As called for by its mission, the organization identifies its constituencies and serves them in ways both value.
Introduction

On a Saturday in May, an Arkadelphia high school student prepares for his senior prom and the party after called “Project Prom” that will take place in the Garrison Activity and Recreation Center on the Henderson campus. His younger brother will be in McBrien Hall at Henderson for his Saturday morning session of the Arkadelphia College Preparatory Academy, a program of the Educational Renewal Zone (ERZ), designed to help prepare students to overcome areas of academic weakness before attending college. Earlier that week, a middle-level school science teacher presented a new lesson she developed after participating in a workshop at the South Arkansas Math and Science STEM Center, while another teacher knew how to respond to a difficult issue in a classroom because of a professional development workshop he attended as part of the ERZ.

Two senior citizens walk into Huie Library to check out a book recommended at a free lecture they attended as part of the Ellis College community classes. There they meet a man learning how to create a résumé using the software LearningExpress Library, which the library purchased when it doubled the number of community computers after the economic situation increased unemployment in the area. He is in the process of completing his GED with the help of the Community Education Center, which reached out to him at his workplace after the business he worked for announced layoffs. In response to those layoffs that seem all too frequent, Henderson faculty, staff, and administrators volunteer their time and work on the committee and subcommittees of the Clark County Strategic Planning Process, a group working to improve the lives and economy of the people of Clark county.

The lives of the residents in Arkadelphia, as well as the surrounding towns and counties, are intertwined with Henderson. While some might not immediately see how the university has affected them, the impact on the community has been significant and far-reaching.

Henderson’s commitment to and capacity for engagement and service is directly expressed in its mission statement, most obviously in its explicit commitment to improving the quality of life in Arkansas:

“Henderson builds appropriate programs in response to the needs of various communities that it serves. In close concert with these communities, Henderson applies its expertise to develop those programs that will promote the preservation and improvement of the quality of life in Arkansas.” That portion of the mission statement emphasizes the long-standing and well-known assertion that Henderson is, indeed, “The School with a Heart.” Because of the university’s clear commitment to community, it is not surprising that efforts begin at the top; however, engagement with and service to the
community permeates every level of the university down to the individual members. In the course of its work to prepare this section of the current self-study, the subcommittee polled the various areas of the university and was overwhelmed by the sheer number and rich variety of engagement and service efforts. The wealth of information submitted by the individual departments regarding the services they perform can be found in the survey grids generated as a response.

Whether through institutional outreach programs, department or college initiatives, student groups organizing for change, or individual students and employees volunteering time and expertise, Henderson serves its constituencies in ways that enrich the lives of those in both the community and the university.

**CORE COMPONENT 5A: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

**Commitment to Engagement and Service**

Henderson’s commitment to and capacity for engagement and service begins with—and flows directly from—its **mission statement**: “Henderson builds appropriate programs in response to the needs of the various communities which it serves. In close concert with these communities, Henderson applies its expertise to develop those programs that will promote the preservation and improvement of the quality of life in Arkansas.” Henderson proactively seeks to identify the needs of the people of Arkansas, especially the surrounding communities, and to use the expertise of higher education to work with those communities to meet their needs. As Arkansas’s public liberal arts institution, Henderson understands the value of education to transform individuals and communities, and a commitment to engagement and service permeates all levels of the university.

As part of its guiding philosophy, “Ellis College seeks to promote service to students, faculty, and the larger community. Faculty and students are encouraged to engage in significant service to others as their time and talents permit.” In its vision, Teachers College “aspires to educate professionals who make a positive difference in the lives of individuals and their communities.” The **School of Business mission** specifically aspires to collaborate with engaged partners in experiential learning activities. Individual units also often indicate their various commitments to engagement and service within their **missions**: 
• The goal of the art department is to prepare students “to be ethical citizens who are advocates for art in society and who recognize art as a vehicle for social and personal awareness.”
• The goal of the business administration program is “to serve as a resource for the business community in the areas of consulting, training, and economic development.”
• The counselor education program “is committed to offering studies...leading to the personal growth of students and ultimately benefiting the diverse client groups they serve.”

Henderson has a long tradition of commitment to the community, a fact that the HLC visiting team acknowledged in its report and response to Henderson’s 2001 Institutional Self-Study Report to the Higher Learning Commission on “Initiative Six: Partnering and Collaboration.” With President Welch’s arrival, that commitment became an even higher priority, and he used many statewide speaking engagements to connect to communities throughout Arkansas. Recognizing that Henderson needed coordinated efforts to identify the community needs that the university has the capacity to fulfill, President Welch presented an initiative to the Board of Trustees in 2009 to fill an administrative vacancy by creating a new position: Vice President for External Affairs.

The Office of External Affairs exists to “develop and promote educational, economic, and community growth” in the region. To meet this commitment, the office “is reaching out to non-traditional students” in a variety of ways, is “working with two-year institutions” to facilitate the transition process for students coming to Henderson to earn baccalaureate degrees, and is “encouraging students, faculty, and staff to become involved in community service and civic engagement.” This new office has already been active in putting the Henderson community to work fulfilling needs identified by the Arkadelphia community.

**Environmental Scanning**

While the new position of Vice President for External Affairs will assist the university to more systematically scan and assist the needs of the community, scanning has been occurring at many levels of the university for many years. For instance, a decade ago, environmental scanning by Teachers College indicated that of the 310 school superintendents in the state, 160 would be retiring within five years, creating a tremendous demand for educational leaders. To meet that need, Teachers College worked with the Arkansas Department of Education (ADE), Arkansas Department of Higher Education (ADHE), other Arkansas four-year institutions offering the Ed.S. degree, and a diverse group of in-state stakeholders including the Arkansas Leadership Academy and the Arkansas Leadership Academy.
Association of Educational Administrators (AAEA) to create a new educational specialist degree program at Henderson.

The Department of Aviation works closely with the City of Arkadelphia’s Airport Committee to address immediate local needs of the aviation community. The department manages the airfield by overseeing and maintaining the facility to ensure that local aviation customers are provided with safe and adequate resources, as well as any on-field services they need. As per a Memorandum of Understanding entered into by Henderson and the city of Arkadelphia and approved by the state of Arkansas, the department meets the needs of the local aviation constituents in a number of specific ways. Aviation serves the city of Arkadelphia by maintaining hangar space, providing ramp space, offering line and towing services, maintaining fuel inventory, providing a facility featuring flight planning services, and assisting with local air traffic advisories by providing daily on-site customer service. The department also meets the needs of local farmers, agriculturists, and timber industries by providing services and support to aerial agriculture applicators. A department representative regularly meets with the city Airport Committee to discuss the ongoing, changing needs of the constituents and the best methods of meeting those needs. The airport managers also engage in Arkansas Department of Aeronautics and the Arkansas Airport Operations Association by representing regional aviation constituents in commission meetings, conferences, and board discussions, as well as hosting events and encouraging both external and internal constituent involvement.

Henderson’s Community Education Center (CEC) has supported the Arkadelphia Regional Economic Development Alliance by assisting with a workforce analysis conducted in the region. The results of this study suggest a need for the center to undergo another name change. The proposed name, Henderson Center for Workforce Development, is currently being considered and discussions have been held on the positive and negative impact an additional name change might have. The proposed name would better reflect the workforce development function of the center and help with marketing for economic development. Another finding of the study suggests a workforce that lacks a strong work ethic. The CEC is currently working on new programs that will address these issues for employers. In addition, the CEC staff meets periodically with business and industry representatives to determine what training programs might assist the current workforce and what issues need to be addressed in the area to ensure that a pool of skilled workers exists in the current and future workforce. Two such meetings are Business After Hours, which is hosted by the Arkadelphia Chamber of Commerce, and the quarterly Industrial Breakfast, which is
hosted by the Arkadelphia Regional Economic Development Alliance and the Henderson Small Business and Technology Development Center (SBTDC).

One of the most significant environmental scanning and planning initiatives in which Henderson has taken part is the Clark County Strategic Plan. Sponsored by Henderson, Ouachita Baptist University, the Joint Educational Consortium, and the Ross Foundation, the Clark County Strategic Planning process has always had a representative of the university serving as co-chair (currently Lewis Shepherd, Vice President for External Affairs) and multiple representatives of Henderson on the subcommittees that examined the realities, goals, and visions of the county and developed plans to realize those goals and visions. This comprehensive planning document organized the community’s long-term vision into forty-one strategic goals and 254 actionable items, a blueprint for change with workable plans of action that provided for organized community engagement in a comprehensive process involving each of the five fundamental pillars of community life: economic development (both tourism and job creation), housing, education, leadership development, and healthcare. In addition to the Steering Committee Co-chair, two of the five subcommittee co-chairs of the Clark County Strategic Plan are representatives of Henderson.

**Diversity**

Henderson has been able to use its institutional resources to recognize and reach out to the diversity of people in its communities. One example is the Summer Institute for Prospective Students offered by the Office of External Affairs-Diversity, which is devoted specifically to students, frequently minorities, who might not be encouraged to attend college. The goals of the institute are to expose these high school students to postsecondary education and to assist in the transition from high school to college.

Arkansas’s rural and racially diverse population has a significant array of issues that interfere with access to education. After identifying many of these issues, Henderson has applied for and received federal grants to fund six TRIO programs:

In Arkansas 18.5 percent of the population lives in poverty, and many more live close to it. Thus, the mission of one of the TRIO programs, the Educational Talent Search is “to increase the number of youths from disadvantaged backgrounds who complete high school and enroll in post-secondary education.” Talent Search provides tutoring, career guidance, guidance in applications for college admission, scholarships, and financial aid for six hundred students in grades six through twelve and assists high school drop-
outs in completing their high school equivalency requirements. Talent Search provides social, cultural, and academic enrichment; exposure to college campuses and activities; mentoring programs; and workshops for families of participants.

In a depressed economy, the number of unemployed and underemployed persons in Arkansas is large. The Educational Opportunity Center serves these adults who wish to pursue further education as a means for advancement by providing information regarding opportunities for postsecondary education and training, academic advice and assistance in course selection, assistance in completing college admission and financial aid applications, assistance in preparing for college entrance examinations, and guidance on GED programs or other alternative education programs for secondary school dropouts. The Educational Opportunity Center serves over one thousand participants per year in twenty-two counties. (See Criterion 3C.)

Many veterans who are returning to Arkansas from active duty face employment and occupational barriers. According to David Fletcher, Director of the Arkansas Department of Veterans Affairs, there are 257,625 veterans residing in Arkansas. Of this total, 60,352 veterans reside in Henderson’s targeted counties. Henderson identified the need to help these veterans with retraining and education. Thus, Henderson applied for and received a TRIO grant to establish a Veterans Upward Bound Program on campus in order to provide opportunities for postsecondary education and retraining for area veterans. Henderson’s registrar’s office serves as the university’s liaison to Veterans Affairs to help veterans use their educational benefits. Since 2008 Henderson’s registrar’s office has served 555 veterans by processing applications for VA benefits and certifying enrollment in order for veterans to receive VA housing allowances and/or educational stipends.

Once enrolled in college, first-generation and low-income students still face obstacles to continuing and finishing their educations. Henderson hosts two separate TRIO programs to provide support for these students: Student Support Services and Student Support Services-Disabled (Disability Resource Center). Student Support Services provides a “supportive environment for academic success, retention, career planning, and college graduation... by helping students make adjustments to living away from home, monitoring student progress to insure good academic standing, [and] providing students with academic tutoring, support groups, workshops and academic advice.” The Disability Resource Center assists “in creating an accessible university community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment.” The Disability Resource
Center provides adapted testing, alternative print formats, success strategies, tutoring, notetakers, guidance and academic advisement, assistance with gaining accessible university housing accommodations, an assistive/adaptive technology computer lab, and more.

The sixth and final TRIO program, the Ronald E. McNair Postbaccalaureate Achievement Program, provides disadvantaged college students with effective preparation for doctoral studies. The majority of the participants are low-income individuals who are first-generation college students, with the remainder coming from groups who are underrepresented in graduate education. Many times, students from these backgrounds do not have outside support to guide them toward doctoral studies, and the McNair program provides opportunities for research or other scholarly activities to provide students with effective preparation for doctoral study. The McNair Program also offers summer internships, seminars, tutoring, academic counseling, mentoring, and assistance with securing admission to and financial assistance for enrollment in graduate programs.

Outreach Programs
In addition to the TRIO programs mentioned above, Henderson provides multiple outreach programs in line with the university mission that respond to community needs. Programs such as The Alliance for Continuing Excellence in Education and a host of programs under the Southwest-A Education Renewal Zone, all discussed later in this section, meet the community’s needs by preparing better teachers who will, in turn, better prepare students for college. Other programs fulfill the mission as a public institution to promote the education, economic health, and welfare of the state. Outreach programs, in the ways described below, assist in education, economic development, and the improvement of individual lives in southwest Arkansas.

South Arkansas Math and Science STEM Center
The South Arkansas Math and Science STEM Center (SAMSSC) is dedicated to improving student achievement in the areas of science, technology, engineering, and mathematics (STEM) education. This is accomplished by providing professional development in these areas to K-12 educators and pre-service teachers at Henderson. The emphasis of all professional development workshops is teaching students how to think, not what to think, through inquiry-style teaching methods. Teachers and pre-service teachers are instructed in lessons that require students to take charge of their own learning and develop understandings of mathematics and science concepts through activities which apply thinking skills, practice, and self-reflection. Lessons in all areas of mathematics, life science, earth science, physical science, and environmental science
are provided for educators. SAMSSC provides content instruction and teaching resources to pre-service teachers in Teachers College and the middle school math and science methods classes in the Ellis College. In-service training sessions are conducted during intern orientation meetings with Teachers College and during professional development days for Henderson faculty and pre-service teachers. These professional development days are sponsored by the Southwest-A Education Renewal Zone.

**M.H. Russell Center for Economic Education**

The **M. H. Russell Center for Economic Education** is a public service branch of Henderson. Certified by the Council on Economic Education, the center coordinates with Economics Arkansas to provide programs designed to encourage an economic way of thinking and problem solving on the part of educators, so that they in turn can encourage their students to use that understanding in their everyday lives. The office of the M. H. Russell Center for Economic Education is housed within Teachers College in the Education Center.

**Community Education Center (CEC)**

The mission of the **Community Education Center (CEC)** is to provide training opportunities to businesses, industries, and individuals in Clark county and the surrounding area. These programs are created to enhance skills that will improve quality of life for all area citizens and assure a well-trained workforce that will enhance regional economic growth. This mission is accomplished through collaboration with area universities, two-year colleges, and specialized training providers.

The goals of the CEC, listed below, indicate the center’s specific mission to engage with its constituents to build a stronger and more vibrant community:

- Improve the quality of life in the community
- Meet the specialized training needs of businesses and industries in the area
- Maintain open, accurate, and responsive communication with local businesses, industries, and educational partners

The CEC offers customized training programs to fit the direct needs of local businesses and industries. These training programs are created to assist companies in maximizing their training dollars while minimizing the time participants must be away from their jobs. All course material is approved by company representatives before classes begin. The CEC seeks opportunities to help dislocated workers when an area company has a layoff. Surveys are
distributed to the dislocated workers to identify areas in which they might be interested in receiving additional training. Based on the results of the surveys, training classes are scheduled to meet the needs of these individuals. One such survey resulted in an overwhelming request for basic computer classes, so a class was scheduled to accommodate the interested participants. The response was so great that two classes were held to meet area needs.

**Small Business and Technology Development Center**

The Arkansas Small Business and Technology Development Center (SBTDC) is a university-based economic development program that provides assistance to entrepreneurs and small businesses throughout Arkansas via a statewide network of seven offices. The SBTDC network is funded by the Small Business Administration along with a partnership with each host institution that houses its offices. As the state’s premier business assistance program, the SBTDC is dedicated to helping small businesses achieve success and to promoting economic development throughout the state. The SBTDC is vital to the local business community as a resource for consulting, training, and research related to start-up or existing businesses. The center also provides a valuable resource to business owners requesting loans to start or expand their businesses. The Henderson Small Business and Technology Development Center facilitates approximately fifty client/student/faculty projects per year, partnering student groups with clients on projects such as business plan development, marketing planning, human resources and OSHA review, retail planning, consumer behavior, sales management, and graphic design. These projects allow the students to get real-world experience while at the same time creating value for the businesses they work with. The small business clients frequently have a positive experience working with the students and gain insight they would not have received otherwise. In addition at each college SBTDC offers training courses that are offered to student groups as well as to the general public.

**Summary**

Henderson has always valued its connections to the community and has been committed to serving the needs of the immediate community and the state of Arkansas. The new position, Vice President for External Affairs, will help Henderson accomplish this more effectively by enhancing outreach programs, reflecting the diversity of the community, and scanning the needs and expectations of the community. Henderson acknowledges that it cannot meet all the needs of the community, but it successfully marshals resources to respond to those needs that it is most able to meet.
CORE COMPONENT 5B: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Henderson demonstrates its capacity and commitment to engage with its identified constituencies and communities through careful planning and organization for engagement at the highest levels of the university’s leadership, as well as through the university’s various divisions and departments.

Henderson seeks to offer a comprehensive program of engagement that uses co-curricular activities and programs that connect students, faculty, and staff with external communities in order to create both one-time and ongoing opportunities for engagement and service. The relationships between internal and external communities provide opportunities for all parties to better themselves, the university, and the community. Toward this effort, Henderson utilizes physical, financial, and human resources which testify to the university’s capacity to engage with constituents and communities.

Planning and Organizing for Engagement

Henderson seeks to engage with its identified constituencies and communities through organizing efforts at the university level, as well as at the level of individual divisions and departments. In doing so, Henderson is committed to including engagement and service as a part of strategic planning at the highest levels of the university’s administration.

The 2010 Strategic Plan has put forth four goals that specifically address Henderson’s desire to engage with its constituencies and communities:

• The university will enhance its recruitment strategies and efforts by 2012.
• Henderson will increase community awareness and involvement by 2012.
• The university will engage the local community to enhance the benefits for students to come to the Arkadelphia area.
• Henderson will serve as a model of environmental responsibility to the community.

These four goals, which make up almost one-fourth of the stated goals within the full 2010 Strategic Plan, demonstrate Henderson’s strong commitment toward planning for ongoing, long-term engagement with its primary constituents and communities. Under each of these goals, the plan also states clear objectives, strategies, and activities that support the accomplishment of these goals. Moreover, each objective identifies the resources needed, as well as the departments and person-
nel responsible for carrying forth each stated objective to completion. A time frame is also attached to each objective, and evaluation criteria are clarified.

In addition to the university’s commitment to a planning and organizing process by which to engage its constituents, the appointment of a Vice President for External Affairs is another example of Henderson’s recognition of the need to establish well-defined structures and processes that enable the university to make long term connections with the communities it seeks to serve. This position serves as the primary contact for external relationships, including those Henderson creates and maintains with high schools, community colleges, and local businesses and organizations. Creating this new, cabinet-level position ensures Henderson’s commitment to specific planning for continual and cohesive engagement and service.

Under the guidance of the Office of External Affairs, Henderson students, faculty, staff, and alumni participated in the first “Reddie to Serve Day” on Saturday, September 11, 2010. Over four hundred Henderson volunteers showed up at 8:00 a.m. ready to tackle the fifty scheduled projects. Projects ranged from assembling playground equipment at the local elementary school to raking leaves and mowing yards in the community. Advertisements were placed in the local newspaper and on radio stations to determine where assistance was needed in the community. Phone calls concerning citizens needing assistance in one area or another were received up to the afternoon before the event. This outreach project would not have been a success without the cooperation of the Henderson community members who volunteered not only time but also lawnmowers and other yard equipment; Aramark Catering, who provided breakfast for workers; Southern Bancorp who provided lunch; and the City of Arkadelphia Sanitation Department, who agreed to pick up all trash and debris that was placed on curbs. Another “Reddie to Serve Day” was held on February 26, 2011, and 250 Henderson students, faculty, and staff 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 dogs and brushed cats. In all, the volunteers completed more than twenty-five projects. According to the best calculations, the latest Reddie to Serve day in October 2011 enlisted more than 500 students, faculty, staff, and volunteers who completed 55 projects. The response of the Henderson participants and the community has insured that this event will continue to be planned once a semester.
In November 2010 Group Living, Incorporated, a private, non-profit organization that serves adults with developmental disabilities, moved locations and called Henderson for assistance. The Vice President for External Affairs coordinated efforts, and President Welch allowed Henderson employees to take work time to volunteer in this important community service. Twenty-eight employees signed in, logging 30.75 volunteer hours. These hours away from regular work were valuable contributions to this important community institution by both Henderson employees and the university itself.

**Communication and Connections**

In addition to planning for engagement with the broader community, Henderson works to communicate with its constituencies and the public. The **Office of Public Relations** serves as the strategic center for Henderson’s communications. The office is responsible for maintaining relationships with the press and media, coordinating university marketing, producing print publications, maintaining the university brand, and developing and maintaining the university website. Public relations is always looking for better ways to communicate with the public and with Henderson’s community constituencies. The office often fields requests from the press for academics with specialized knowledge or expertise. In order to better facilitate the connection between reporters and faculty, in fall 2011 the Henderson website will tap the Faculty180 database specializations fields to place the names and contact information of faculty members on the website with their areas of expertise. Individual faculty members will be able to update their expertise through the Faculty180 database.

Recognizing that the university’s website needed redesign to better meet the information needs of outside constituents, Public Relations oversaw the process in 2010. **Stamats Higher Education Marketing** (Stamats) was hired to assist in the redesign because this higher education marketing company provides a solid understanding of the perceptions, motivations, and behaviors of the key audiences Henderson attracts to its website. The new Henderson website was strategically planned and based on Stamats’ market research, and the navigation was designed to be intuitive, direct, and logical for Henderson’s audiences.

Henderson as a university engages in activities that make connections between the university and the community. For instance, Henderson regularly hosts Chamber of Commerce coffees.
From President Welch’s speaking engagements across the state to a faculty member’s speech to the local Kiwanis Club, individual members make connections with Henderson’s communities. In 2010 alone, 117 faculty members reported 268 community service activities, ranging from serving as board members for local non-profit groups such as Courage House (for Abused Women and Children) to volunteer council for the Arkadelphia Human Development Center to president of the local Lions Club. In response to a survey on voluntarism, sixty-nine faculty, staff, and students estimated that they volunteered 8,724 hours in four categories: direct service, indirect service, advocacy, and boards, commissions, or advisory councils. In addition to normal avenues of volunteer work, the hundreds of smaller examples of university-community engagement cannot be adequately captured in a report: faculty members travelling to the Garland County Library to deliver presentations on Truman Capote’s *In Cold Blood*, the role of women of the American Civil War, or the popularity of hard-boiled detective fiction and *film noir*; faculty and staff members who actively participate in service-oriented organizations—Rotary, Kiwanis, the United Way, the Red Cross—within their respective communities; and faculty members who serve on the boards of nationally recognized community institutions, such as Habitat for Humanity. While many of these smaller contributions may go unnoticed or undocumented, they remain an important component in Henderson’s goal of community outreach.

**Engagement through Extracurricular and Co-curricular Activities**

Part of the impact of engagement and service is the way Henderson, through its various departments and organizations, connects students and faculty in collaborative efforts to engage in co-curricular activities that offer services to constituents and that expose students and faculty to a diverse group of external communities. These co-curricular activities are coordinated by different academic departments, student clubs, and other divisions within the university, and they provide out-of-the-classroom experiences that serve the mission of the university.

Many student groups engage in community projects such as Reddie to Serve Day or local philanthropy projects throughout the year. For example, students from the Arete Society of the Honors College, the Rotaract Club, Heart and Key, and other campus groups routinely participate in the annual DeGray lake Shoreline Cleanup, and the three named organizations also participate each spring in the AETN TV fundraising drive, raise money and donate to the county’s United Way campaign, volunteer at the county humane society, and provide assistance with
concessions at the county’s Relay for Life event each spring. The Student Activities Board hosts two blood drives each academic year. The student organization known as D.I.R.T. (Developing, Informing, Reclaiming, and Transforming) has made numerous advancements in increasing the knowledge in the community about the importance of recycling. Together, the Student Activities Board and D.I.R.T. purchased recycling bins that have been used at Henderson and in the local community.

Greek organizations at Henderson also take the commitment to service and engagement seriously. The National Pan-Hellenic Council (NPHC) implements two community service joint projects per semester. In fall 2010 the council raised funds to assist the Arkadelphia public schools’ food pantry for Thanksgiving. In December NPHC Organizations adopted an Arkadelphia child as a part of the Central Arkansas Development Council Christmas Scholarship Program. The entire Greek community assisted three students of Boone Park Elementary in North Little Rock, Arkansas. These students’ families lost their homes and everything that they owned, including Christmas gifts, to a fire over Christmas Break. The Greek community began raising funds to help find housing, clothes, and other needed items for the family. Not including the numerous clothes, food, and school supplies, the entire Greek community contributed in raising more than $2,000 for the family.

NPHC board members also began a mentoring program in the spring of 2009 called “Greeks for Gurdon.” The program is in partnership with Gurdon School District. Members of Henderson’s NPHC Greek organizations, along with members of Inter-Fraterna Council (IFC), Pan-Hellenic, and service organizations mentor between thirty-seven and forty-two 7th and 8th graders at Cabe Middle School in Gurdon, Arkansas. The program aims to help students understand the importance of education, youth leadership, positive self-esteem, and community service. Alpha Phi Omega, one of Henderson’s service organizations, assisted with some of the following volunteer activities in 2010-2011: participated in Highway Clean-Up, prepared programs for National Alcohol and Drug Addiction Recovery Month, raised money during an APO game night for Courage House, provided women and children of Courage House Thanksgiving dinner, and also handed out pamphlets for National Glaucoma Awareness Month. The Phi Lambda Chi Fraternity raised money in fall 2010 to purchase school supplies for local underprivileged children. The IFC sent fraternity members to the Arkadelphia Boys and Girls Club to support local youth and help out the facility as needed. During Greek Week, the All-Greek Council determines a philanthropy for which they would like to raise money during the week’s activities. In the recent past, the
community raised money with a program called Greek God and Goddess. Each fraternity and sorority nominates a member and throughout the week money is placed in the jars to determine a winner. In the recent past, the Greek Community has raised money for Courage House, Habitat for Humanity, and the Humane Society of Clark County.

The event that brings most student groups together with the largest number of people in the community, however, is Henderson Halloween. This event has become a grand tradition in Arkadelphia where residents and their children trick-or-treat in the safety of the Garrison Center. Student organizations set up decorated tables lining the halls of the Garrison Center and members (often costumed themselves) give out candy, toys, and books to thousands of costumed trick-or-treaters every year. Although there is no way to count exactly how many, in 2004 the crowd was estimated at 3,000, and every year the event seems to grow. Due to its immense popularity, in 2010 Henderson partnered with Ouachita Baptist University to hold the event downtown.

Academic clubs associated with particular departments also connect the university mission and their discipline to community service and engagement. The School of Business Club plans and implements a networking event to give potential employers or internship providers an opportunity to meet with School of Business majors who are preparing to graduate or who are seeking internship opportunities. The quality of the event is difficult to measure, but the event results in invitations for interviews, job offers, and internships, indicating that the event is worthwhile. One measure of success is the attendance of forty-eight students and twenty-one organizations in fall 2010.

Through their participation in the English Club, students have been involved in the local community through volunteering to tutor and to read in local school classes. The club has also sponsored a book drive, which involved collecting books and then donating them to the local schools. These service-oriented activities provide much needed literacy education to children and give Henderson students, many of whom will enter the education field as school teachers, the opportunity to hone their communication skills.

Another illustration of co-curricular efforts to engage external communities is the psychology department’s efforts through the Psi Chi International Honor Society, the Psychology Club, and its practicum students. These groups involve both students and faculty in important presentations at regional and national conferences on important societal issues such as parenting, bystander apathy, abortion/adoption, and animal rights. Such co-curricular engagement offers not
only student and faculty interactions, but also provides students occasions to enter a dialogue with other students on these issues.

In a variety of ways, the student clubs in natural sciences engage with external constituencies and communities through co-curricular activities. These constituencies include elementary students, high school students, other undergraduate students, and citizens of the community. Both the Chemistry Club and the Society of Physics Students engage with external communities by presenting demonstrations from their fields of study. The Chemistry Club demonstrates chemical experiments for area elementary schools and retirement homes, and the Society of Physics Students and the physics faculty hold “Star Parties” to involve high school students and members of the community at large in learning about astronomy. The society also presents a “Circus” of science demonstrations for elementary and high school students.

Teachers College students engage with communities through activities in which students are an important driving force. Students are responsible for organizing, collecting, scheduling, and distributing books to schools. Students also engage with external communities through observation hours, book fairs, Read Across America day, school supplies drives, food drives, and Relay for Life. These activities provide students with meaningful community engagement that teaches them the value of community service within their own field of study.

Henderson music faculty members participate in Mass Brass and Percussion, a performing group made up of retired faculty, alumni, and students, as well as faculty members and students from other universities, including Ouachita Baptist University, Southern Arkansas University, University of Arkansas-Monticello, and the University of Central Arkansas. This group performs four free concerts annually throughout the region. All members of the group are volunteers who donate their time and travel expenses. In addition, music faculty members and students perform throughout the year on and off campus and attend public school music performances throughout the region. The music department produces advertisement fliers which detail each event.

Henderson faculty members have helped community leaders and Ouachita Baptist University faculty to secure a grant to fund the opening of the Arkadelphia Arts Center in fall 2011. The Arkadelphia Arts Center will be a place to provide community art classes, the Henderson K-12 Art Lab, meeting spaces for local art groups, and local and national exhibitions. The Arts Center will also serve all art groups in Clark county: literature, music, visual art, theatre, and dance.
Engaging Students with External Communities

One of the values of attending Henderson is the ease with which students can engage with external communities. The small size of both the university and the local community offers a small-town context in which connections between students and members of the local community can be cultivated. These relationships are valuable to both students and external communities alike.

External communities are sometimes explicitly linked to the curriculum, such as in the human services mission statement: “The challenge accepted by our faculty is to develop a curriculum to integrate formal instruction with activities outside the classroom such as internships in social agencies, research in the community, service learning experience, and technology to enhance learning.” One example of how that program achieves its mission is the fifteen-hour certificate program in gerontology, in which students gain field experience by being placed in agencies to receive instruction from qualified practitioners. This fieldwork offers students hands-on experience in working with the elderly and is an essential component for anyone pursuing a degree in human services.

Internships are the most obvious and useful manner in which educational programs connect students with external communities. The disciplines of athletic training, aviation, communication, education, business, history, mass media, and political science all offer off-campus internships for credit. Other departments offer practicums or apprenticeships, such as the art department, which allows students to earn college credit for serving as apprentices in museums, studios, galleries, or other art-related establishments.

Many other programs encourage their students to practice the knowledge learned in their curricula by working with external communities. Secondary art education students at Henderson work with local P-12 students through ARTLab and also volunteer annually to teach lessons at the Artchurch in Hot Springs.

From 1990 through 2008, the School of Business regularly fielded Students in Free Enterprise (SIFE) teams. “SIFE is an international non-profit organization that works with leaders in business and higher education to mobilize university students to make a difference in their communities while developing the skills to become socially responsible business leaders. Participating students form teams on their university campuses and apply business concepts to develop outreach projects that improve the quality of life and standard of living for people in need.”

The School of Business offers internships and has also developed the Business Mentorship Experience which matches students with
external business mentors to the benefit of both, as mentors “meet potential employees and evaluate their capabilities in an informal relationship and network with other business people who are participating as mentors.” The “Business Beyond the Classroom” program and the Student Managed Investment Fund are two additional ways that the School of Business connects their students with the larger community and real-world experiences.

Within the Family and Consumer Sciences department, students connect beyond Henderson’s campus through internships and other off-campus field placements, clinics, and class projects. For example, the Dietetics program, currently granted initial accreditation status by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (ADA), connects students with external communities through clinical practicums and rotations in healthcare settings and foodservice operations. These students are also connected with the external communities through health fairs, nutrition education in the public schools, internships, and class projects. The child care management, fashion merchandising, and foods and nutrition programs connect students with the external community through practicums, internships, and class projects. Students are likely to be found working in food-service establishments, hospitals, nursing homes, fashion retail locations, and public schools.

Teachers College engages students and faculty primarily through educational assistance programs offered to local schools and community members. Such services include substitute teaching, tutoring, advising and mentoring school teachers, assisting parents with educational needs, and serving on school boards and educational committees.

Music students engage with external constituents through a variety of performances. The Wind Ensemble makes annual tours, alternating between Arkansas and East Texas. The Concert Choir, Chamber Chorale, and Opera Workshop conduct semi-annual performance tours. The Flute Choir recently performed at Arkansas Children’s Hospital.

Theatre arts and dance students are also involved in performances that engage students with off-campus constituents. Students perform a festival of short plays for public performance each fall semester. Students whose career choice is teaching attend the Arkansas Communication and Theatre Arts Conference with educators from all over the state. Design and technology students have attended both the United States Institute of Theatre Technology conference and the Southwest Region Symposiums of the United States Institute of Theatre Technology. At these conferences they attend master classes with educators and professionals from across the nation and region.

Henderson art education majors work with visiting artist Hamid Ebrahimifar and local school children to create an installation for the Arkadelphia Arts Center.
**On-Campus Opportunities**

In addition to the many avenues for engaging students in external communities, Henderson also brings the external communities to the students in a variety of ways.

In fall 2010 the Center for International Programs hosted Patrick Nalere, Country Director for Heifer International in Uganda. Nalere spoke to classes in economics, world cultures, and nutrition. In spring 2011 the center also sponsored a Forum on World Religions, which involved off-campus guests serving as panelists. The participants included representatives from Buddhism, Judaism, Christianity, and Islam. The panelists answered prepared questions for one hour, and then responded to audience questions for a second hour. The estimated attendance was 175-200 Henderson students and employees, Arkadelphia residents, and students from Ouachita Baptist University. A video of the event is now online.

In an effort to expose the Henderson community to important local and state leaders, the social sciences department sponsors an annual Constitution Day event, a campus-wide and public event at which an invited speaker addresses issues related to the U.S. Constitution. Speakers at Henderson’s Constitution Day events have included W.H. Arnold, former Chief Justice of the Arkansas Supreme Court; Charles D. Dunn, former President of Henderson; Blake Batson, Clark County Prosecuting Attorney, Johnnie Roebuck, an Arkansas state representative; and Morrill Harriman, Chief of Staff of the Governor of Arkansas.

Additionally, every spring the social sciences department organizes the annual Sydney S. McMath Pre-law Conference and Banquet. Open to students of all majors and the public, the banquet features a keynote speaker and panel discussions in which representatives of law schools, local practicing attorneys, and others are available to answer questions from students pertaining to matters such as law school admission requirements, the first-year law school experience, and professional expectations. In 2001 the keynote speaker was Governor McMath himself and other additional keynote speakers have included two federal district judges, two chief justices of the Arkansas Supreme Court, one judge of the Arkansas Court of Appeals, two former United States senators who are also former Arkansas governors, one former congressman who is also a former associate justice of the Arkansas Supreme Court, a deputy attorney general of Arkansas, and a former president of the Arkansas Chapter of the American Civil Liberties Union.

The School of Business also offers a popular Mentorship Guest Lecture Series. In conjunction with the mentorship experience, speakers—some of whom are alumni and/or recent college graduates—expose students to the world of work.
The biology and chemistry clubs provide opportunities for their students to engage with representatives from graduate schools and professional schools by inviting spokespersons from these schools to come and speak to students desiring to pursue graduate-level work. Additionally, each year spokespersons from the admissions offices of a medical school and a pharmacy school are invited to discuss admissions requirements and the application process. These speakers have turned out to be a valuable service to students interested in a professional career, and the information provided to students at these sessions greatly assists them in seeking admission into these programs.

Summary
As a university, as departments, as extracurricular groups, and as individuals, Henderson connects significantly with the broader communities to the benefit of all. The volunteer contributions of Henderson faculty, staff, and students enrich Arkadelphia, Clark county, and Arkansas. The engagement with the communities also enriches students’ lives and learning experiences. Engagement with and service to a greater community teach important life lessons that members of the Henderson community embrace, model, and convey to one another.
CORE COMPONENT 5C: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Partnerships
Henderson engages in many formal and informal partnerships and collaborations, some of which are ongoing while others are temporary coalitions for the accomplishment of a specific task. Three of the more formal partnerships are the Education Renewal Zone, the Alliance for Continuing Excellence in Education, and the Joint Educational Consortium. The Community Education Center partners with many local schools and agencies, and individual departments on campus develop appropriate partnerships to forward the goals of the departments and the university.

Southwest A-Education Renewal Zone (ERZ)
Henderson participates as an important partner in the Southwest A-Education Renewal Zone (ERZ), which is located on the Henderson campus. An ERZ is a “broad-based collaborative effort among geographically or technologically proximate stakeholders—school districts, IHEs, community-based youth and support organizations, community developers” that “concentrates human and financial resources on improving and sustaining schools in high-need areas… for gathering and building local capacity to implement long-term, systemic change on multiple levels simultaneously.” School partners are presenters during the pre-service teacher professional development days. Since November 2006, the ERZ has collaborated with the Arkansas Department of Education, Dawson and South Central Education Cooperatives, South Arkansas Mathematics and Science (STEM) Center, public schools, Discovery Education network, Arkansas Consumer Education, Henderson faculty, and others to provide professional development opportunities twice a year for teacher candidates, nontraditional teachers enrolled in the master of arts in teaching programs, non-practicing teachers continuing licensure requirements, students from other universities, candidates for other professional roles, and certified teachers. These workshops focus on various education initiatives that are consistent with the educator preparation vision “teaching and leading for learning for all” and are based on school needs, evaluation of pre-service teachers, and responses from higher education faculty.

The visiting professor/classroom program was formed through ERZ for the purpose of allowing P-12 classroom teachers and university professors the chance to collaborate on the teaching of all students P-16. This program also encourages teachers to bring their students to the university to audit classes on the university level.
“Elementary classes adopted by visiting professors will participate in tours of the Henderson campus thus heightening the awareness and interest of students for college at an earlier age. The idea of the visiting professor/visiting classroom stimulates discussion between higher education, public schools, and students while promoting productive collaboration between universities and public schools. The sharing of content knowledge and effective high yield instructional strategies is the focus of this partnership.” Twenty-six Henderson faculty members participated in the program in 2009-2010.

Another important ERZ initiative is the Southwest Arkansas Preparatory Academy, which was chartered in 2008 and developed “as a university-public school collaboration that is data driven and focused on individual student achievement and school improvement. The goal of the … Preparatory Academy is to strengthen college preparedness through the utilization of the ACT’s Explore test data and PLAN test results. The Explore test identifies students who express an interest in college but whose test scores indicate remedial courses may be required in college.” The Academy pairs a Henderson or Ouachita Baptist University faculty member with a public school faculty member in three content areas: math, reading, and English. As a data-driven program, the Academy evaluates its constituents using testing data. According to data provided by the Academy, “the pilot program served forty students. Thirty-three students completed the Academy … Based on post-test data, 68% of the students increased their ACT Explore test score (18 students); 20% of the students’ scores did not change (5 students); and 12% (3 students) saw a decrease in their score.” The data from the charter class was ultimately used to make adjustments for the second and third years of the Academy (2009-2010).

Alliance for Continuing Excellence in Education (ACEE)
Teachers College maintains partnership involvement with the educational community through the Alliance for Continuing Excellence in Education (ACEE). The mission of ACEE is to improve the professional preparation of teacher education candidates and to provide continual professional development for practicing educators who believe in “teaching for learning for all.” This alliance includes several schools, community colleges, education service cooperatives and representatives from Teachers College, Ellis College, and Henderson administration and faculty. The Alliance is an advisory group formed to enhance collaboration and communication within the greater Henderson service area community. The alliance discusses continuing education activities and acts as a sounding board on curricular and program issues. Teachers College uses the alliance as a means of seeking opportunities outside of the university to provide expertise and services for faculty and teacher candidates and to provide professional development to pre-service and in-service educators. (See also Criterion 3C.)
**Joint Educational Consortium**

The Joint Educational Consortium of Arkadelphia provides enhanced educational opportunities for students. Students at Henderson and Ouachita Baptist University have immediate access to library and reference material on both campuses. When programs or classes offered by either university are not available on the other campus, cross registration and credit for courses can often be arranged.

**Community Education Center Collaborations**

The Community Education Center has been involved in the delivery of an associate degree program offered upon request by industries wanting their employees to have an opportunity to earn the degree in Metal Manufacturing or Industrial Equipment Maintenance Technology (IEMT) without commuting to an out-of-town school. The degree was offered through a partnership with College of the Ouachitas and National Park Community College, with classes held at the Community Education Center.

In addition, local industry representatives partnered with the Community Education Center and College of the Ouachitas to create the IEMT high school program to help meet local industry needs for entry-level maintenance workers. Henderson provides the classroom space for the program and the office space for the instructor. The program began in the fall 2003 with eleven students and now averages approximately thirty-five students enrolled each semester. An advisory council of industry representatives meets each semester to evaluate the program’s effectiveness in meeting industry needs. High school students completing the two-year program can receive up to twenty-four college credit hours from College of the Ouachitas through concurrent enrollment at their high schools. Currently, Arkadelphia and Gurdon high schools participate in this program, with Ouachita, Centerpoint, and Bismarck high schools having been invited to participate in the future. Industry representatives contact the IEMT instructor when they have an opening in maintenance; former students of this program have been employed by Danfoss-Scroll Technologies, Alumacraft Boat Company, Georgia Pacific, and Brown Machinery.

The Clark County Adult Education staff works closely with the Community Education Center to ensure that participants have the necessary basic skills for employment. Participants often come to the CEC with a desire to improve basic skills or obtain a GED. The center refers these individuals to the Clark County Adult Education Center. The CEC has also partnered with the Adult Education Center for basic computer classes open to anyone desiring to learn or improve basic computing skills.
The Community Education Center works closely with two-year colleges to provide needed customized training programs. College of the Ouachitas in Malvern and National Park Community College in Hot Springs are resources most often used by the Center. **College of the Ouachitas** has partnered with the Community Education Center on training projects including the following classes: Programmable Logic Controller, Adjustable Speed Drives, Resistance Weld Training, Geometric Dimension and Tolerance, and Supervisory Skills Training. **National Park Community College** has also been an active partner by assisting in classes such as Industrial and Construction Safety, Pre-Employment Training, and Microsoft Excel training classes.

**Selected Department Examples**

In November of 2007, the Center for International Programs collaborated with other international programs across Arkansas to secure a grant from **NAFSA: Association of International Educators** to fund an International Student Leadership Conference entitled “Developing Global Leaders,” which was held at Lake Pointe Conference Center in Russellville, Arkansas, on November 16-18, 2007.

**Theatre Arts and Dance** have arranged collaborations with the Ouachita Baptist University theatre department, El Dorado High School, the Educational Theatre Association, Kennedy Center American College Theatre Festival, the United States Institute of Theatre Technology–Southwest, the Arkansas Theatre Arts Association, and other organizations to achieve educational goals.

The Center for Career Development also works in partnerships that illustrate its commitment to important educational, economic, and social goals. For the past two years, Henderson and Ouachita Baptist University have hosted their spring career fairs on the same day to allow students from both universities—and others in the community—to network with recruiters. Along with nine other Arkansas schools and universities (Arkansas State University-Beebe, Hendrix College, Lyon College, National Park Community College, Ouachita Baptist University, Philander Smith College, Southern Arkansas University-Magnolia, University of the Ozarks, and Williams Baptist College), the Center for Career Development conducted a virtual career fair in fall 2010. As participants in the Arkansas Consortium **Virtual Career Fair**, students had the opportunity to interact with many employers. The fair was open to all students, as well as to alumni, and was conveniently accessible twenty-four hours a day. Participants had the opportunity to review job postings, track employers and positions, and submit electronic résumés from the comfort of their computers. A total of 117 stu-
students registered for this career fair, where participants were able to chat live with potential employers and search and apply for jobs.

The Department of Aviation holds regular safety meetings which are open to the public; the meetings are also attended by Jaret McFarland, Regional Safety Program Director for the FAA, members of the Arkadelphia Airport Committee, and also members of the greater general aviation community. The cooperation between the Department of Aviation and the community, as well as local and federal officials, provides a solid example of Henderson’s commitment to its external constituencies, but also demonstrates how Henderson’s external constituencies see the university as an integral part of their community.

**Transfer Policies and Articulations**

*Admission from another Institution (taken from Undergraduate Catalog, pp. 24-45)*

Advanced standing on credits from an accredited institution will be allowed when a certified transcript and (a letter of honorable dismissal from the college previously attended) are sent to the Office of University Relations and Admissions of this institution from the Registrar of the other institution. If the student is on suspension, it will be necessary for a letter to accompany the transcript showing that the student could re-enter the institution from which he or she is transferring. The student cannot earn degree credit from Henderson or any other institution while on suspension from a previous college or university. Transfer students on probation must participate in a program of the Office of Academic/Career Services.

Transfer students must have at least a 2.00 cumulative grade point average in order to be admitted to the university, based on Henderson’s computation of courses. Only grades of “C” or higher will transfer. However, all grades (with the exception of remedial courses) will be used to determine Henderson’s student transfer admission eligibility. Remedial courses do not transfer for college credit and do not count in the cumulative grade point average. Transferable course work from accredited institutions will be posted to the Henderson transcript, but the grades from those institutions will not be used to calculate the cumulative grade point average.

In evaluating transcripts of transfer students, the entire cumulative record will be accepted regardless of the fact that a student’s record may show credits from one or more colleges. If the applicants are from an unaccredited college, they may be admitted on trial, and an evaluation of their transcripts will be made after they have proved their ability to do work in advance of the credits offered.

A student may transfer a maximum of 67 semester hours of credit from a junior college. A student who has earned 67
hours of credit from all schools attended may not earn additional hours of degree credit at a two-year institution. The university reserves the right to determine the number of hours of credit to be accepted toward a degree. All course grades from previous institutions will be used in determining the academic status of the student. Transfer students majoring in a program within the Ellis College of Arts & Sciences must complete a minimum of nine upper-division hours at Henderson State University in their major.

Transfer students who enrolled as entering freshman, degree-seeking students (either in-state or out-of-state) during the Summer of 1988 or anytime thereafter must provide ACT scores or approved alternate test scores before enrolling in college-level English or math and to determine if remediation is necessary. Scores are not required in these areas if students have completed college-level courses or remediation courses or programs.

A maximum of six hours of religion will be accepted for degree credit. The Registrar and the Committee on Admissions and Adjustments will administer this section.

The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas public colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admissions and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as “No Comparable Course.” Additionally, courses with a “D” frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE website and selecting Course Transfer (http://adhe.edu).

Henderson is also bound by the Roger Phillips Transfer Policy Act which dictates that any four-year public institution of higher education “accept all hours completed and credits earned for” the associate of arts, associate of sciences, or associate of arts in teaching toward a bachelor’s degree. In addition to accepting such degrees, Henderson also issued a Memorandum of Agreement to accept the associate of science in business for transferring to the B.B.A. program.

Articulations and Memorandums of Agreement
Ellis College cooperates with the Baptist Health Schools Little Rock, School of Medical Technology, to offer a bachelor of science in medical technology. The Affiliation Agreement allows students to complete three years on the Henderson campus and then a fourth year at the Baptist Medical Center in Little Rock.

Henderson has also signed articulation agreements or memoranda of agreement to facilitate easy transfer of students from community colleges into particular courses of study at Henderson.
Southern Arkansas University Tech’s students can complete programs to transfer seamlessly and complete the Bachelor of Science in Education program for Middle Level Language Arts/Social Studies, while National Park Community College students can earn the Middle Level Language Arts/Social Studies or Early Childhood education degrees. The Office of Financial Aid works in conjunction with National Park Community College in a consortium agreement to coordinate awards for eligible students who are concurrently enrolled. Henderson also has agreements with South Arkansas Community College to facilitate select 2+2 programs and with Pulaski Technical College to accept the associate of science degree to satisfy completion of the Henderson liberal arts core requirements.

The music department has a formal articulation agreement with that of Arkansas State University–Beebe and is in the process of establishing a formal agreement with the music department at National Park Community College to accept certain music courses in transfer.

The aviation department has articulation agreements with Southern Arkansas University Technical College and Pulaski Technical College to give students who have obtained their associates degrees in aviation management technology and airframe powerplant certificates to transfer those hours toward a Henderson bachelor of science in aviation maintenance management degree. The aviation department has also developed a program in partnership with the Dawson Education Cooperative and Arkadelphia High School, funded in part through the Arkansas Workforce Development Office. High school sophomores, juniors, and seniors may participate in a three-year educational curriculum in which the students experience both classroom and flight simulation learning environments that will allow them to obtain the background and basic skills necessary to pursue a degree in aviation at Henderson. After graduation from high school, students who have participated in this program and attend Henderson will be each awarded up to six hours credit either towards the aviation degree or as general electives should they decide on a different major. This program has been approved by the Arkansas Department of Education, and with continued support from Dawson Education Cooperative, the department hopes to expand this program to other high schools throughout the state via distance learning.

The Teachers College graduate program also has three programs, two facilitating transfer of credit hours to Henderson and one facilitating transfer of credit hours to the University of Arkansas. Teachers in the DeQueen School District may count twelve hours completed for the English as a Second Language endorsement toward a master of science in education in advanced instructional
studies. Henderson’s Graduate School and department of educational leadership will accept fifteen hours of graduate coursework from students who complete the instructional facilitator program of study at the University of Arkansas Monticello. And Henderson graduate students in education may transfer some of their coursework to the University of Arkansas to complete a Doctor of Education Degree in Educational Administration.

Summary
Through outreach programs and partnerships, Henderson serves its external and internal constituencies. Clear transfer policies and articulation agreements help make Henderson accessible to all and enable students from a diversity of backgrounds to get the skills, training, and education they need to improve their own lives and meet the educational needs of Arkansas.

Core Component 5D: Internal and external constituencies value the services the organization provides.

Community Involved in Evaluation of Services
Henderson values the input of the community and encourages it in many ways.

Huie Library annually surveys all of its constituencies in order to improve its services using both electronic and traditional formats. Emails sent to the campus community encourage participation in a short library survey, and community members who have used the library’s services are also encouraged to complete these evaluations. (See also Criterion 3D for results.) In addition, the library responds to constituency comments and requests; a bulletin board with various comments and requests (and subsequent answers from library staff) is posted near the circulation desk.

The Henderson Small Business and Technology Development Center asks constituent clients and training attendees to complete survey evaluation forms to provide feedback regarding the quality of services rendered and to suggest additional needed services. The existing Management Information System (MIS) tracks and evaluates the information.

In both recent presidential searches, representatives from the community were asked to participate and serve on the advisory committees (in addition to alumni and a Board of Trustees member). Community members also serve on other unit advisory boards. For instance, the Community Education Center has an advisory board consisting of local industry representatives, educational partners, and economic development specialists to assist in
needs assessment. The nursing department established a B.S.N. Program Advisory Council composed of various agencies who hire B.S.N. graduate nurses.

The Teacher Education Council includes a superintendent, a principal, a teacher, and an undergraduate student as well as one representative from each department with a teacher education program in Teachers College and Ellis College. The council recommends curriculum, policies, standards, and procedures for the operation and improvement of teacher education.

The School of Business and its members survey business people, potential employers, mentors, and others to see what changes might need to be made in their programs and curricula. For example, the Business Advisory Council (BAC), consisting of business owners and practitioners and executives of non-profit organizations, was established. It meets with faculty, staff, and students twice during the academic year to exchange ideas about how the School of Business can improve its programs.

Community Appreciation and Use
In addition to the outreach programs and partnerships mentioned in previous sections, such as the Henderson Small Business and Technology Development Center, the Joint Educational Consortium, the Community Education Center (CEC), M.H. Russell Center for Economic Education, The Alliance for Continuing Excellence in Education, the South Arkansas Math and Science STEM Center (SAMSSC), and the Southwest A-Education Renewal Zone (ERZ), Henderson provides many and diverse services to the community. The community gives every indication of appreciating the outreach programs, workforce development programs, and other services provided by Henderson. Shawnie Carrier, President and CEO of the Arkadelphia Regional Economic Development Alliance, provided a statement in affirmation of the role of the Community Education Center in providing valuable instructional and training opportunities for the local workforce. Carrier describes this resource as critical and indicates its usefulness to industries considering a location in this area. Jarrod Harper, the senior human resource representative at Danfoss-Scroll Technologies, LLC, in Arkadelphia has also provided a statement of support concerning the relationship of the Community Education Center and expressing his desire to continue this invaluable relationship.

Other services the university provides can gauge their value to the community by the frequency with which community members use them. For instance, the Captain Henderson House, a bed and breakfast owned by Henderson, fulfills a need for
comfortable, elegant lodging in the community, and is used often by non-Henderson related community members. It is listed in the National Register of Historic Places and is frequently mentioned in tourism materials.

The Arkansas Small Business Technology and Development Center (SBTDC) has become an integral resource for the local community. In 2010 the SBTDC consulted with over two hundred clients for a total of 1,900 consulting hours. The SBTDC conducted seventy five training seminars that attracted a almost seven hundred attendees. The center also worked with professors and Henderson students to perform over twenty two faculty/student/small business projects. The SBTDC assisted eighteen entrepreneurs with their business start-ups, adding additional jobs and affecting a favorable economic impact on the community. The constituents’ value of the SBTDC is evident in two primary ways: the constituents have contributed over $50,000 annually for training programs, and the attendee numbers continue to be favorable year after year.

Reddie to Serve days, mentioned earlier in this section, have been highly successful. The sheer number of requests from the community, in addition to the numerous phone calls, thank you notes, and other expressions of gratitude, attest to the community’s deep appreciation for Henderson’s contribution to the community.

The MultiMedia Learning Center (MMLC) welcomes community members. In the three fiscal years of 2008-2010, over one thousand visits were made to the MMLC each year by non-Henderson community members. Huie Library offers services to a wide variety of constituents. Library computers are available to a number of different constituencies, including Henderson and Ouachita students, area high school students, and residents of Arkadelphia and the surrounding communities. All of these resources are available free of charge. Huie Library also values its relationships with its broader external constituencies. The library hosts (in rotation) quarterly meetings of ARKLINK (Academic Library Consortium of Arkansas) and the Arkansas chapter of the Innovative User’s Group (Huie’s automated library system). (See also Criterion 3.)

Cultural and Enrichment Opportunities
Henderson’s wide variety of activities—many of which are open to the greater Arkadelphia community—are well attended and supported by the university’s external constituencies. Indeed, events such as planetarium shows, the International Food Bazaar, and the numerous activities of the aviation department show the extraordinary participation of the community in the programs of the university.
Henderson’s theatre program hosts a number of productions each academic year, all of which are open to the campus community and the general public. **Box office records** provide one method of demonstrating the campus and community’s support for the program’s endeavors. Indeed, statistics show that attendance at Henderson’s theatre productions has risen regularly since the construction of the Arkansas Hall Studio Theater. As part of the program’s **2010-2011 season**, Henderson presented Eve Ensler’s *The Vagina Monologues*. The program was presented in cooperation with Ensler’s “V-Day,” which seeks to promote and support women’s anti-violence groups through the profits from performances of *The Vagina Monologues*. For this production, Henderson paired with the Courage House. The posters for the production prominently advertised the production as a benefit for Courage House, and both nights’ productions were extremely well-attended. Box office records, as well as correspondence between Claudia Beach, Director of the Theatre Program, and the Courage House, all testify to the success of this collaboration between the university and a community partner.

Henderson’s **planetarium**, a state-of-the-art facility located within the Reynolds Science Center, features a “Digitalis Gamma digital projection system and modern sound technology that bring planets, comets, constellations, and more to life in [its] hemispherical dome.” During the spring 2011 semester, the planetarium presented three different shows—“Black Holes: The Other Side of Infinity,” “Mars Quest,” and “Magellan: Report from Venus.” In addition to public shows, the planetarium offers frequent shows for school groups, homeschool groups, and other community groups. The physics department tracks attendance for these events and also coordinates evaluations for participants in the planetarium shows and in the department’s Star Parties and Circus of Science demonstrations.

The International Food Bazaar is perhaps one of the most popular campus activities and boasts a great number of participants, including American students, international students, faculty and staff, local Arkadelphia residents, and guests from outside of Arkadelphia, including visiting school groups. The Center for International Programs also hosts the International Film Night and the International Dessert Festival, both of which have been well attended. Tickets sales, the statistics of which are maintained by the Center for International Programs, attest to the popularity of these events, particularly with the university’s external constituents. (See **Criterion 1B**.)

The **music department** also provides seventy-five or more concerts and recitals each year. These performances, which are all open to the public, include recitals by faculty, guest artists, and students, as well as performances by large and small ensembles. As a part of the
music program’s public performances, the Concert Choir, Chamber Chorale, Opera Workshop, Wind Ensemble, and Jazz Ensemble also present concerts off campus.

During the spring semester of each year, the Ellis College Community Classes offer a series of free classes on a variety of topics given by the knowledgeable professors on Henderson’s campus. Lectures are free and open to the public. There is no credit or grades given to those participating. Topics in past years included “Women, Witchcraft, and the ‘Witch Craze’ in Early Modern Europe,” “Caddo Indian Pottery,” and “The Seeds are in the Pulp: Pop Culture 1940-1970.”

Other Community Events
Almost all guest speakers, fine arts performances, and other entertainment are open to the public. For instance, the weekly “Movie on the Quad” invites community members to enjoy a free movie shown on a giant inflatable screen in the open area in front of the Garrison Center, “the Quad.” There are also some events specifically geared to encourage the public to interact with the university.

The Department of Aviation hosts “Old Timer’s Day” annually at the Arkadelphia Airport. This event is designed to recognize and honor retired members of the armed forces. As a result of the constituents’ (retired army aviators) participation, the university has established a scholarship fund that has grown to over $7,500 in just three years; the ultimate goal is to fund an aviation endowment that will enable the university to offer scholarships to Henderson aviation students. The department coordinates with military leaders throughout Arkansas to promote the event and to encourage both military and civilian constituents to contribute to the scholarship fund. Clearly, the success of the program is linked with the participation of the external constituents; without their valued contributions, the scholarship fund might have quickly foundered.

The Art Department offers a wide array of resources that are actively sought after by a variety of community constituents. The Summer Art Teachers’ Workshop is a five-day/four-night workshop during which Henderson houses over eighty teachers in the Honors College (Sturgis) Residence Hall. Attendees eat in the university’s dining hall, and the workshops are conducted in Henderson’s art studios. Members of Henderson’s art faculty serve as instructors, and the department’s administrative assistant serves as assistant director of the program. The department evaluates its performance in these various programs through a series of surveys and other evaluative measures. Using this feedback, the department makes changes to its various programs.
Civic and educational leaders also actively recruit the services of the music department. Each summer, Henderson’s band camps provide training to almost 800 public and private school music students. The band camps draw on a variety of campus resources, including academic buildings such as the Russell Fine Arts Center and Arkansas Hall, as well as the Garrison Center, Smith and Newberry residence halls, and the Caddo Cafeteria. During the camps, Henderson music faculty and advanced music majors provide private instruction to area students. The department evaluates its performance in these various programs through a series of paper evaluations as well as post-event forums. During the forums, participants discuss what worked, what did not work, and how changes to the program can be made going forward. Full records of attendance and facilities’ use are available through the department of music as well as through the Garrison Center and Residence Life.

Facilities

Henderson makes its various facilities open to the external communities for a variety of functions. Even university activities that are open to the public—such as the career fair organized by the Center for Career Development—are nearly always held in one of the university’s large facilities. Among the many facilities that are sought after by the community are the Garrison Center, the university’s various student housing facilities, and the facilities of the Communication and Theatre Arts programs.

Nearly all of the Garrison Center is available for public use. There are room charges for the public, which include set-up and tear-down fees, but the center also handles multimedia requests, security (charged and provided by the Henderson Police Department), and catering (charged and provided by Aramark). Among the organizations that use the Garrison Center on a consistent basis (in addition to such examples at the band camps indicated above) are the Future Business Leaders of America (for the district 4 and 6 conferences); the Arkansas Student Council Association (for their summer leadership conference); the Family, Community, and Career Leaders of America (for their district 5 conferences); the Arkadelphia and Gurdon public schools (for their respective proms); the Arkadelphia Project Prom (for their after-prom party); and the Arkadelphia Kiwanis Club (for their scholarship banquet). In addition, several state agencies use the Garrison Center facilities for various meetings, and the university plays host to the Dawson Education Cooperative Science Fairs and Quiz Bowls.

The department of residence life makes a number of its residence halls available to groups during the summer months as housing for camps, conferences, and other events on campus. In addition to the use of Newberry and Smith Halls, which are used to house band campers, Sturgis Hall has been used to host attendees of the univer-
sity’s High School Volleyball Camps, the Art Educator Workshops, and the English as a Second Language (ESL) Academy. These records are maintained by the department of residence life.

Both the Studio Theater and the Arkansas Hall Auditorium play host to a number of community activities. In the past several years, the Studio Theater has hosted the Arkadelphia Little Theatre and local governmental public fora. The Arkansas Hall Auditorium, a larger facility, hosts twenty to thirty events annually, including community dance recitals, public fora, pageants (such as the annual Miss HSU Pageant), band concerts, and military recognition ceremonies. Full support facilities for the events include box office facilities, dressing and make-up rooms, and green rooms, as well as support staff. Bookings for these events are through the Garrison Center, which also maintains the records of all events held. (See Criterion 3D.)

The Department of Family and Consumer Sciences shares space in Proctor Hall during various district meetings of the Family, Community, and Career Leaders of America (FCCLA) for their Star Events competitions and also provides judges for these events. Proctor Hall is also available to boy and girl scout troops for various activities and to local 4-H groups for food preservation, sewing, and etiquette workshops.

**Licensed Professionals**

The university is aware of the continuing education needs of the licensed professionals in the community—not only its faculty, staff, and students, but also members of the community. While Teachers College provides a number of opportunities to both current students and area teachers, other programs such as Community Emergency Response Team (CERT) training or the various recurrent training classes offered through the Student Recreation Center also speak to the university’s willingness to provide valuable (re)training to the members of its community.

**CERT Training** is offered through Henderson in conjunction with the Clark County Department of Emergency Management. The training covers areas such as disaster preparedness, fire safety, triage and treatment of life-threatening injuries, light search and rescue, team organization, disaster psychology, and terrorism. During 2010 fifty-five Henderson employees attended one of two trainings and received CERT certification. Henderson has also hosted Arkansas Crisis Response Trainings for Henderson employees and community members.

Teachers College offers a number of educational opportunities to the community in the form of professional development, the ESL Academy, and graduate-level classes. All of these programs help
participants to gain valuable knowledge and insight that they can apply in their academic and/or professional careers. One of the main providers of professional development to faculty members, teacher education candidates, and professional educators has been the Southwest A-Education Renewal Zone (ERZ). The ERZ has collaborated with several educational agencies and Henderson faculty to provide professional development to pre-service and in-service teachers. The ERZ sponsors fall and spring professional development opportunities based on current research-based best practices and the identified needs of public schools and university faculty. (See Criterion 5C.)

The Teachers College English as a Second Language (ESL) Academy has proven to be an effective and productive avenue for teachers seeking their ESL endorsement to better serve non-native English speakers in their classrooms. Year after year, through completion of a final overview summary, along with follow-up emails, academy participants have indicated the long-term value that they have assigned to their ESL Academy experience and the positive impact that the ESL Academy has had on diversifying their classroom environment, expanding their cultural awareness, and enhancing the quality of their teaching. Indeed, all of the constituencies served by Teachers College are encouraged to provide feedback in regard to improvements, changes, and the continuation or addition of various programs.

Summary
Henderson clearly works to involve its constituencies in its various programs and is successful in doing so. In a wide array of academic areas and programs, the university makes its facilities, its faculty, and other resources available to the public. By their participation in the many varied activities and by their use of the facilities and other resources, the community has clearly come to rely upon Henderson and to value its services.

CRITERION 5: SUMMARY
Henderson demonstrates a strong commitment to its constituencies and supports the same through partnerships with area public schools, businesses within the region, and other colleges and universities. Henderson is committed to serving the community and fulfilling its mission through various outreach programs from a wide array of areas. Henderson also demonstrates a long-term commitment to engagement and service through goals and objectives developed in the current strategic plan as well as by the creation of the Office of External Affairs. Multiple departments and organizations within the
campus community actively seek, evaluate, and maintain strong partnerships and collaborative relationships with local public schools, businesses within the region, and other colleges and universities. These vital relationships serve to strengthen the university itself and the various communities and organizations surrounding it. Henderson continues to meet the needs of its constituencies through innovative collaborative ventures, through the creation and support of effective transfer policies and articulation agreements, through evaluation of feedback from community leaders, through its programs strengthening connections and responsiveness to diverse communities, through promotion of and collaboration with organizations that share its goals, and through the specific contractual agreements that are in keeping with Henderson’s core values and integrity.

**Strengths:**
Henderson is deeply committed to serving the needs of the community. The creation of the Vice President for External Affairs position signifies its commitment to engaging with the external communities.

The university has many excellent outreach programs and participates in strong partnerships, including the Henderson Small Business and Technology Development Center, the Community Education Center, the South Arkansas Math and Science STEM Center, the Education Renewal Zone, TRIO programs, and the Alliance for Continuing Excellence in Education.

Departments and individuals at Henderson constantly seek opportunities to serve the community and find many ways to do so.

**Challenges:**
Henderson could do a better job of “tooting its own horn.” Henderson should strive to make the internal and external communities it serves more aware of the university’s engagement with and service to these communities. As this report shows, many events are offered to the community through various departments. A more coordinated effort to publicize the various Henderson events would serve to better educate the external constituencies on the many opportunities the university offers.

While the university is clearly committed to service, this service is not always clearly recognized or centrally documented. Some of this will be remedied by Faculty180, the collection of data pertinent to various workshops, programs, and other offerings made by the university is not readily available in a central location for the purposes of university-wide assessment and coordination of efforts.