and Master Class,” “Development and Review of Design Portfolios,” and “Oscar J. Gillespie Printmaking Workshop.”

Each semester Teachers College provides numerous professional development opportunities for its students through a week
of teacher intern orientation prior to the beginning of the semester and three special Hot Topics professional development days for interns and other teacher education candidates. Examples of topics include current laws, state-mandated initiatives, twenty-first century learning, teaching English Language Learners, diversity, and the use of current technology and software to improve student learning. At the graduate level, the Educational Leadership Program hosts a Leadership Conference each year for which the Arkansas Department of Education awards professional development hours to participants.

**Professional Development Opportunities – Administration and Staff**

While professional development activity has not been systematically tracked for staff and administrators, the anecdotal evidence demonstrates a clear pattern of support for professional development for these groups.

Individual staff attend training sessions and workshops both on and off campus, whether in person or through webinars. Skilled trades and maintenance workers at the physical plant receive regular safety training. Custodial staff are given release time to take on-campus workshops.

In addition to on-campus opportunities, Teachers College staff may pursue an off-campus professional development opportunity every two years. Teachers College Hot Topics sessions are also open to Teachers College faculty and staff.

Examples of employee professional development activities exist campus wide. In 2010, Robert Wayland (Financial Aid) attended an in-house web-editor workshop and nine Great Lakes Financial Aid Training webinars while also working on a doctorate in higher education. Because of the pace at which library services expand and change, library technicians actively participate in professional development opportunities:

• Becky Hughes and David Sesser – Community Emergency Response Team (CERT) training (2010)
• David Sesser – Disaster Recovery Workshop, Arkansas Museum Association (2009) [Note: Mr. Sesser is also working on an M.A. in Public History at University of Arkansas-Little Rock, where he has taken courses in History Museum Administration, Oral History, Archival Management, and Archival Conservation, all of which are relevant to his work in the library. He has been accepted to the M.L.I.S. program at the University of Southern Mississippi.]

For Instructional Technology staff, ongoing professional development and technology training is critical for effective job performance. George Finkle, Online Learning Services Coordinator, for example, has participated in an extensive list of professional development activities including the Teaching with Technology Symposium (2010), the Arkansas Association of Public Universities Annual Conference (2008, 2009), the Arkansas Distance Learning Association Annual Conference (2009), ANGEL Users Conference (Chicago, 2009), Educause 2008 (Florida), and online and on-campus training in EKTRON CMS 400, ANGEL LMS 7.4, WIMBA Classroom Administrator Training, and others.

The TRIO staff members regularly attend state, regional, and national conferences such as those hosted by the Council for Opportunity in Education, the Arkansas Association of Student Assistance Programs, and the Association on Higher Education and Disability TRIO Training Institute. They also participate in Henderson in-service training on such topics as financial aid practices and personnel evaluation.

Henderson’s active Staff Senate has in the past provided development opportunities through “Dutch Treat Luncheons” where invited speakers offered attendees a broader knowledge of campus opportunities. Staff Senate also invites speakers from within the university to present workshops and presentations on areas in their expertise. The staff senate is also in the process of developing a “Grow Your Own” program where staff members could receive time or compensation for training (whether graduate coursework or certification) to benefit their current positions in return for a time commitment to Henderson.

Administrators also actively pursue professional development opportunities. Through Henderson’s institutional membership in College and University Professional Association for Human Resources (CUPA-HR), any member of the Henderson community may attend conferences of that association; the director of Human
Resources regularly attends these conferences at the state level through ARCUPA-HR. University Counsel and Human Resources staff have also attended the ARCUPA conference. Henderson also maintains an institutional membership in the College Business Management Institute (CBMI). Employees with administrative responsibilities under the vice president for finance and administration are eligible for the Henderson Foundation’s Erwin W. Garner CBMI scholarship, which funds one employee each year to attend the CBMI Institute in Louisville, Kentucky. The Finance and Administration Department on occasion funds a second employee to attend the Institute.

Specific examples of professional development by administrators include, but are not limited to:

• Provost and Vice President for Academic Affairs Vernon G. Miles
  Higher Learning Commission PEAQ Consultant-Evaluator
  Peer Review Training (2009)
  Arkansas Works 2008: The Governor’s Summit on Education and Economic Development

• Director of Public Relations Penny Murphy
  Lynda.com tutorials
  Campus workshops on Writing for the Web and Web Editing
  Arkansas Association of Public Universities conference
  Arkansas Association of Public Universities Communication Officers meetings

• School of Business Dean Jeffrey Hamm
  AACSB International Conference and Annual Meeting. Los Angeles, California
  Southwest Business Deans Annual Meeting. Santa Fe, New Mexico
  Arkansas Deans Association meeting. Beebe, Arkansas

**Producing Scholarship**

Henderson’s commitment to scholarship is clearly stated in the university mission statement and supporting handbooks. The university mission statement declares:

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.

**Faculty Scholarship**

While teaching remains the primary function of the university, faculty members are expected to demonstrate achievement in scholarship, research or artistic creation and performance, and other discipline-appropriate professional activity. These activities
include publications, grantsmanship, papers presented at professional meetings, planning and directing seminars, workshops, conference attendance and performance/exhibitions open to evaluation by competent professional judgment.

The Faculty Handbook contains numerous statements in support of scholarship, which is a key consideration for granting tenure and promotions to faculty. Scholarship is a primary reason for providing the sabbatical program. For example, the preamble to the section on sabbatical policy states:

Because scholarly and creative endeavors are essential complements to excellence in teaching, the University encourages and supports such efforts on the part of both its faculty and its students.

Accreditation with the Association to Advance Collegiate Schools of Business (AACSB) requires that School of Business faculty “maintain knowledge and expertise” in their field through “contributions to learning and pedagogical research, contributions to practice, and discipline based scholarship.” In order to be considered “academically qualified” by AACSB standards, School of Business faculty members must have completed at least two quality publications over the past five years or have completed one quality publication and at least three validating academic experiences over the past five years. The School of Business defines a quality publication as a journal article that is peer-reviewed in a published or online resource. Other indicators of quality publications and validating experiences include faculty internships, major editorial responsibilities for a periodical, funded grant proposals, publication of a textbook, and publication of papers at professional meetings, among others. Between 2004 and 2011, twelve members of the business faculty published forty-four articles, six of which were co-authored.

Teachers College has developed a faculty evaluation rubric outlining expectations for faculty scholarship and professional growth. The rubric covers traditional forms of scholarship such as presentations, grant writing, and authoring books, refereed articles, and reviews. Scholarship may also involve practical application of research in service to the university and community, including activities such as presentations and workshops for universities, colleges, education cooperatives, or P-12 schools; school improvement consulting; creation or revision of programs of study; and creation or revision of courses.

Some departments in Ellis College provide faculty clear definitions of scholarship expectations for promotion and tenure. For
example, in addition to publishing articles in refereed journals, scholarship in the Chemistry Department includes activities such as engaging in theoretical and/or empirical professional presentations at state, regional, and national professional conferences; chairing conference sessions; serving as editor, editorial board member, or reviewer for journals or other professional publications; writing research grants; publishing a monograph; and developing multimedia web-based designs to enhance teaching. The Chemistry Department emphasizes and encourages the involvement of students in all scholarly activities and highly values directing student research. The Biology Department also stresses mentoring students who conduct research, publish in peer-reviewed journals, and present research at scholarly meetings. Henderson Music Department Promotion and Tenure Thresholds categorizes creative activity/research expectations at three levels:

- **Expected:** Occurring at Henderson and local venues
  - Positive annual evaluations
  - Professional memberships

- **Desirable:** Regional venues
  - Letters of support (on- and off-campus)

- **Preferred:** International/national venues
  - Professional peer-reviewed publications, etc.

Henderson’s faculty actively engages in scholarship, which can be categorized into six categories: awarded grants, articles in refereed journals and conference proceedings, books or book chapters, reviews, creative productions, and oral or poster presentations. As shown in the graph, faculty scholarship has steadily increased or remained steady, depending on the category, over the last seven years.

For example, faculty reported publication of approximately 200 articles in professional journals or proceedings from 2004 to 2011; several of these publications include student coauthors.

During the same time period, faculty reported the publication of eighteen books, the contribution of another thirty-one chapters or articles, and the writing of sixty-three book reviews and review articles.

Henderson’s dynamic Fine Arts faculty, representing the departments of Music, Art, and Theatre, reported 140 public displays and performances of their work, some in national shows, juried and invitational, and others in campus and local venues.
Art faculty exhibited works in over seventy venues, at least fourteen of which were juried or invited. Their works were featured in galleries and exhibitions in Shipston-on-Stour, Warwickshire, England; Fort Worth; Denver; and West Palm Beach, among many others. A documentary, written and produced by an art faculty member and a communication faculty member, was accepted in the Hot Springs Documentary Film Festival.

Music faculty gave over ninety major state, regional, and national performances as either soloists or members of ensembles. They also presented numerous faculty recitals at Henderson and participated in Henderson theatre productions.

Theatre faculty produced, directed, designed, and supervised construction of twenty-eight main stage theatre productions performed on the Henderson campus. In addition theatre faculty served as director, scenic designer, costume designer, actor, scenic painter, or costume shop supervisor/technician in a total of twenty-four professional productions at the Oklahoma Shakespearean Festival, the Arkansas Shakespeare Theatre, the Santa Fe Opera, the Glimmerglass Opera, the McLeod Summer Playhouse, and the Trinity Shakespeare Festival.

Faculty reported 455 separate oral or poster presentations between 2004 and 2011. Undergraduate co-authors often collaborate with faculty on poster presentations. Examples include:


School of Business faculty presentations are often collaborations with other faculty and students at Henderson or other institutions. These presentations include papers given at national and local conferences, as well as addresses to community audiences. For instance,


In Teachers College, presentations allow faculty the opportunity to present topics of interest to education students or to public school teachers to provide continuing education credit opportunities. Recent examples include:

• Kelly, Michael S. “Sexual Harassment and the Law.” Hot Topics for Teachers Presentation, Henderson State University (2010).

• Taylor, Kenneth D. “The Three R’s in Bullying.” Hot Topics for Teachers Presentation, Henderson State University (2011).

Grants obtained by faculty indicate that a proposed activity is considered of value by others in the field. From spring 2004 to spring 2011, faculty reported obtaining seventy-three grants, of which thirty-one were from external funding sources. These include


• Hardee, John R. The Chemical and Physical Characterization of Air Blown Asphalts From Two Different Feedstocks. Mack Blackwell Transportation Center and the Arkansas Highway and Transportation Department - $50,000, 2005.

Internal grants were funded by various Henderson programs with money set aside for research or professional development. (See also Criterion 2B)

Student Scholarship – Undergraduate Students

Student research takes place in many forms. Some degree programs, such as Chemistry and Psychology, require original research. Other programs offer capstone courses with a research component. Through the Undergraduate Research Program, Student Undergraduate Research Fellowships, and summer programs, undergraduates work with faculty mentors to produce high-level research. Henderson undergraduate students have undertaken research in ionic liquid esters and diols, African American identity, and the graphic novel as literature and have made presentations in venues such as the American Chemical Society spring national meeting, the Southwest Regional Psychological Association, and the Comicon Conference.
The Undergraduate Research Program was established in 1994 to address growing needs and opportunities for undergraduate research. The undergraduate research director (URD) receives 25 percent release time and reports directly to the provost and vice president for academic affairs. The URD organizes and chairs the Arkansas Undergraduate Research Conference (AURC). Undergraduate students from all university programs are invited to apply for up to $500 to fund the purchase of supplies or equipment for conducting research in their areas of study. They are also welcome to apply for partial travel funding to present research at conferences and/or to gather data at specific sites. Each year, 20-30 students receive funding to travel to regional, national, or international meetings to present research. By far the bulk of the $25,070 Undergraduate Research budget is consumed by travel and stipend matching for external grants.

The URD office provides matching stipends for the Arkansas Department of Higher Education’s Student Undergraduate Research Fellowships (SURF). These competitive fellowships are available to undergraduates in any Arkansas university and are designed to provide a stipend and travel funds to students conducting original research in any academic field. The mentor may elect to receive the $750 stipend as salary or may use it for supplies and travel. The student stipend is matched up to $1,250 by the host institution. Undergraduate Research funds supply stipends for Henderson students. Each year, Henderson students submit approximately six to nine proposals of which three to five are funded.

SURF applicants in the physical and biological sciences have automatically been considered for Experimental Program to Stimulate Competitive Research (EPSCoR) grants. This National Science Foundation encourages local action to develop long-term improvements in a state’s science and engineering enterprise and was created in response to congressional concerns about geographical concentration of federal funding of academic research and development funds. Since 2009 Henderson has received three EPSCoR awards:

- Nguyen, Theresa, and Martin J. Campbell, Ph.D. Progress Towards Fluorinated Curcumin Analogues (2009).
- Holmes, Brooke., and James Engman, Ph.D. Molecular Phylogenetic Analysis of Microbial Life in Blanchard Springs Caverns, Arkansas (2009). (This project also won the First Place in Undergraduate Life Science Research Award at the 2011 Annual Meeting of the Arkansas Academy of Science. Department of Biology Chair James Engman notes that “these guys took a recreational, spring break nerd-fest, and turned it into an NSF-funded, award-winning research project.”)
Each year, Henderson hosts the Arkansas Undergraduate Research Conference (AURC), which provides an “undergraduate friendly” forum for participants in all disciplines from across Arkansas to present their research in poster or oral format. The two-day event is hosted and funded through the Undergraduate Research Program. In 2010, Henderson students made presentations on the topics below:

- Preparation of Ionic Liquid Diesters and Diols
- Perspective and Paranoia: Analysis of Will Eisner’s Spirit Story “Foul Play”
- African American Identity and the Organization: The Consequences of Keeping it Hidden
- Women, Education, and Advancement
- Distinguishing Characteristics of Caddo Pottery
- Psychological Effects of Media: Aggressive Behavior
- Electric Dreams: How Video Games and Relaxation Exercises Influence Dream Content
- Investigation of Carbon Nanotube Doped YBCO Superconductors

Each fall, student and faculty mentor teams may apply for Arkansas Space Grant Consortium (ASGC) grants that provide student stipend, supply, and travel funding. The work must relate to an area of interest to National Aeronautics and Space Administration (NASA), so the primary participants in this program have been physics and chemistry students. Henderson is a member of the ASGC and actively participates in the state-wide selection process to decide which applications will be funded from those submitted across the state. Amounts of awards vary each year, but typically range from $1500-$3500. Funded projects include


In recognition of the fact that science students need exposure to high-level research facilities, biology and physical science faculty encourage their majors to participate in summer programs.
For example, Henderson biology senior Claudia Gonzalez, an international student from The Republic of Panama, was awarded one of four highly competitive global fellowships in the Duke University summer 2010 marine conservation program. “This has been one of the most amazing experiences of my life. It was a great eye-opener. The world’s oceans are in such a delicate state; protecting them now is necessary and should be a priority for all of mankind,” said Gonzalez about her experience in the Duke program. During her three years as a student at Henderson, Gonzalez has also assisted in molecular genetic research on sea urchins at the Smithsonian Tropical Research Institute, held a summer research internship in protein chemistry at the University of Arkansas for Medical Sciences, conducted molecular genetic research on cave bacteria at Henderson, and studied marine biology issues with other Henderson students during field experiences in Belize and Panama. She has been accepted into the Ph.D. program in Environmental Toxicology at Duke University for fall 2011. She is one of ten 2011 Biology graduates who will begin work on doctorates in fall 2011 at universities such as Vanderbilt, University of Arkansas for Medical Sciences, and Ohio State University, among others. All have received full tuition and fee waivers, as well as graduate stipends.

Built originally with connections he made as a post-doctoral researcher, James Engman, Biology, developed his coral-reef research interests into a tropical ecology course that takes approximately ten students each year to Panama for three weeks and twelve students to Belize for an eleven-day adventure in learning. In 2007 Engman and one of his research students (along with two former students) were chosen to present the program at the prestigious “Posters on Capitol Hill” in Washington, D.C., organized each year by the Council on Undergraduate Research. Only sixty applicants are selected from hundreds of applicants nationwide. Engman and students also presented coral reef research results at the 11th International Coral Reef Symposium in Fort Lauderdale, Florida, in 2008.

The Ronald E. McNair Postbaccalaureate Achievement Program provides another avenue for undergraduate scholarship and research. The program supports student research through workshops on topics such as library research, use of technology, writing skills, and the research process. The program requires each McNair scholar to work with a Henderson faculty mentor in the completion and presentation of research. Scholars are required to attend conferences and present their research. They also attend a Research Internship, an intensive symposium guiding them step-by-step through the research process. Since 2005 approximately
eighty-seven students have been admitted to the program; of these, fifty-five have enrolled in graduate programs, and thirty-two have completed either a master’s or doctoral degree. In that same time approximately $84,600 has been spent on scholar and mentor stipends, with scholars receiving up to $2,800 each for research.

McNair scholars have been active in publishing and presenting. Jim Miller won the 2009 Nation Student Writing Contest, College Level, with his essay “The Natural Order of a Small Town.” Jessica Herron (B.S., 2006, Henderson; M.S., 2008, Rice; Ph.D., in progress, Rice) made three conference presentations while a student at Henderson and has published three articles in peer-reviewed journals as a graduate student:


In spring 2009 McNair scholar Lisa Bevans presented “The Differential Effects of Extracurricular Activities on Male and Female College Students” at the national Ronald E. McNair Research Conference at the University of Washington. Bevans entered the Counselor Education doctoral program at the University of Arkansas in fall 2011. She writes, “Had I not received the support of the faculty at Henderson State University, along with the guidance and support of TRIO programs and Ronald E. McNair Scholars, program, I can honestly say that my acceptance [into the doctoral program]…would not have been possible.”
**Student Scholarship – Graduate Students**

In its **mission** to continue education beyond the bachelor’s degree, the Graduate School aspires to “strengthen the academic and professional competence” of and “develop the capacity for independent study” in its students. To these ends, the Graduate School specifically states in its catalog that it expects students to engage in “extensive and intensive research and reading.” Below are examples of specific research-based requirements in various masters’ degree programs:

- **MLA students** must pursue a major and a minor, take a two-semester graduate-level liberal arts seminar (Truth, Order, and Beauty I and II), and complete either a thesis (Liberal Arts Thesis I and II) or project (Liberal Arts Project I and II).

- **MBA students** must complete both a strategic management module and an analytical/research module; this second module includes GBU 6023, “Research and Reporting in Business.”

- **Masters in Counseling students** (both MS students in Clinical Mental Health Counseling and MSE students in School Counseling) are expected to “develop…the capability to think logically and critically, communicate effectively, and appreciate the complexity and diversity of world cultures.” As part of this goal, they must take EDU 613, “Introduction to Research,” and complete an internship.

- **MS in Sports Administration students** must take EDU 6413, “Introduction to Research,” in order to develop research skills and methods, and are required to prepare a portfolio of materials as part of their degree plan.

- **MSE students in Reading** must complete six hours of research, including EDU 6413, “Introduction to Research” and RDG 6553, “Research Problems: Reading,” and complete a research project; **MSE students in Advanced Instructional Studies** must complete six hours of research, including EDU 6553, “Research Problems.”

- **MSE students in Educational Leadership** must take EDL 6123, “Research for Educational Practitioners,” and complete a research project.

- **MSE students in Special Education** must take EDU 6413, “Introduction to Research” and SPE 6273, “Research Problems.”

Graduate theses are available in University Archives at Huie Library. Representative theses from graduate programs are available in the Resource Room and include:


Individual faculty members and mentors can point proudly to instances where graduate students have published and presented their findings, but such information has not been systematically tracked.

**Research and evidence-based planning**

Research and scholarship also support and stimulate organizational and educational improvements, although evidence of this is not always readily apparent due to lack of documentation. Examples include the following:

- In developing the 2010 Strategic Plan, committee members frequently discussed general research and best practices at other universities, although this discussion was not specifically documented. For example, student retention was a major focus of the initial 2009 strategic planning retreat. An ACT report on college student retention practices, *“What Works in Student Retention”*, provided the basis for energetic and wide-ranging discussions which also included Henderson retention statistics. The final version of the 2010 Strategic Plan includes several research-based initiatives stemming from this discussion. One of these, the creation of an Academic Advising Center to enhance advising of incoming freshmen and transfer students, was based on a report from a Faculty Senate *Ad Hoc* Committee on Retention.

- In 2009 President Welch asked the General Education Committee to review the Liberal Arts Core curriculum with the goal of offering more flexibility in order to encourage transfers to Henderson, improve retention, and facilitate future partnerships. The process included reviewing the catalogs of fourteen Council of Public Liberal Arts Colleges (COPLAC) institutions similar to Henderson, surveying Henderson faculty, and holding open forums.

- In developing the proposal for the **Women’s and Gender Studies minor**, Peggy Bailey and Angela Boswell examined...
similar programs and course offerings of public and private universities across the country, including COPLAC universities.

- In 2007 a Faculty Senate Ad Hoc Committee on Retention, together with Associate Dean of Academic Services Pam Ligon, looked closely at possible courses of action to increase Henderson's retention rate. The committee consulted ACT’s “What Works in Student Retention?” the Sixth National Survey on Academic Advising, several articles and reports by Wesley Habley of the National Academic Advising Association, and statistics generated by Henderson's office of Institutional Research. The Final Report of the Faculty Senate Ad Hoc Committee on Retention led to the creation of the Academic Advising Center in 2010.

- In 2006 WebCT, Henderson’s learning management system (LMS), was becoming increasingly unreliable, leading MMLC staff to investigate options for improving the system. Staff researched available LMS programs, narrowing the list to two programs appropriate for Henderson. Faculty using WebCT were given the opportunity to volunteer as pilot participants to test the two programs. Four volunteers tested each LMS, while one instructor with a background in management information systems and a history as an auditor taught courses using both systems. Data was collected from both faculty and students during the pilot semester. Evaluation of the two products included cost, support, administrative function and faculty/student feedback. As a result of the Learning Management System (LMS) Pilot Findings, Angel 7.1 was chosen as the next LMS for Henderson.

- The Office of Finance and Administration uses historical and comparative data contained in the Arkansas Higher Education Comprehensive Annual Report to assist in determining the budgets for scholarships and evaluating the level of tuition and course fees. The university is required to reduce total academic and performance scholarships to less than 20 percent of tuition and mandatory fees by FY2013-2014. The Comprehensive Annual Report is also used to determine the level of expenses in functional categories (instruction, research, student services, institutional support, auxiliary) in relation to other Arkansas four-year universities.

- To modify Henderson’s course transfer policy, the registrar queried the Arkansas Association of Collegiate Registrars and Admissions Officers listserv and checked course transfer policies of COPLAC and Gulf South Conference universities to determine best practices.

- On occasion, when Henderson has a situation whereby salaries are saved through the resignation or retirement and the replacement of faculty, the school deans and the provost examine equity issues among current faculty. They conduct salary comparison research considering highest earned degree, job title and respon-
sibilities, time of service, and other factors, noting where salary compression has had the most impact within a program, department, or school. They use the resulting information to make periodic salary adjustments where appropriate, thereby helping to bring the salaries of current faculty closer to equitable levels.

**Acknowledging Achievements**

Henderson publically acknowledges scholarship and other achievements through public media and university publications for internal and external audiences. The office of Public Relations provides regular updates to local and regional media about achievements of individual faculty, students, and staff as well as university activities. Faculty, staff, and students are recognized for scholarship, honors, and other noteworthy activities in the Weekly Memo distributed electronically by the Office of Public Relations.

Each year, Service Award ceremonies are held to recognize all full-time employees for their years of service and dedication to Henderson. The ceremonies are held each April for faculty and each May for staff. Recognition begins once an employee has completed five years of full-time service and thereafter in five year increments. Since 1972, the “H” Award has honored faculty, staff, alumni, and friends of Henderson for meritorious service.

**Recognizing Student Achievement**

Student academic distinctions are listed on the graduation program, which also designates Honors College scholars. These academic achievements are recognized when the graduate’s name is read during the ceremony. The Heart and Key awards assembly presents scholarships, awards, and honors to students at Henderson. The event is held each year to publicly recognize the recipients and to show appreciation to the organizations, departments, and donors presenting these awards.

Individual schools and colleges recognize achievements of their various students with ceremonies, publications, and visible tokens of honor. Ellis College, for example, holds an annual awards ceremony. Selected outstanding graduating seniors receive lapel pins, and selected freshmen, sophomore, and juniors received certificates of achievement for outstanding creative achievement and outstanding academic achievement. Each department selects recipients from their majors for this event. Factors considered in making these awards include GPA, student involvement, student leadership, research, and service outside the department. Awardees’ family members are invited to the April awards ceremony.
Each June, Ellis College publishes *Forge Magazine* to highlight achievements of students and faculty in the college. Distributed in print and online, Forge provides a snapshot of unique student and faculty activities over the previous year. For example, the 2010 issue included articles about a graduate student who won a national essay contest, the story of a local student progressing from her small hometown to TV news anchor in Shreveport and then to reporter for a Minneapolis TV station, national recognition of the physics club, and an article highlighting archeological discoveries by Henderson students and faculty member Mary Beth Trubitt.

Teachers College Henderson faculty select an outstanding teacher intern each semester. Each fall, the Health, Physical Education, Recreation, and Athletic Training (HPER/AT) Department holds a luncheon to recognize student successes of senior physical education, recreation, and athletic training majors, and HPER/AT graduate students. Each spring, this department, in partnership with the HPER Club, hosts The HPER Club Grand Finale, an award ceremony in which Outstanding Major awards are presented. The Athletics Department recognizes both individual and team achievements, as well as academic achievements in its annual sports banquet. Names of high-achieving athletes are engraved on plaques placed in the Hall of Honor in the Duke Wells Recreation Center.

The School of Business holds an annual banquet to recognize outstanding students and graduates. Honoree categories include Stella Spoon Accounting Scholars, Thurman May Outstanding Accounting Graduates, Oren Harris Outstanding Business Law Student, and the Southern Bancorp Bank Outstanding Finance or Accounting Student, among others. Beta Gamma Sigma Honor Society inductees are introduced and pinned, and business scholarship winners are announced at the banquet.

Twice each year Public Relations submits the names of honor roll and dean’s list students to their hometown newspapers.

**Recognizing Faculty Achievement**

Faculty achievements are recognized in several ways. Since 2008 faculty have been eligible for *Excellence in Teaching, Research, and Service awards*, with each category considered once every three years. Awardees are chosen by ad hoc award committees comprised of faculty below the level of chair from within the three divisions of the Ellis College (Liberal Arts, Fine Arts, and Science and Math), School of Business, and Teachers College. The committees consider nominees’ accomplishments in the
previous three calendar years. In 2005 the Faculty Senate voted to establish the Outstanding New Faculty Member Award, given annually to an outstanding new faculty member with less than five full years of full-time college/university teaching. Nominees’ teaching, scholarly activity and service are considered in the selection process. Recipients of all Faculty Excellence awards are recognized during the October Founders’ Day Convocation and receive an award of $2,500. Their names are engraved on plaques displayed in the Garrison Center.

Other avenues for recognition of faculty achievement include emails sent out by the president, the provost, vice presidents, deans, and chairs. The first Ellis College Faculty Showcase, highlighting faculty research and creative work, occurred in 2010 and is intended to take place every five years. Ellis College faculty achievements are also highlighted in Forge Magazine.

**Recognizing Staff Achievement**

Each year staff members nominate coworkers for the Henderson Employee of the Year award. All nominees for the award are honored with a reception. The Henderson Employee of the Year receives a plaque, press coverage, and two tickets to the Arkansas State Employees Association Banquet for a chance to compete at the state level for Employee of the Year. In 2009 Employee of the Year Billy Tarpley received second place at the state level.

The Staff Senate Textbook Scholarship is awarded once a semester to a staff member who is taking courses at Henderson. The $100 award may be used to purchase books and course supplies at the on-campus bookstore. Recipients are selected based on an essay and years of service at Henderson. The recipient is announced at the Staff Awards Assembly or at a Staff Senate meeting.

Staff members who graduate while employed receive a certificate and official diploma frame from Staff Senate. These diploma frames are presented during the Staff Awards Assembly.

**Recognizing Alumni Achievement**

Since 1972 the Alumni Association Board of Directors has selected Distinguished Alumni as a way of honoring Henderson graduates who have made outstanding achievements and contributions in their career, community, education, politics, and social service. Honorees are recognized at graduation ceremonies through the presentation of a medallion and are afforded the opportunity to address graduates. The honorees also received a History of Henderson State University volume set signed by the university president, a Henderson pin, and plaque.
Since Henderson’s first Founders’ Day celebration in 2000 the university has recognized accomplished alumni by inducting them into the Henderson Academy. Each school selects alumni who have demonstrated achievement through academic research or teaching, exhibited a strong commitment to academic excellence, and/or helped promote the interests of students at Henderson over the years. Because of the importance of demonstrating Henderson’s commitment to excellence, first-year students especially are asked to attend the celebration (usually as part of the Henderson Seminar course) to hear what the inductees say about their own paths toward excellence.

Each year a successful business leader who has graduated with a degree from the Henderson School of Business is selected for induction into the School of Business Hall of Fame and is recognized at the school’s annual banquet. The School of Business also selects alumni as speakers in a lecture series.

The achievements of all graduates including promotions, awards, graduations, weddings, and births, are also celebrated each year in the Reddie Report Alumni Magazine. Recently, select accomplishments have also been shared via the Henderson website and on Facebook.

**Summary**

As shown above, Henderson clearly supports a life of learning for its faculty, students, staff, administrators, alumni, and the local community. Documents such as the university’s mission statement, the Faculty Handbook, and Article IV of The Code of Student Rights, Responsibilities, and Conduct contain strong statements supporting free inquiry. University staff members have an active and valued voice in university governance and university committees. Every member of the Henderson community has access to professional development opportunities, whether those opportunities are funded directly or made possible by work-release time. Despite the extreme budgetary pressures of recent years, the university continues to commit substantial funding to faculty and student scholarship and development and to undergraduate research and travel. Both faculty and students engage in scholarly activity. Margin of Excellence funds support a vibrant campus life in which guest lecturers, visiting artists, master classes, and concerts augment the academic life. The Liberal Arts Core provides a solid underpinning to programs and curricula that are responsive to technological change and that reflect a commitment to diversity. All of these activities, processes, and accomplishments are mission-driven.
Core Component 4B: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

As a public liberal arts university, Henderson considers its Liberal Arts Core (LAC) an essential building block for a life-long pursuit of learning as noted in Henderson’s 2010 Strategic Plan (goal 9: develop life-long learners through examining the LAC curriculum). The mission of the LAC is to cultivate the skills, knowledge, and intellectual curiosity that are essential in every field of study, and which support a full and productive life.

The Liberal Arts Core

In 2008-2009 President Welch requested that the General Education Committee, composed of the dean of Ellis College, and university faculty, reevaluate the LAC. The committee was instructed to determine if the core contained enough flexibility to aid student recruitment and retention while maintaining the mission of the liberal arts core. The committee compared Henderson’s LAC requirements to Arkansas Department of Higher Education (ADHE) requirements, to the LAC courses required by the eighteen COPLAC institutions, and to the general education requirements of the other four-year Arkansas universities. The committee sought additional input through campus-wide forums for faculty, students, and staff. As a result of this assessment, the General Education Committee recommended reducing Liberal Arts Core requirements from 52 to 45 hours and increasing the number of courses which might be used to fulfill requirements. The current LAC offerings better reflect the number of hours required by ADHE and requirements of similar COPLAC institutions. The reduction in the number of hours required to meet LAC requirements, along with the addition of a core elective, allows students to choose additional electives outside of the core based upon personal interests.

Also as a result of the review of the LAC, the General Education Committee developed LAC mission statements to clearly define the skills and outcomes that will be nurtured in each Henderson student through the core. These statements are published in the 2010-2012 Undergraduate Catalog. The courses required in the LAC are foundational both for successful degree completion and for successful life experiences. Each undergraduate degree program relies on skills that are taught and enhanced in the LAC.
**Essential Skills**

By fulfilling the essential skills requirements, students will be able to think critically, write clearly and effectively, read with understanding and appreciation, speak effectively, demonstrate fundamental mathematical skills, and practice lifetime fitness skills.

As stated in the Undergraduate Catalog, the LAC curriculum emphasizes the acquisition of essential skills; chief among these are analytical and critical thinking, oral and written communication, and quantitative reasoning. Henderson requires that all students take a course in oral communication, even though this is not a requirement of the state of Arkansas, in order to develop crucial verbal skills. In order to develop and hone writing skills, Henderson students are required to complete two semesters of freshman English in which 70-80 percent of the semester grade is based on writing performance. In addition to this basic requirement, students must also take a junior-level writing course (University Writing, Advanced Composition, Technical Writing, Magazine and Feature Writing, or Creative Nonfiction), as well as a Writing Intensive (WI) course within his or her major. Numerous writing intensive offerings, designated with a (WI), are listed in the Undergraduate Catalog. Examples of these courses are Tropical Marine Biology; History of Photography; Movie Appreciation and Enjoyment; Sports Reporting; Women, Gender and Race in American Theatre; Greek Drama; Capstone Course--Mathematics; Twentieth Century Music; and Tudor and Stuart England. These examples illustrate the numerous avenues of investigation within the WI requirement that offer students the opportunity to internalize knowledge, critically analyze thought, and formulate ideas into a well-structured cognitive product, all of which are skills associated with a life of learning. Henderson’s writing requirements clearly integrate LAC fundamentals into degree planning.

Quantitative reasoning is taught through traditional mathematics courses such as College Algebra, Plane Trigonometry, and Precalculus Mathematics, while unique courses such as Mathematics for Liberal Arts and Mathematics through Practical Applications offer other avenues for developing this essential skill. The latter course encourages students to learn mathematics through practical applications in areas such as sports, music, art, physics, and acoustics.

**Academic Enrichment**

In addition to essential skills courses, many courses required in the LAC foster further academic enrichment.
Students who successfully complete the Fine Arts and Humanities requirements will have the ability to respond or react to a given artistic creation using a range of tools that include aesthetic sensitivity, personal experience, understanding of social context, and a variety of cultural/historical references. The Fine Arts and Humanities requirement, including courses in literature, art, music, and theatre arts, shapes a student’s aesthetic sensitivity and forms a compass for navigating in the social context.

Students who successfully complete the Social Sciences requirements will gain a functional knowledge of the history of civilization and the United States in particular and will develop an understanding of political systems abroad and locally. The Social Sciences develop analytical and critical thinking skills through the study of civilization and the history of the United States, with options for students to delve into anthropology, economics, sociology, psychology, and geography.

Students who successfully complete the Natural Science requirements will develop a deeper understanding of the physical universe and recognize some of the issues in both the physical and life sciences that influence society. Natural Science courses teach analytical and critical thinking through the scientific method of discovery. Henderson students may choose from Biology, Botany, or Zoology and from Chemistry, Physics, or Astronomy.

Students who successfully complete the upper-level nonwestern culture requirement will appreciate the complexity and diversity of world cultures. They will develop an understanding of how culture influences behavior, and in turn, how cultural differences impact intercultural interactions. In order to participate as a concerned, intelligent citizen, a Henderson graduate must be aware of the rapidly changing, richly diverse, interconnected world. The nonwestern culture requirement allows the choice of study of culture, politics, civilizations, literature, art, religion, music, health care, or geography, thus broadening the Henderson student’s world.

The courses of the Liberal Arts Core form the foundation for self-knowledge and for building successful life experiences for students. The LAC is more than a list of required courses that a student must take in order to complete a degree; it is designed to help students achieve personal as well as professional success.
Integrating the Liberal Arts Core into degree programs

According to its mission Henderson “advocates a program based on the liberal arts, regardless of specific educational interests.” The concept of a program based on the liberal arts permeates the design of Henderson’s undergraduate degree programs, which build upon course selections within the LAC foundation. All of Henderson’s undergraduate degree programs require completion of the Liberal Arts Core requirements.

The Ellis College is the heart of the liberal arts education at Henderson. Ellis College makes possible the development of a superior academic program based on a comprehensive core of courses in the arts and sciences. The full integration of this liberal education into the four-year curriculum is designed to enable the student to think logically and critically; communicate effectively; appreciate the diversity of world cultures; understand the physical universe; and participate as a concerned, intelligent citizen.

The inclusion of the writing intensive course requirements as a component of each degree program clearly integrates LAC fundamentals into degree planning.

Students graduating with the distinction of “Henderson State University Honors College Scholar” have completed a minimum of twelve hours of LAC honors courses which satisfies fifty percent of the coursework required for acquiring this distinction.

The carefully constructed eight-semester degree plan for the Bachelor of Science in Nursing provides an example of how sequencing LAC courses before upper-level nursing classes emphasizes the importance of core classes as foundation classes necessary for further learning and understanding. According to the BSN degree plan, students are to complete all but one liberal arts course by the beginning of the fall semester of their junior year. The one LAC course not taken during the first two years is transcultural Health, a junior-level course which not only fulfills the nonwestern LAC course requirement but also directly relates to work in health care.

The Bachelor of General Studies Degree Program is designed to use existing university resources to develop a personalized, challenging plan of study. Students who wish to pursue a unique field of study not currently in the regular curricular offerings or who wish to pursue various university resources to help them in finding a more specific path to follow are empowered to make many curricular decisions in conjunction with their advisor and as approved by the BGS Committee. Each individual plan of
study builds on the LAC and coursework from Technology, and/or Foreign Languages, and/or Library Research Methods to ensure that the student graduates with skills critical to the mission of Henderson.

The Women’s and Gender Studies’ program builds upon Henderson’s mission. This program features an interdisciplinary core course and cross-listed courses from several departments that challenge students to think critically about sexuality, gender, race, class, and nationality while examining historical and cultural conditions crucial to understanding the construction of gender and the experiences of women across cultures.

Understanding of life-long learning may be seen in the Human Diversity minor. This interdisciplinary program provides students with a broad intellectual framework for understanding common human experience and differences. Courses within this program foster respect for the diversity of people and cultures 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.

**Curricular and Co-Curricular Activities**

Henderson’s faculty and staff recognize the importance of student groups and organizations as a means for linking classroom curriculum and co-curricular activities. Faculty and staff accept responsibility for serving as volunteer advisors for such diverse student organizations as Student Government Association, fraternities and sororities, intramural sports, honorary organizations, service organizations, departmental/academic organizations, religious organizations, cheerleading and pom-pom squad, and the communication media/debate team.

Through about one hundred student organizations focused on academics, service, student governance, and spirituality, Henderson students have the opportunity to become engaged in activities that support inquiry, practice, creativity, and social responsibility. Active student involvement within these various groups and organizations, whether as members or in leadership positions, provides opportunities to use and develop skills associated with such concepts as management, marketing, finance, publicity, communications, teaching, planning and implementation, decision-making, team work, compromise, and interpersonal relationships. One example is the Women’s History Organization (WHO), a student group responsible for the activities celebrating the achievements of women in history. Through planning activities (e.g.: panel discussions, guest

**Guerrilla Girls on Tour**

*presented “Feminists Are Funny!”*  
*Sponsored by the Women’s History Organization*
speakers, art shows, movies) presented during National Women’s History Month, the students have an opportunity to connect the past with their future. Honing leadership skills, researching, planning and implementing programming, considering financial costs, creating publicity, and public speaking are among the many tasks involved that help students link classroom learning with practice.

In addition to the various student groups, Henderson offers its students a number of co-curricular opportunities outside the classroom that connect learning with practice. The following programming provides a snapshot of what Henderson has to offer.

The Business Mentorship Experience developed within the School of Business brings together business leaders in the community and Henderson students, as a means of enhancing the students’ knowledge of business and non-profit organizations. The program helps students develop professional and personal business skills through active participation with business professionals. U.S. Congressman Mike Ross was invited to campus by the School of Business as a business leader (pharmacy owner) who has also aspired to political service. U.S. Senator Blanche Lincoln also participated in this lecture series. Inviting guest speakers to Henderson’s campus throughout the semester provides an opportunity for student inquiry and the development of social responsibility.

The annual Sidney S. McMath Pre-Law Conference and Banquet hosted by the Department of Social Sciences presents an excellent opportunity for students to meet with representatives of law schools and local attorneys who will answer questions about admission to law school and the practice of law. The highlight of the conference each year is the keynote address by a prominent member of the Arkansas bar. The most recent speaker, the Honorable Morris S. Arnold, Judge of the United States Court of Appeals for the Eighth Circuit, joins an impressive list of former keynote speakers: chief justices of the Arkansas supreme court, federal district judges, judges of the Arkansas court of appeals, United States senators who are also former Arkansas governors, a former Arkansas congressman who is also a former Arkansas attorney general, a deputy attorney general of Arkansas, a president of the Arkansas Conference of the American Civil Liberties Union and the late Governor McMath himself.

The director of the center for international programs and the international student organization have developed programming and interactive events to assist international students with acclimation to southern culture and to the university, providing opportunities for non-international students to become acquainted with international students and their cultures. The International Food
Bazaar scheduled at the conclusion of Henderson’s International Focus week is one of its most popular activities. Henderson’s International Program promotes an appreciation of the complexity and diversity of a global society. (See Criterion 1B.)

The Common Book Program provides a prime example of how the classroom experience links with co-curricular activities. First-semester college students discuss a common book in Henderson Seminar, and copies of the book are available to any member of the Henderson community who wishes to read it. The theme of the first six selections has alternated between international, diversity, and environmental issues. The featured speakers, which so far have included Hispanic-, Iranian-, Japanese-, and Sierra Leone-Americans, not only each deliver a major address but also visit with one or two classes, directly engaging students in open discussion of the themes of the book. Relevant documentaries and films provide additional perspectives on that year’s theme.

Faculty members in the Biology Department offer students an opportunity to study abroad in Belize and Panama through a Tropical Marine Biology course. Not only are these students engaging in hands-on learning, they are experiencing the diversity of a different culture and lifestyle. (See Criterion 4A.)

The Art, Theatre, Music, and Dance programs all sponsor visiting artists, guest speakers, and exhibits through the Ellis College Margin of Excellence program to broaden the experience of their majors and the campus community at large. These visiting artists, guest speakers, and exhibits provide students with specialized instruction, an introduction to a new technique, or an opportunity to view art work not readily available to them. Public events are also offered to expose the public to some of these diverse activities. (See Criterion 4A.)

Lifelong Learning

Community classes offered free of charge through the Ellis College showcase faculty research, special interests, or expertise in one-hour sessions during the spring semester. Typically five sessions are scheduled providing the community with exposure to such topics as “Why Study Art? Caddo Indian Pottery,” “Dashiell Hammett and Hard-Boiled Detective Fiction,” “Original works by Faculty in the Arts and Sciences,” “Batman in His Belfry: Psychology of a Superhero,” “Women, Witchcraft and the Witch Craze,” “Uses of Medicine in the Bible,” and “Current Trends in American Theatre.”

Engaging the campus community and the community at large through non-credit offerings such as Summer Community Art classes, “An Introduction to the Orchestra: A Concert for Chil-
dren and their Families,” water aerobics, and summer camps (e.g.: band, basketball, volleyball, baseball, softball) are some other ways that Henderson applies its expertise to develop programming that will promote the preservation and improvement of the quality of life in Arkansas.

Teachers College regularly schedules professional development for their teacher interns through their Hot Topics programs. These programs are open to Henderson faculty and local school teachers as one means of staying current on such issues as educational law, inclusive or assistive technology, teacher retirement, and societal issues (e.g.: bullying, social media, child advocacy) that have an impact on learning.

Henderson promotes international travel and study abroad as a means of encouraging students to experience the diverse world. Since the summer of 2007, a life-long learning program of study offered by the university provides Henderson students, family, employees, alumni, and children sixteen and older the opportunity to tour China as a group led by a faculty member. This is an opportunity to support inquiry, practice, creativity, and social responsibility in students and the Henderson community. College credit is available.

International Focus Week programming planned by faculty representing several academic departments is another avenue Henderson uses to enrich students’ learning experience. This programming is open to faculty, staff, and the local community. (See Criterion 1B.)

Learning Outcomes
As noted in the 2010-2012 Undergraduate Catalog, Henderson is committed to a continuous process of improving all areas of the institution, particularly student academic achievement.

Liberal Arts Core Assessment and Review
Having recently reevaluated the LAC, the General Education Committee has moved forward with discussion on the LAC mission and the goals of the LAC curriculum to determine what outcomes should be identified and measured. The Committee is currently in the process of working with the Assessment Office and Assessment Team to

• determine what outcomes should be identified and measured
• establish goals for assessing the Liberal Arts Core
• determine objectives for each of the proposed goals and
• develop a measurement tool for the core.
**Learning Outcomes**

Faculty regularly assess the extent to which students have developed skills, knowledge bases, beliefs, attitudes, and behaviors which are required of the specific profession and/or the applicable accreditation standards. The Office of Assessment and the Assessment Team provide assistance with the assessment process and tracking learning outcomes through TracDat.

In all academic preparation, the Teachers College’s programs encourage collaboration and expertise of professional public school mentors throughout the preparation program. The mentoring component in the academic advisory process is critical to the candidates’ learning and professional success. The mentor, who is carefully chosen by the candidate in consultation with the academic advisor, possesses a repertoire of skills that aid the candidate in personal and professional growth throughout the program.

Learning outcomes for Teachers College students are assessed both internally and externally throughout their preparation programs. In addition to internal assessment by course instructors, student learning is assessed by external constituents. Teachers College preparation programs encourage collaboration with and draw from the expertise of public school and other professionals. These professionals serve as mentors, assist with admission and exit interviews, are members of a number of committees, and serve on advisory councils. Many of them serve as external evaluators of candidate performance. At the initial preparation level, they serve as cooperating teachers who use standards-based instruments to evaluate interns’ knowledge, skills, and dispositions. At both initial and advanced levels, public school teachers and administrators serve as interviewers of candidates at admission into and exit from programs, evaluating candidate presentation skills and dispositions. Other professionals serve as mentors and supervisors to students in dietetics, athletic training, and recreation.

Teachers College students are also required to take state and national assessments in the program area. Examples of such assessments are shown in Table 4B-1.

Faculty and staff also evaluate student perceptions of coursework, teaching, advisement, and other important services provided to support student learning. This evaluation allows students to have a voice in

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Name of Assessment</th>
<th>Type of Form of Assessment</th>
<th>Timeline of Assessment</th>
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</thead>
<tbody>
<tr>
<td>Licensure assessment or other content based assessment</td>
<td>Praxis II Knowledge Based Core Principles</td>
<td>Standardized Licensure Test</td>
<td>Exit</td>
</tr>
<tr>
<td>Assessment of content knowledge</td>
<td>Philosophy of Education and content</td>
<td>Rubric</td>
<td>Mid-point and Exit</td>
</tr>
<tr>
<td>Practicum</td>
<td>Teaching/Collaboration</td>
<td>Rubric</td>
<td>Exit</td>
</tr>
<tr>
<td>Internship</td>
<td>Field Experiences</td>
<td>Rubric</td>
<td>Exit</td>
</tr>
<tr>
<td>Exit Portfolio</td>
<td>Portfolio</td>
<td>Presentation and Rubric</td>
<td>Exit</td>
</tr>
<tr>
<td>Addressing Application and Synthesis of skills and knowledge</td>
<td>Action Research</td>
<td>Rubric</td>
<td>Intermediate</td>
</tr>
</tbody>
</table>

*Table 4B-1 Teachers College - Assessments*
improving not only the quality of their own educational experience, but also the experiences of future Henderson students.

As a means of giving students a voice in improving the educational experience at Henderson along with evaluating whether Henderson is 1) keeping within its mission and 2) meeting program learning goals, outcome skills, and professional competencies essential to a diverse workforce, Henderson students completed a Mission Survey in March 2010. The results from the Mission Survey exhibited in Table 4B-2 were used in the university’s strategic planning process and program review.

Additionally 73.4 percent of students completing the survey indicated that they had acquired mastery of their field of study, and 78.8 percent felt they had been challenged, supported, and motivated to achieve academic success.

The assessment and evaluation process occurs at the individual, class, course, program, department, and university levels. Results of this assessment process are used to help make decisions to enhance the quality of student learning and the learning environment at Henderson.

Many departments conduct progressive reviews, interviews, state testing, rubrics, and exit reviews with their prospective graduates. These departmental monitoring devices are varied but provide evaluation outside a single course performance. Table 4B-3 provides examples of such monitoring tools at the undergraduate and graduate level.

In addition to state mandated exams (PRAXIS I and II), Table 4B-4 for the BSE in Art Education degree shows a comprehensive example of multiple monitoring and evaluating tools currently in practice. Evidence from these evaluations is tracked through rubrics and standardized forms used to assess degree candidates.

Students’ overall readiness, growth, and continuous learning are assessed through frameworks such as Professional Awareness/Interest, Caring for Students/Families, Sense of Fairness, Use of Standard English, Sense of Efficacy, Personal Appearance, Personal Reflection, Sensitivity to Diversity, Sense of Professionalism, Communication about Art (vocabulary, concepts, references), Preparation and Presentation (appearance, on time, volume of work, condition of art), Craftsmanship and Skills (media skills, high personal standards, experimentation and initiative), Career Discipline (work ethic, ability to take criticism, class attendance, adequate sketchbooks), Show and Graduation Preparation (informed of degree deficiencies, informed of graduation requirements, career
plans, material for senior show). This assists faculty in determining a candidate’s overall readiness to enter a professional field.

**Graduate Programs**

Henderson’s graduate programs began in August 1955, when the Board of Trustees approved a fifth-year program of advanced professional education. The university now offers the following graduate degrees: master of business administration, master of liberal arts, master of science in counseling, master of science in education, master of arts in teaching, master of science in sports administration, and educational specialist.

Henderson’s admittance process is three-fold: 1) general admittance criteria, 2) individual program admission criteria and 3) admission to candidacy. Successful graduate applicants have a bachelor’s degree from an accredited institution, a minimum grade point average of 2.7 overall or 3.0 (out of 4) on the last sixty hours taken, passed the appropriate entrance exam (e.g.: GMAT, GRE, MAT), provided letters of reference and résumés, been interviewed, provided appropriate licensure, and completed any undergraduate prerequisites. Full admittance to Graduate School commences upon successful admission to candidacy. These entrance requirements for Henderson’s graduate programs establish a knowledge base for graduate students from which the individual graduate programs, through advanced and specialized programming, broaden the students’ theoretical knowledge and concepts to prepare them for professional careers and lifelong learning.

Program assessment is an ongoing process at Henderson to determine relevance of courses and degree plans, quality of faculty, quality of students, productivity and other criteria to ensure academically sound programs of study. Each graduate program uses various methodologies to assess the usefulness of its curricula. The Office of Assessment and the Assessment Team provide assistance with the assessment process. Learning outcomes are tracked through TracDat. External program reviews are conducted by the program’s accrediting agencies providing assurance of program currency and adherence to national quality standards.
Any course, curricular, or program introduction, review, modification, or elimination is evaluated by the individual degree program faculty and any changes are then submitted to the Graduate Council. The Council is responsible for approving new graduate courses; approving the graduate faculty; and recommending additions, deletions, and changes in the various graduate programs and degree requirements.

**Preparedness and Assessment in Individual Graduate Programs**

Master of business administration (M.B.A.) student preparedness is initially assessed through entrance criteria to the graduate program. The School of Business assesses M.B.A. students’ communication, critical thinking, and teamwork skills along with their global perspective and ethical leadership skills. In addition to exams, reports, projects, and portfolios, student learning is also assessed through the use of a number of rubrics. The results of the data collected are used by the School of Business Assessment Committee to determine whether M.B.A. students are demonstrating the acquisition of knowledge and skills in critical thinking, teamwork, global society, ethics and communication.

The master of liberal arts (M.L.A.) program in Ellis College is designed to cultivate an appreciation of cultural ideals, such as truth, order, and beauty and to develop critical thinking, written and oral communication, and scholarly research. Student learning is assessed by faculty evaluation of the M.L.A. project and classroom performance. The M.L.A. thesis is evaluated by full-time graduate professors who are experts in the field of study.

The master of science in education (M.S.E.) degrees in advanced instructional studies, educational leadership, reading, school counseling, and special education, the master of arts in teaching (M.A.T.) degree, and the educational specialist (Ed.S.) degree in educational leadership are accredited by the National Council for Accreditation of Teacher Education (NCATE), and are therefore subject to regular internal and external reviews. Each of these programs emphasizes the acquisition of advanced knowledge and skills applicable to the area of study. In addition to school counseling, the Department of Counselor Education offers a master of science (M.S.) degree in clinical mental health counseling. Both programs are accredited by the Council for the Accreditation of Counseling and Related Professional Programs (CACREP). Student learning is assessed through faculty evaluation of projects, research assignments, observed counseling sessions, supervised internships, practicum classes, a class portfolio, rubrics, and a comprehensive examination of CACREP Core Knowledge Base.
The School Counseling and the Clinical Mental Health Counseling programs both lead to additional licensing beyond the degree.

The master of arts in teaching program focuses on candidates who hold baccalaureate degrees in arts or sciences in academic disciplines but do not hold teaching credentials and would like to advance themselves into the teaching profession. Student assessment involves obtaining a nontraditional teaching license, meeting the established cut-off scores on the Praxis I and the content area in Praxis II Specialty exam(s), and developing a portfolio documenting the completion of course competencies. The portfolio is used in the exit interview, with a committee comprised of Henderson faculty and a superintendent or principal from the partnership schools. The assessment of student learning focuses on content knowledge and competencies exhibited in the four domains and the nineteen criteria found in the Pathwise Classroom Observation system.

The master of science in education program has several tracks under educational leadership: building level administrator, curriculum program administrator, special education supervisor, and instructional facilitator. All of the programs are standard, research-driven, and delivered through courses aligned with the Interstate School Leaders Licensure Consortium, the Educational Leadership Constituent Council, and the National Education Technology Standards for Administrators.

The educational leadership program seeks to empower building and district level educators to positively impact student achievement and quality of life through teaching, learning, service, and leadership. Graduates demonstrate the necessary leadership skills and attitudes to succeed as building-level administrators by demonstrating the ability to work collaboratively with all stakeholders of a school district. Upon completion of the student’s program of study, candidates who are pursing licensure (building level leader and curriculum program administrator) through the educational leadership program must meet the cut-off score for the School Leaders Licensure Assessment, an assessment tool that is based upon acquisition of knowledge and skills necessary for successful leadership at the building level. In turn this external assessment tool provides Teachers College with data to use in evaluating and updating programming.

<table>
<thead>
<tr>
<th>Action</th>
<th>Assessment Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship at Elementary Level</td>
<td>Clinical Note Form Completed by Monitor</td>
</tr>
<tr>
<td>Internship at Secondary Level</td>
<td>Clinical Note Form Completed by Monitor</td>
</tr>
<tr>
<td>Both Elementary and Secondary Internships</td>
<td>Rubric for Assessing Art Content Standards (Completed by Fine Art Faculty; David Warren)</td>
</tr>
<tr>
<td>Art Department Sophomore Review</td>
<td>Art Department Student Assessment Review Form (Completed by all Fine Art Faculty)</td>
</tr>
<tr>
<td>Art Department Junior Review</td>
<td>Art Department Student Assessment Review Form (Completed by all Fine Art Faculty)</td>
</tr>
<tr>
<td>Art Department Senior Exhibit</td>
<td>Faculty Assessment of Senior Exhibition for Graduating Seniors Form (Completed by a committee of 3 Fine Art Faculty)</td>
</tr>
<tr>
<td>Field Experience</td>
<td>Field Experience Observation / Participation Form (Completed by Degree Candidate)</td>
</tr>
<tr>
<td>Interview for Admission to The Teacher Education Program</td>
<td>Interview Rating Sheet, Interview for Admission Questionnaire, Rubric for Evaluating the Interview, Developmental Portfolio Checklist (Conducted by Teachers College Faculty)</td>
</tr>
</tbody>
</table>

Table 4B-4
Monitoring and evaluating tools used in BSE in Art Education
Student learning is also assessed through an exit evaluation committee comprised of the faculty advisor, one faculty member from the Educational Leadership program, one external evaluator, the candidate’s mentor, and one person of the candidate’s choice who holds a valid teaching license. The evaluation committee uses a *rubric* to evaluate the candidate’s electronic exit portfolio. A post-interview is conducted as well as the final evaluation.

The master of science in *advanced instructional studies* prepares public school educators to broaden their knowledge of their teaching field and subject matter through emphasizing acquisition and application of a specialty area or interdisciplinary study. It offers students an opportunity to shape a program to fit their intellectual needs and professional goals. Student learning is *assessed* through faculty evaluation of research performance, as research is an integral component of the degree. The purpose of the Research Problems course is to assist the candidates in designing, organizing, and implementing a research project pertaining to the field of education through either quantitative or qualitative research. National Board for Professional Teaching Standards Five Core Propositions; Pathwise Mentoring System; Arkansas Department of Education Standards; and National Educational Technology Standards for Teachers compose the knowledge foundation from which this program of study builds.

The master of science in *education* in reading is a graduate program that enables early childhood, middle level, and secondary teachers to obtain an Arkansas Reading Specialist License. The students acquire advanced knowledge of their reading content area by going through a system of program assessments at various levels during the program. The students are *assessed* from admission to candidacy and rubrics are used for the interviewing process, completion of the practicum, exit from the program, and post-graduation. The M.S.E. reading program assesses and evaluates students through the Research Problems course as well. Candidates completing the reading specialty program are required to take the appropriate Praxis II examination prior to graduation.

The master of science in *special education* program emphasizes the acquisition of instructional and scholarly domains that were largely adopted from the Council for Exceptional Children Guidelines for Teacher Education Programs. Student learning outcomes are *assessed* through successful completion of the program of study, successful presentation of the portfolio to an Exit Evaluation Committee comprised of the candidate’s faculty advisor, another special education faculty member, and a special education supervisor or special education teacher.
The master of science in sports administration program emphasizes the development of knowledge of the major literature in the field of sports administration, as well as the development of competencies for independent study in methods of inquiry through research methods. Student learning is assessed through the comprehensive written examinations of sports administration courses taken by all candidates in the program, as well as through portfolio materials that are submitted at the conclusion of all course work. Portfolios are reviewed by a committee of the graduate faculty in sports administration for determination of successful completion of the degree.

Summary
Henderson has integrated a general education knowledge base throughout all of its undergraduate degree programs by building upon the LAC requirements that supports an acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry that are integral to the educational programs. Henderson’s internal and external review processes have been effective in assessing program strengths and challenges, along with identifying areas for improvement. The recent changes made to the LAC requirements, the development of writing intensive courses, and the addition of the women’s and gender studies minor are examples of Henderson’s review process in action. Each graduate program has in place a process for assessing student learning and for using assessment results for program improvement.

Core Component 4C: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Central to Henderson’s mission is the goal to provide an education that will nurture in each student the capacity to appreciate the complexity and diversity of world cultures and to discern appropriate uses of technology. As such, Henderson also strives to enrich the quality of learning and teaching within a culturally rich and diverse student population.

Commitment to consider the usefulness of the curricula to students who live and work in a global, diverse, and technological society is further supported through the inclusion of the following objectives from Henderson’s recently revised 2010 Strategic Plan (goal 9 and 13):

- developing strategies for utilizing assessment results in making university academic decisions
• ensuring that curricular offerings reflect currency in the discipline and diversity of programming
• expanding student knowledge that the world contains diverse cultures and preferences that may be different from our own.

Program Reviews
Determining relevance of courses and programs is an ongoing process at Henderson. The schools and departments use various methodologies to assess the usefulness of its curricula. Any course, curricular, or program introduction, review, modification, or elimination is evaluated at the college and university level. This is accomplished through the Ellis College Curriculum Committee, the School of Business Curriculum Committee, Teachers Education Council, the Graduate Council and the University Academic Council.

In addition to ongoing departmental assessment reviews, Henderson conducts formal program reviews (on a rotation basis) every ten years as required by the Arkansas Department of Higher Education and through participation in national accreditation assessments. As part of program reviews and assessments, many schools and departments examine their students’ results on standardized tests in order to evaluate student preparedness and competence. These evaluations can generate changes in programs or course content. A sampling of the standardized tests used for these purposes include the PRAXIS for education majors; Education Testing Service Major Field Tests for physics, business, mathematics, computer science, and biology; ASSET in English (Basic English) and mathematics (Intermediate Algebra); the American Chemical Society’s national standardized exams for almost all of the chemistry classes; and the Comprehensive Assessment and Review Program for Nursing.

Teachers College reviews the relevance of its courses and programs within the philosophical framework: “Teaching for learning for all.” The academic environment exemplifies professional conduct, cooperation, and integrity and prepares professional educators who are grounded in the liberal arts core at both the baccalaureate and post-baccalaureate levels. The college offers educational experiences that go beyond teacher preparation, such as classes in health and wellness, human relations, and cultural development. Teachers College promotes a culture of diversity and technological competency. Results from Henderson’s recent accreditation assessment review can be seen in the NCATE Report (Standard 4 Diversity).
The management faculty from the School of Business met in fall 2008 to discuss the addition of a class that was identified as a result of a recent survey given to senior management students. One conclusion drawn from the management course survey was that students wanted a class in entrepreneurship. In fall 2010 the School of Business began offering two Entrepreneurship courses focused on the creation of a business, now called Introduction to Entrepreneurship and Applied Entrepreneurship.

Henderson’s computer science program has a unique challenge to remain current and relevant in a mathematical field that is continually and rapidly evolving. As computing technology and practices change and develop, the needs and demands of a computer science program must change as well. To that end, even though the computer science program is not accredited by the Computer Sciences Accreditation Board (CSAB), the department uses the guidelines that board uses which are set by the Association of Computing Machinery (ACM) in the self-study process to assess the usefulness of its curriculum. Additionally the computer science faculty contacted employers, concentrating on those who have hired multiple graduates to seek input about program offerings. As a result this outreach and the use of the ACM standard assessment process, the department has incorporated 80 percent of identified needs into its current degree plan. One of the identified needs is for program graduates to communicate more effectively, and so the computer science program now requires their majors to take the Business and Professional Communication and Technical Writing classes in addition to the Writing Intensive and LAC requirements. This course addition, along with constantly providing updates in program language offerings, has helped the computer science program to remain one of the outstanding computer science programs in the region and have kept it on the cutting edge of technological advances and educational practice.

As another example of how departments review programs and look for more relevant solutions at all levels, the mathematics department recently reviewed the way Intermediate Algebra is taught as a means for improving the passing rate of students in College Algebra. The math faculty initiated a process where the Intermediate Algebra coursework was divided into five-week modules. Students are required to master each module before moving on to the subsequent material. Although the program worked for some students, the department assessed the innovation and realized it did not achieve significant positive results. As a result, the department is returning to the traditional format, but it is still reviewing the course and the process in order to help students be more successful.
Curricular Evaluation – Alumni, Employers, Student

As part of the School of Business’ self-evaluation process, results obtained through interaction with the School of Business Advisory Council and the School of Business faculty have been used to better prepare business students with the skills and professional competence needed to be successful in a global, diverse, and technological society. The council includes representation from alumni, the community, and business leaders to assist the school with acquiring a “world view.” As a result the School of Business is in the process of refining an experience portfolio that will require students to participate in a variety of activities, including a service activity.

During the past several years, a number of surveys have been completed by alumni, employers, and students in order to gain a better understanding of the professional competency of students and to identify areas for improvement. See the Tables 4C-1, 4C-2, and 4C-3 for a sample of the surveys administered.

Curricular and co-curricular opportunities promoting social responsibility

Henderson currently prepares students for social responsibility in a global society by providing and enhancing curricular and co-curricular opportunities. The mission and strategic plan reinforce the university’s commitment to this endeavor. Henderson’s mission statement includes the initiative of “providing an education that will nurture in each student the capacity to participate as a concerned, intelligent citizen.” Henderson shows further support for this criterion by including the following objective as an integral component of Henderson’s 2010 Strategic Plan (under goal 13): “Developing opportunities for service learning experiences connected to classroom learning outcomes.” The plan references opportunities for students to experience what they are learning in the classroom through volunteerism, internships, cooperative jobs, and other such venues.

A wide range of student organizations participate in activities that augment the classroom experiences and provide opportunities for students to become socially responsible. These activities range from the Coats for Kids clothes drive, to working with the Humane Society, to participation in the Junior Auxiliary’s Angel Tree project. (See Criteria 4D and 5.) The following activities illustrate a few ways that Henderson’s students have actively become involved.

Henderson held the first Reddie to Serve Day on September 11, 2010. Approximately four hundred faculty, staff, students, and supporters completed fifty community projects. One of the projects, led by the football and baseball team members, was to assemble playground equipment at Central Primary School. About 250
Henderson students, faculty, and staff participated in the second Reddie to Serve Day on February 26, 2011. After enjoying breakfast and receiving their assignments, the volunteers spread out across the community to pick up trash along the streets and do yard work at several locations. Some of the volunteers helped clean at the Humane Society of Clark County, while others walked the dogs and brushed the cats. In all, the volunteers completed more than twenty-five projects.

A special Reddie to Serve Day for Group Living, a local group that works with developmentally disabled adults, was held to assist this organization with moving from temporary quarters, which had been occupied since a fire had destroyed the group’s previous facilities, to its new location. This event occurred during the work week. Faculty and staff were encouraged to take time from their assigned duties to assist with this effort. Annual leave was not charged against staff who participated (See also Criterion 5.)

Heart and Key, one of the service organizations, provides a multitude of opportunities for students, faculty, and staff to be socially responsible including canned food drives, Reddie to Serve Day, DeGray Lake Cleanup, and the local PBS station AETN’s Telethon.

The Nursing Student Organization in conjunction with the Nursing Department serves the Arkadelphia community through the annual Kindergarten Round Up by providing complete physical assessments to local children preparing to enter the school system, as well as administering annual flu shots. Henderson’s nursing program also prepares nursing students for community service and instills social responsibility through the provision of the following coursework:

- Disaster Nursing and Emergency Preparedness (NSG4672) identifies the nursing roles in the planning for and participation in mass casualty disasters and addresses the effect of disasters on communities.
• **Health Promotion and Wellness** (NSG4692) focuses on strategies to facilitate individual, group, and community health and wellness across the lifespan. Emphasis is on planning and implementing effective teaching and interventional behaviors.

In addition to the two nursing classes noted above, Criterion 4D addresses how courses across the curriculum reinforce Henderson’s emphasis on social responsibility.

Several university programs model social responsibility through faculty and staff involvement. One such program, provided by the Southwest-A Education Renewal Zone, pairs Henderson faculty and staff with public school teachers and classrooms. Sharing faculty and staff expertise with elementary students enhances the learning experience for all. In return, the faculty gains current knowledge of issues, trends, technology, and programming in the public school system. (See Criterion 3C.)

Another such program is from Henderson’s **Center for Language Proficiency**, which serves area business and industry employees desiring basic language and cultural understanding for more effective and efficient work performance. By addressing challenges that a language-diverse population presents, the center provides outreach opportunities to the community for language assessment, multilingual services, and lifelong learning. The center also provides skills and opportunities to enhance the quality of life within the local community by enhancing cultural integration and awareness, increasing English communication skills, and addressing English as a Second Language (ESL) needs in the workforce.

**Diversity and Technology**

As cited in the mission, Henderson strives to enrich the quality of learning and teaching by seeking a culturally rich and diverse student community as means to excel in undergraduate education and in the process to nurture an appreciation of the complexity and diversity of world cultures. The 2010 Strategic Plan emphasizes expanding student knowledge that the world contains diverse cultures and preferences that may be different from their own (goal 13) by

• Supporting and encouraging study of other cultures both locally and abroad
• Encouraging student leadership to reflect the diversity of the Henderson student population
• Encouraging learning about (people with) disabilities and accessible technology.
**Diversity**

Although pursuing a diverse student body and cultivating an appreciation for diversity is encouraged throughout the campus community, the goal of the Office of External Affairs-Diversity is to be an effective change agent in providing a welcoming climate for those of diverse backgrounds. It is the administrative unit that is charged with carrying out the university’s mission to recruit, retain, and promote a diverse faculty, staff, and student body, while assisting the greater university community in preparing students to become leaders and productive citizens in a global society. The Council for Diversity, composed of faculty, staff, students, and community members, was created as an advisory group to the Office of External Affairs-Diversity. As part of the university’s ongoing assessment, President Welch created the Diversity Task Force (2009) and directed it to examine the current philosophy, practices, and goals for the diversity program on campus. In turn the Task Force will make recommendations about the function of the office and the council for the future. (See also Criterion 1.)

As the Diversity Task Force focuses on the effectiveness of the diversity program at Henderson and proceeds to more fully assess the outcomes, the mission survey revealed that 35.4 percent of the students strongly agreed and 49.4 percent of the students agreed that Henderson strives to meet its goal to actively recruit a culturally rich and diverse student body. Furthermore 21.5 percent of Henderson students strongly agreed and 55.7 percent agreed that Henderson encourages among its students knowledge and appreciation of nonwestern cultures as an essential component of its mission.

**Technological Society**

Being informed and skilled in technological resources is crucial for living and working in today’s global society. As mentioned in the mission, Henderson “endeavors to provide an education that will nurture in each student the capacity to discern appropriate uses of technology.” The university has committed funding to the creation of a state-of-the-art Technology Center, which is housed in the newly renovated Foster Hall. (See also Criterion 3D)

Ample opportunity is provided for Henderson students to become informed and skilled in technological resources through interaction with a variety of technologies located across campus. Students have access to campus computer labs, the MultiMedia Learning Center, Huie Library e-resources, science labs, the aviation lab, the psychology lab, the planetarium, the digital art
Such programs as iWebFolio, ANGEL, Wimba, Web 2.0, Microsoft applications, Photoshop, AutoCAD, SPSS, Adobe and other software packages are also available for student use. WiFi is available across campus for ready access to technology. All of these resources help promote the technological literacy of students. (See also Criterion 3.)

The foundation for the university’s commitment to technological literacy is through the Department of Instructional Technology. The department uses a number of instructional technology components to provide twenty-first century learning opportunities to its student and faculty population by equipping a number of classrooms with multimedia teaching equipment, Smartboard technologies, and other course-specific technologies. The Learning Management System is used to deliver synchronous and asynchronous course materials via fully online, partially online, and enhanced ANGEL courses. In order to better use instructional technology within the university setting, the Information Technology Plan was developed to guide the university in its implementation and operation of information technologies. The Department of Instructional Technology supports and maintains its technologies.

As discussed in Criterion 3C, The MultiMedia Learning Center (MMLC), a unit within the Department of Instructional Technology, helps students and the campus community develop crucial hands-on technological skills. The MMLC includes many kinds of audiovisual resources and playback equipment in addition to a media production lab where students create projects like bulletin boards, posters, and “Big Books” for teachers, use the computer lab scanners and color printers, and talk with the unit’s digital artist about methods of design or creating extra-large prints. Assistance is available from the department’s multimedia experts. Henderson faculty, staff, and students (with faculty sponsorship) may borrow audiovisual equipment for non-profit community events. DVD, CD, and tape duplication is available for non-copyrighted material. The Center has a full service computer lab that includes software support from skilled student workers. The Center computers are equipped with the Microsoft Office Suite, Adobe Professional (writer), Photoshop, Illustrator, Go Live, In Design, and Print Master 12. These programs can be used by students for creating websites, writing papers, desktop publishing, brochures, posters, slide show presentations, and much more.

The TRIO Student Support Services-Disabled (Disability Resource Center) maintains a computer lab with a variety of equipment and software programs geared towards access for students with disabilities. Instruction on its use is available through program
staff and student assistants. Specialized technology or software includes Closed Circuit Televisions (CCTV), Braille Embosser, Assistive Listening Devices, Pulse Smart Pens, Victor Readers, Digital Recorders, Magnification devices, Dragon Naturally Speaking, JAWS, Read Please, Text Aloud, Zoomtext, and several optical character recognition technologies that transform data from scanned pages or image files into electronic or audio files. Program staff present at Hot Topics (Teachers College) on accessible technology and its use in the learning environment.

Discussions of appropriate use and the ethical dilemmas that may result from the ever growing use of technology are embedded throughout the student’s plan of study and are addressed as technology is introduced into the curriculum. Furthermore, ethical issues are addressed during student orientations, in Henderson Seminar, through such publications as student, graduate assistant, internship, and work-study handbooks, syllabi, and case studies. Integrity is one of the goals of Henderson’s 2010 Strategic Plan (goal 4). Importance is placed on both having university units and students operate ethically and responsibly in principle and action through understanding proper protocols and having both operate under codes of ethics or standards of conduct. The plan goes on to emphasize that students will understand ethical principles and will understand and apply ethical decision-making processes, including technology.

**Independent Learning in Programs of Applied Practice**

Henderson faculty members expect students to master the knowledge and skills necessary for independent learning in programs of applied practice as they uphold the mission to provide an education that will nurture in each student the capacity to acquire mastery of a particular field of study.

Independent learning occurs in a broad spectrum of arenas. Many venues are available to Henderson students where they are able to show their mastery of their particular fields of study outside the classroom. Music students selected through a competitive process are given the opportunity to perform with members of the Arkansas Symphony’s President’s Concert. Student art work is submitted through a juried competition and their work is displayed in the Henderson Art Gallery’s Annual Student Competitive Exhibition. Students participate in the Business Beyond the Classroom; take part in plays, musical productions, dance recitals, and debate; and present research or papers (Arkansas Undergraduate Research Conference, Arkansas Academy of Science, and other professional conferences). (See also Criterion 4A.)
Henderson’s School of Business approved the following new mission statement in 2011: “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.” The “experiential learning activities” are what the School of Business has branded as Business Beyond the Classroom. Activities that fall within this realm include the Business Mentorship Experience, student projects through the Small Business and Technology Development Center (SBTDC), the Student Managed Fund, the inclusion of a new entrepreneurship class that culminates in a business plan competition, and the recent internal Business Plan Competition that was held with Ouachita Baptist University. The teams competing in the “Business Battle of the Ravine” were tasked to write a business plan based on an idea from one of the student team members. A panel of judges made up of local business people and alumni listened to presentations from each group and determined the winners (first place won $4000; second place $3000, and third place $2000). The School of Business is in the process of adding “Experience Portfolio: Invest in Your Success,” a program designed to promote and develop student learning in four areas: 1) job-related, 2) experiential learning, 3) Henderson service, and 4) community service.

In Teachers College education students are given real workforce opportunities through maximum public school involvement. The college embeds extensive field experience and clinical practice for both undergraduate and graduate students as evidenced through the student internship and mentorship experiences. Through this firsthand experience, education students gain a better understanding of local, national, and global societies. Each student is required to complete and present a portfolio of various artifacts (e.g.: assigned projects, demographic comparisons, action research, research, field experiences, or observations) related to the program standards demonstrating the student’s acquisition of skills and knowledge necessary to function in a diverse, local, national, and global society. The exit process allows the candidate to demonstrate learning competencies in each of the standards through the written and oral defense of an extensive program portfolio.

The university’s Alliance for Continuing Excellence in Education (ACEE) partners with surrounding schools in providing field experiences for students. Based on the belief that the preparation of effective teachers involves commitment, cooperation, and a shared vision among all partners in the educational community, the Teachers College obtained an ACEE grant in 1993. The mission is to improve the professional preparation of teacher education candidates and to provide continual professional development for practicing educators who believe in “teaching and learning for all.” Membership in ACEE includes several schools, community colleges, and
education service cooperatives. Henderson’s students are assigned to the partner schools and, through a collaborative effort by all partners, preparation of teacher education candidates is strengthened. The ACEE also serves as an Advisory Council for the Teachers College. This intentional program collaboration with school partners is designed to provide relevance and currency to each program.

Ellis College programs also offer a variety of field experiences or internships. For instance, the Social Sciences Department offers an internship for political science and public administration majors to allow students to gain practical knowledge in different organizations related to their interests or career goals, and the Sociology Department provides concerned students opportunities to make relevant contributions to the community through services in an organization, agency, or program that combats social and environmental problems.

Many of Henderson’s programs offer coursework requiring field experience, practicums, internships or clinical experiences. See Tables 4C-4 and 4C-5 for a sampling of such programming.

**Summary**

Through an ongoing process including informal and systematic evaluation, Henderson assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society. Henderson involves alumni, employers, and students in the program evaluation process. Accrediting agencies’ standards are also a measure used to determine currency and relevance of courses and programs. Learning goals and outcomes that include skills and professional competency essential to a diverse workforce have been incorporated into the overall curriculum.

Henderson students are provided ample opportunities to gain the skills and knowledge needed to function in diverse local, national, and global societies. Numerous curricular and cocurricular opportunities exist on Henderson’s campus that promote social responsibility. The Henderson faculty fully supports independent learning through applied practice and expects students to master the knowledge and skills necessary for living and working in a global society.
Core Component 4D: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Henderson’s dedication to fostering ethical conduct in research and instruction is reflected in mission, values, and goal statements from each of the three schools.

- The School of Business lists integrity as the first of the core values stemming from its mission: “We exhibit and expect high ethical standards in all we do.”
- All candidates in educator preparation programs in Teachers College are expected to demonstrate the following dispositions: caring for students and their families, valuing diversity, being fair in the treatment of others, demonstrating efficacy, reflecting upon learning, and modeling professionalism. One of the goals of the Educator Preparation Program is to “model high moral and ethical professional dispositions.” Evidence of candidates demonstrating these dispositions is collected through admission and exit interviews, clinical performances, and portfolio presentations. Moreover, the Arkansas Department of Education expects all educators to adhere to the Arkansas Code of Ethics for Professional Educators.
- The Ellis College endorses the view of the ancient Greek philosophers that “the liberal arts are disciplines that advance intellectual and moral qualities, rather than those that deal only with technical skills.” Ellis College faculty and students “are encouraged to engage in significant service to others.”

With support from the university, units such as Academic Advising and the Writing Center are dedicated to assisting students in acquiring and applying knowledge responsibly. (See also Criterion 3.) Henderson’s fully funded TRIO programs also provide vital assistance and instruction to support the responsible acquisition and application of knowledge. (See also Criterion 3C and 5.) Student representation in bodies such as Faculty Senate and on committees such as the Reddie to Serve committee, the Sustainability committee, the Common Book committee, the Strategic Planning Council, the Diversity Task Force, and the Budget committee insure that students are engaged participants in university, program, and process discussions regarding social responsibility and other issues.

Policies and Procedures

Academic Freedom and Responsibility

This broad and detailed statement stresses that faculty members are entitled to full freedom in the classroom but enjoins them to practice intellectual honesty, foster honest academic conduct, evaluate students fairly, and protect students’ academic freedom. It further states that research for personal gain is based on the understanding and approval of the university. While a separate policy covering
research misconduct does not exist, the Faculty Handbook lists “general inaccuracy or dishonesty in the performance of teaching and/or research duties or administrative duties” as a cause for dismissal or non-reappointment.

**Internal Review Board/Institutional Review Board (IRB)**

Since 1992, the Department of Psychology has borne the responsibility for conducting an Internal Review Board (IRB) with the primary goal of protecting the dignity, rights, safety, and welfare of all human and animal participants used in research carried out by students and faculty university-wide. In fall 2010, President Welch approved the creation of an Institutional Review Board (IRB) for the entire university. The objectives of this IRB include adopting an institutional protocol and determining what training the university should require of investigators. The IRB has already begun its work to standardize research procedures and training and to ensure that all research conducted on humans is in compliance with federal regulations.

**Intellectual Property/Copyright Policy**

The Faculty Handbook contains the university policy regarding intellectual property and copyright: “It is University policy that a patent or copyright resulting from grants funded by or through the University may be shared with the University as negotiated with grant recipient(s) unless such ownership is retained by the funding entity.” On November 6, 2002, the Faculty Senate Academic Committee recommended the following:

> Academic, intellectual, and creative work produced within the context of a Henderson State University contract, or supported through any source funded by Henderson State University or the State of Arkansas may be subject to copyright and ownership by Henderson. Therefore, if a faculty member wishes to retain original copyright ownership he or she needs to be sensitive to the time, place, and resources utilized to achieve his or her work. It is recommended that faculty members seek knowledgeable counsel concerning their legal rights to intellectual property.

The office of legal counsel is now in the process of formulating a more detailed policy to be presented to the president, provost, and Faculty Senate within the coming year.

**Royalty Policy for Use of Personal Works**

When a faculty member requires a class to purchase textbooks and course materials authored by that faculty member, the faculty member is charged with reporting royalties received to the departmental chair or the dean. These royalties are to be used for the benefit of the faculty member’s program or students in order to avoid a conflict of interest, pursuant to Act 106 of the Acts of Arkansas 2007.
**Conflict of Interest**

Faculty members have a responsibility to inform the university, in writing, about proposed consulting activities whenever these involve significant amounts of time or the use of university facilities.

**Concurrent Employment**

Henderson employees may be employed by two or more state employers, or in more than one Henderson position, so long as dual employment does not present a conflict and the employee’s combined salary does not exceed the line-item maximum of the primary position. Employees are required to fill out a “concurrent employment” form created by the Office of Personnel Management.

**Technology Usage**

Several policies govern responsible usage of technology.

Users of university computers are enjoined to use them responsibly and ethically, respecting the data, rights of other users, and all pertinent license and contractual agreements. The university will not monitor individual computer usage or inspect files without “just and sufficient cause” of malicious misuse of computing resources.

The Technology Usage Guidelines and Email Policy apply to all Henderson students, faculty, and staff and require that university equipment be used ethically, legally, and for work-related purposes.

Webpage owners or editors are encouraged to assert copyright when they own it. They are responsible for complying with all relevant copyright laws.

**Ethical Student Behavior**

Specific policies and procedures support Henderson’s emphasis on integrity and ethical conduct in research and instructional activities. Student conduct is governed by the Student Guide, the Undergraduate Catalog, and the Graduate Catalog.

Henderson students are expected to comply with policies on academic misconduct. The University Academic Integrity Discipline Policy lists behaviors that constitute academic dishonesty and guidelines for sanctions. The university reviews and updates such policies as necessary. For instance, in fall 2010 Faculty Senate recommended an Academic Grievance Policy, which was returned to the Senate in spring 2011 for revision. The issue will be taken up again by the Faculty Senate in fall 2011. The Student Code of Conduct defines expected and prohibited conduct, outlining the judicial and appeals processes for violations. In addition, the Undergraduate Catalog clearly defines types of academic dishonesty and lists consequences.
And, the Student Guide includes the Henderson Principles of Public Responsibility:

As a member of the student Body, I will be honest in my academic effort by avoiding cheating and plagiarism. I will also be honest and truthful in my dealings with others and respect the rights and dignity of all persons.

This statement also appears in the syllabus for Henderson Seminar, a transitional course required of all first-time freshmen. Many faculty members include this or a similar statement in their syllabi. Sample statements include:

- “Henderson State University considers all forms of plagiarism and cheating serious academic disobedience.” (Aneeq Ahmad, Psychology)
- “Plagiarism and/or cheating of any type are violations of the Code of Ethics.” (Jim Buckner, Music)
- “Academic dishonesty includes, but is not limited to, plagiarism, any use of external or unapproved assistance during an examination, and any intentional falsification of data or citation. It’s also really bad for your karma.” (James Engman, Biology)

Formal assistance with understanding and avoiding plagiarism is available through the Writing Center. Writing Center staff members instruct students one-on-one and address Freshman English A and B and other classes on request. (See Criterion 3D.)

Social Responsibility
Curricular, co-curricular, and extracurricular experiences encourage all campus community members to relate responsible use of knowledge to practicing social responsibility.

Courses across the curriculum reinforce Henderson’s emphasis on social responsibility.

The Liberal Arts Core includes a nonwestern culture requirement because “understanding cultural differences is important to fostering a perspective of global concern and acceptance of a range of cultural responses. Students completing the Non-Western Culture requirement will appreciate the complexity and diversity of world cultures.”

The objective of Teaching People of Other Cultures (EDU 4543/5543) is “to assist educators in working with a growing and unique segment of population from multicultural backgrounds by increasing knowledge, sensitivity, and awareness along with the strategies necessary to address a culturally diverse population.”

Media Law and Ethics (MMC 4043) is an in-depth study of journalism history, law, ethics, and literature and the interrelation
of each with society.

**Ethics** (PHI 3113) asks questions such as “How should human beings live? What is it to live a good life? Is there such a thing as a moral standard? If so, how do we discover it? How do we think critically, consistently, and coherently about good, evil, and human behavior?”

**Business Ethics** (GBU 3123) is a general introduction to the aspects of moral philosophy which are relevant to ethical decision-making in business and is intended to enhance the student’s moral perspective and to enrich his/her knowledge of both ethical principles and facts about business practice requisite for making informed moral decisions.

Started in 1999 the **Summer Institute for Prospective Students** is a one-week summer residential program geared toward primarily minority high school sophomores, juniors, and seniors selected from school districts within Henderson’s service area. Students attend sessions on securing scholarships and financial aid, study skills, leadership skills, college life, self-esteem, and math anxiety. Henderson faculty, staff, and students work collaboratively with public school personnel and community members to serve as facilitators and supervisors of the sessions and activities.

A wide range of student organizations provide activities to supplement classroom experiences, enhance campus life, and provide leadership opportunities. These organizations include Greek life, governing councils, honorary organizations, service organizations, and departmental clubs, among others. (See Criterion 5B.)

Henderson’s Greek program offers opportunities for leadership, career networking, and community service. **Greeks for Gurdon** is an outstanding outreach program in which fraternity members act as mentors, tutors, and counselors to twelve-to-seventeen year old children in nearby Gurdon, Arkansas. Organizations which have benefited from Henderson Greek activities include:

- St. Jude Children’s Research Hospital in Memphis (with money raised from the All Greek Council’s Up ‘Till Dawn event)
- Arkansas Children’s Hospital in Little Rock (Alpha Sigma Tau, Alpha Sigma Alpha, and Alpha Xi Delta phonathon)
- Habitat for Humanity (Alpha Sigma Tau)
- Humane Society of Clark County

Individual instructors may offer service learning opportunities in class. For example, yoga instructor Elana Johnson’s class celebrated National Yoga Day by catching the spirit of the **10/20 Project**, in which participants commit to using small resources or volunteer
time to make a positive difference in the life of individuals. One student wrote: “I have been volunteering my time at the local animal shelter. I take the dogs out for a walk, play with the cats, and give the people that run the shelter a little break during their day.” Another commented, “I am volunteering every Tuesday and Thursday at a local elementary school. I am reading to students and showing them that reading is fun and beneficial.”

While Student Services provides recreational and entertainment programming for students, this unit also brings speakers to campus to educate students on alcohol awareness, diversity, leadership, and safe sex practices. Recent speakers and activities include:

- **Mark Sterner**, “DUI: A Powerful Lesson” (fall 2010) Mr. Sterner told his heartrending, personal story to Henderson Seminar students and made an additional presentation in an evening session open to everyone on campus. One freshman commented, “The speaker today really touched my heart. He made me realize how valuable life really is.”

- **Ethan Zohn**, “One Big Prize, One Big Diagnosis, Two Tests of Character” (fall 2010) Mr. Zohn spoke about character, leadership, and service to the community.

- **Neal Scoggins**, “Dream from the Mountaintop: Share the Legacy, Shape the Future” (spring 2010) Every year in honor of Martin Luther King, Jr., a special guest is invited to campus to speak at a celebration in Arkansas Hall.

The Student Activities Board strives to enhance the college experience by encouraging student involvement and leadership. The majority of Henderson’s more than one hundred student organizations participate in **Henderson Halloween**, a community service event open to all Clark county residents that provides an alternative to trick or treating door-to-door. Each organization hosts a Halloween table where they pass out candy, books, and toys to children who attend. Some organizations also create a haunted house. Approximately 2,500 to 3,000 children attend each year.

The **mission of Residence Life** is to provide a safe living and learning environment that challenges and supports the academic, social, and personal development of each residential community member through accountability and purposeful educational programming. West Hall, for example, has a **Service and Activism living/learning floor** where Residence Life staff assists fifty-five students in finding monthly community service projects. During fall 2010, **Residence Life and First Year Experience staff**
provided over 530 programs and events to all students housed on campus. These programs and events centered on diversity, alcohol and other drug awareness, sexuality, and risky behaviors, among other topics.

**Reddie for Wellness** is a Student Health Center disease prevention and health promotion program offered to students, faculty, and staff. Through personalized, individual sessions based on laboratory testing and health screenings, nurses underscore the importance of therapeutic lifestyle modification and personal responsibility. Session topics include explaining lab results, goal setting, diet, exercise recommendations, healthier fast food options, and smoking cessation, among others. In fall 2010 fourteen participants in the weight loss group lost a combined 69.8 pounds. Student Health Services also provides health education programming such as “Go Bananas-How to Stay Healthy in College” for the residence halls and emails health fact sheets to faculty and staff. In 2010, fact sheets covered flu facts, healthy holidays, MRSA, and nicotine addiction. (As of August 1, 2010, Henderson became a smoke-free campus.)

The Sustainability Committee was formed in 2009 to develop guidelines for reducing Henderson’s energy use, increasing recycling, and promoting environmental stewardship. While changes in committee leadership have delayed completion of a comprehensive sustainability plan, university administration is committed to supporting the efforts of the committee, as evidenced by the addition of a budget line for sustainability efforts.

**Summary**

Henderson ensures the application of responsible knowledge through a wide variety of programs and activities. Whether it is taking a nonwestern culture class that exposes students more fully to global concerns or participating at a local level and volunteering in Reddie to Serve Day here in Arkadelphia, Arkansas, Henderson students are discovering what it means to be citizens of the world. With over one hundred student organizations and committees on campus, students at Henderson are encouraged to become involved and to take on leadership roles, further preparing them for life in the “real world.” An example of a campus committee made up of faculty, staff, and students is the Sustainability Committee. Formed in 2009 this entity demonstrates that Henderson is committed to promoting responsible environmental stewardship. The wide array of classes, activities, organizations, and committees confirm that Henderson is dedicated to ensuring the effective use of education in preparing students to become responsible citizens.
CRITERION 4 SUMMARY:
Henderson faculty and students are enthusiastically engaged in an assortment of research projects. Original research by students is encouraged. Opportunities exist for faculty and students to present their research in venues where the sharing of knowledge is endorsed. Every member of the Henderson community has access to professional development opportunities. Offering ample programming beyond the classroom, open to various constituents, augments the academic life.

The LAC builds upon the university mission by providing a solid underpinning to programs and curricula that are responsive to technological change and that reflect a commitment to diversity. Henderson’s internal and external review processes are effective in assessing program strengths and challenges. Through this ongoing process utilizing informal and systematic evaluation, Henderson assesses the usefulness of its curriculum to students who will live and work in a global society. Faculty, staff, alumni, employers, and students are involved in program evaluation processes. Accrediting agencies’ standards are also a measure used to determine currency and relevance of courses and programs. Learning goals and outcomes that include skills and professional competency essential to a diverse workforce have been incorporated into the overall curriculum. Changes made to the curriculum and programming are a result of Henderson’s successful assessment process.

Henderson ensures the application of responsible knowledge for its faculty, staff and students through a wide variety of programs and activities. Henderson does promote a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Strengths:
Henderson is committed to academic freedom and incorporates that commitment into multiple sources for faculty, staff, and students.

A strong emphasis on undergraduate research directly supports Henderson’s commitment to a life of learning, including release time for an undergraduate research director, hosting of the annual Arkansas Undergraduate Research Conference, and the McNair Program.

A strong and vibrant Honors College stimulates a life of learning among its students and faculty.
Faculty engage in and model scholarly and creative activity, steadily increasing the production of grants, articles in refereed journals and conference proceedings, books or book chapters, reviews, creative productions, oral or poster presentations, creative productions, and creative performances.

Systematic collection of data that can be readily retrieved has been a need on which Henderson has recently focused more attention. The establishment of the Office of Assessment, the creation of the Assessment Team, and the purchase of TracDat began this process. The Assessment Team and Office of Assessment personnel assist stakeholders with identification of measurable program goals and determining learning outcomes that can be entered into TracDat. As faculty members become more familiar with this tracking program’s capabilities, the data generated about program goals and learning outcomes will enhance the university’s current assessment process. The recent acquisition of the Faculty 180 database is another means that the university is employing to better collect and disseminate information about the faculty’s scholarship, outreach, and campus and community involvement.

Henderson has much to offer its students. Individual departments and schools collect data, synthesize it, and make program and curricular decisions based on the data.

**Challenges:**
The committee’s major challenge in preparing the Criterion 4 report was locating information. Henderson has neither a university-wide electronic records keeping system, nor clear policies on what should be kept in archives. Henderson should develop a records management system for more efficient collection of documents and information that includes policies on collection, organization, dissemination, and preservation.

While units across campus base their recommendations for improvements upon research, it is not always clear to the larger community what that research has revealed or why the recommendations have been forwarded and approved. The research and data that inform decisions needs to be better preserved and communicated.

Program offerings tend to be well known within individual departments or schools but are not always known to others.
More funding for research and professional development opportunities for faculty, staff, and students would propel development of those persons to even greater heights. The 2010 Strategic Plan makes sound recommendations to assist in this endeavor: increasing grant funding by 20 percent in two years, hiring a professional grant writer or retaining other grant-writing services, reviewing current grant writing procedures, and educating faculty and staff on grant writing procedures and availability of potential grants.

Henderson lacks a clearly defined policy on research misconduct and needs to address this lack. In addition, policies are scattered through various handbooks and university web pages. The committee recommends the creation of a well-organized web page dedicated to providing access to all university policies.