

Standing Committees

Committee on Academic Advising

2021-2022 Annual Report

Chair: J.D. Gantz

Overview

The committee met three times during the 2021-2022 academic year to discuss two different topics: the Herrick Award and the advising survey. In our first meeting, we voted to combine solicitations for the Carole Herrick Award for Excellence in Academic Advising and the UMC Exemplary Teaching Award into a single email to students, per the request of Provost Bonebright and Associate Provost Sutherland. Additionally, we adjusted the wording of the questionnaire for the award solicitation. In the second meeting, we reviewed the nominations for the award and chose the committee's recommendation for the award. In the third meeting, we discussed the wording of the advising survey and made plans for the committee to continue its review of the survey in the coming academic year.

Herrick Award

Meeting to discuss the wording of the Herrick Award solicitation, and discussion of packaging the solicitation with the UMC Exemplary Teaching Award, March 2, 2022. The committee reviewed the questionnaire for Herrick Award nominations and adjusted the wording to promote clarity and increase focus on advising See **Appendix A** for the updated nomination form. Additionally, the committee unanimously voted to approve the proposal to combine solicitations for the Carole Herrick Award for Excellence in Academic Advising and the UMC Exemplary Teaching Award into a single email to students. The updated questionnaire was sent to Lezli Smith for inclusion in the email calling for nominations.

Meeting to discuss the Herrick Award recipient, April 7, 2022. The results from this year's nominations produced 27 nominations for 21 different faculty and staff. Six faculty members had two or more nominations. After considering the nominations, student comments about why the nominees, and previous winners, the committee voted to recommend Dr. Lindsay Kennedy for the award this year.

Advising Survey

Meeting to discuss advising survey, April 20, 2022. We discussed adjusting the wording of the advising survey to increase anonymity of respondents and to ensure students have space to report on the advising issues they feel are important. We decided that additional student input was required to make meaningful changes to the survey and tabled discussions until the upcoming academic year.

Future work

The updated Herrick Award nomination form worked well and there is no obvious need for attention in the process for selecting an award winner. Next year, the committee is encouraged to collect student feedback on the efficacy of the advising survey and make adjustments as needed.

Appendix A

Updated questionnaire- The Carole Herrick Award for Excellence in Academic Advising

1. What is your student ID?

2. Who is the professor you are nominating?

Consider to what extent you agree with the following statements. Rate each on a scale of 1-5 (1 = not at all, 5 = very much so).

3. This faculty advisor/mentor has been valuable in helping me make decisions related to my Hendrix education.
4. This faculty advisor/mentor has demonstrated interest in my perspectives and goals.
5. This faculty advisor/mentor has provided valuable support and guidance that is helping me develop as a whole person (this could include career skills, personal development, or preparation for post-Hendrix life).
6. Describe how this faculty advisor/mentor has provided valuable support and guidance that is helping me develop as a whole person (this could include career skills, personal development, or preparation for post-Hendrix life). (150 words or less).

Committee on Academic Appeals

2021-2022 Annual Report

Chair: Fred Ablondi

The committee deliberated on five appeals this year. The first three were appeals to add a class after the deadline set by the Office of the Registrar, which this year was August 30. Appeals submitted on September 15 and September 22 were denied. An appeal made on September 20 was granted based on the fact that (1) the student was an exchange student and their being registered for only two classes would have run afoul of their home institutions regulations, and (2) the committee felt that the student's advisor was responsible for allowing the student to begin the semester registered for only three classes. (More on this below.)

An appeal requesting that a **W** be removed from a student's transcript and the course instead be (merely) dropped, despite the request being made after the last day to drop with no grade, was granted. This decision was based on the student's medical condition and a letter from the advisor.

Finally, the committee considered an appeal of a professor's assigning a **W** to a student who had been absent for more than 50% of class meetings in a three-week period. The student, who at the time of being dropped from the class had no chance of passing the course, wanted to remain in the class and (ultimately) receive an **F** so as to remain eligible for athletics. The committee denied the appeal.

We received no appeals in response to decisions rendered by the Committee on Academic Integrity (CAI) decisions.

With regard to the matter mentioned above of students (and advisors) believing that they can add a class after the Registrar's deadline, the Catalog reads as follows:

The deadline for adding a course or a physical activity PACT course to a student's schedule is the first Monday after classes begin. **Any student adding a course after this deadline must secure the explicit written consent of the instructor. Additions made after the deadline are subject to a \$100 late fee.**

The committee recommends that either the language in the Catalog be amended to make it clear that this is a hard deadline that is rarely waived, and done so only in extreme circumstances, or, if the language is to be left as is, students who meet the two stated necessary conditions be allowed to add the class in question without the need to also appeal to CAA.

Committee on Academic Assessment
2021-2022 Annual Report
Chair: Carol Ann Downes

Our main tasks for this past year included our yearly review of annual departmental and collegiate center reports as well as continued improvement of the wholistic assessment of the Learning Domains.

In Fall 2021, the Assessment Committee reviewed the 2020-2021 departmental assessment reports, which can be found at <https://www.hendrix.edu/facultyresources/default.aspx?id=91176>

We met every two weeks and rotated through committee members providing feedback via a rubric to departments. This feedback was compiled and distributed to the departments by the committee chair and the Office of Assessment. We specifically commended departments for all their assessment efforts.

Similarly in Spring 2022, we shifted to reviewing the 2020-2021 Collegiate Center annual assessment reports, which can be found at <https://www.hendrix.edu/facultyresources/default.aspx?id=91175>

Again, we met every two weeks and rotated through committee members providing feedback via a rubric, and the committee chair and Office of Assessment compiled and distributed this feedback to the programs.

In the previous year, the Assessment Committee considered the assessment of the Learning Domains and after successfully collecting direct assessment data for all the Learning Domains, we found several issues with the learning goals. Because of this, the Assessment Committee focused this year on facilitating full faculty development of these goals.

At Fall Faculty Conference in 2021, the Assessment Committee asked the Faculty to brainstorm improved learning goals for each Learning Domain. After Fall Faculty Conference, the committee worked with the material generated by the brainstorming session and shared it in the Faculty Meeting Team to allow continued conversation around the goals through collaborative revision documents for the entire Fall semester.

In Spring 2022, the Assessment Committee asked for three volunteers who teach in each Learning Domain to participate in two meetings facilitated by a member of the Assessment Committee to consider the draft goals and the feedback from the collaborative revision documents. The working groups met in addition to our every other week regular committee meetings. Our student member then shared the learning goals with Student Senate, where they were positively received. The proposal updating the learning goals of the Learning Domains was submitted to AP for review and comments, and it received official approval from the full faculty at the May 5th, 2022, meeting.

As assessment is a continual cycle, we plan next year to again review the assessment reports for departments and the collegiate center and make improvements to the system where necessary in collaboration with the Office of Assessment.

Committee on Academic Integrity
2021-2022 Annual Report
Chair: Maxine Payne

Overview

The committee handled 29 cases of academic integrity violations during the 2021/2022 academic year. One of the cases was a holdover from the spring semester that came in during finals and that the student chose to appeal. This is a decrease from the 2020/2021 total of 51 cases. Of these cases 12 involved plagiarism, 4 involved accessing online course materials, and 13 involved some other forms of cheating.

Case Processing & Outcomes

Of the 29 cases, three conferences were held, and the other 26 cases were resolved with Letters of Agreement. In all the cases the chair of the committee approved the accusing faculty's recommendation for sanctions. We had one student who had three violations and was suspended from the college.

Issues Addressed and Changes Made

This year I worked closely with Provost Bonebright and Associate Provost Sutherland to review the policies and procedures of the committee and how they are written in the catalog and therefore communicated to students. Some of the issues that were addressed were raised in the report last year in the "future work" section, including how appeals are handled and whether penalty letters should go to parents.

The changes were submitted to the Committee on Academic Integrity in February and to the full faculty in March. The faculty voted in favor of the new policy in April.

The goals for the policy changes were to clarify the procedures of the committee for students, to simplify the process for both faculty and the committee, and to minimize the increasingly contentious interactions with parents while at the same time, reducing the number of unwarranted appeals. I believe the new policy will do this and it will be interesting to evaluate that next spring.

While some procedures have changed the use of check sheets, completely electronic files, and collaborating with the Provost's office to maintain the electronic data base for offenses remains unchanged. We are continuing to follow the suggestions of the Associate Provost David Sutherland and the Registrar's office by assigning grades of a grade of "NR" when the committee has a case at the end of the semester.

Future Work

The problem with faculty not reporting cases and with faculty handling violations in different ways continues to be an issue. As with many pedagogical styles and/or habits students are aware of these inconsistencies and some of them use this awareness as an evaluative tool. Mostly they perceive it as a weakness on behalf of the college. I do not have a solution for forcing faculty to follow

procedures. I do know there are many more cases of academic integrity violations that are not reported.

It is important to continue to update the faculty about the work of the committee, especially as it relates to information that they can use to avoid academic integrity violations from occurring. With the new policy changes, documents will be updated, and faculty will need reminding that the policy is now different. Perhaps the simplification will be encouraging for those faculty who have opted out of bringing violations to the committee.

It remains important that the Chair of the Committee on Academic Integrity vet the upcoming student members. I have communicated with David Sutherland, and he has forwarded the names of students who have been recommended for assignment to the committee and continues to do so. There was a break in communication this year with the Dean's office and the Student Senate; a student who was on the committee went abroad this academic year and the student wasn't replaced until late in the spring semester.

Lezli Smith has been helpful assisting with the work of the committee. She is efficient with distributing penalty letters, maintaining the spreadsheet of violations, and archiving the files for the provost's office. Lezli and I will be working on a new "settlement form," to replace the old Letter of Agreement, as well as the penalty form letter to reflect the policy changes.

Laura Hanlon will be stepping in as Chair fall 2022 because of my sabbatical. One thing I will ask her to follow up with is the idea of a form letter from a college administrator that can be made available to departments online when they need to inquire as to whether a student has accessed online cheating services. I approached this topic with Mathematics, Computer Science, Physics, Biology, and Chemistry. Mathematics and Computer Science were interested and were going to draft something, but it did not get back to me.

**College Conduct Council
2021-2022 Annual Report
Chair: Gina Bergfeld**

During the Fall 2021 semester, faculty and student members of the CCC met with Assistant Dean of Students Michael LeBlanc for training. Faculty met via Teams on October 26, 2021. Students met either via Teams on October 26th or in-person on October 27, 2021.

During the 2021-2022 academic year, the CCC held hearings for three cases. These hearings were held during the Fall 2021 semester (on November 15, November 16, and December 6). The details and outcomes of CCC cases are confidential.

**Committee on Committees
2021-2022 Annual Report
Chair: David Sutherland**

In March the Committee conducted the elections to the Council on Academic Policy and the Committee on Committees with the results listed below. There were 59 ballots for the Council on

Academic Policy and 59 ballots for the Committee on Committees.

- Elected to the Council on Academic Policy for three-year terms were Mark Goadrich and Dorian Stuber. Elected as a one-year leave replacement for Courtney Hatch was Lyle Rupert. Elected as a one-semester spring replacements for Laura MacDonald and Sasha Pfau were Jennifer Dearolf and Damon Spayde. Therefore, the elected faculty on the Council for Fall 2022-23 will be Sasha Pfau, Lyle Rupert, Laura MacDonald, Robert Williamson, Mark Goadrich, and Dorian Stuber.
- Elected to the Committee on Committees for two year-terms were William Haden Chomphosy and Toni Jaudon. Therefore, the elected members of the Committee on Committees for Fall 2022-23 will be Jennifer Peszka, Todd Tinsley, William Haden Chomphosy, and Toni Jaudon.

At the April faculty meeting the faculty approved the Committee's nominations for membership on standing committees for 2022–23. In making its recommendations the Committee took into account the full range of faculty responsibilities including ex officio memberships, department or program chair/director appointments, and service on the Council of New Student Advisors, program boards, task forces, and ad hoc committees. The Committee did not assign faculty members who will be on sabbatical leave during part or all of the year. New faculty members for 2022-23 were also excluded from assignment. A new standing committee for Instructional Technology was added to the list.

Standing Committees Faculty Membership for 2022-23 (excluding ex officio and student members).

Academic Advising: Contreres-Silva, Gantz (chair), Shanks

Academic Appeals: Ablondi (chair), Battle, Seme

Academic Assessment: Downes (chair), Gill, Rauh, Vidal-Torreira

Academic Integrity: Fabricio, Hanlon (chair), Hawkins, Yorgey

College Conduct Council: Cottrant-Estell, Lopas, Miller (chair), Murray

Curriculum: Hales, Krebs, Maslin, Rogers, Weddle (chair)

Diversity and Dialogue: Goldberg, Hicks, Jaudon (chair)

Engaged Learning: Horne, Morgan, Schurko (chair), Shutt

Honorary Degrees: Hancock, Muse (chair), Scott R.

Honors: Duina, Murphy (chair), Whelan

Instructional Technology: Hill (chair), Resinski, Scott C.

International/Intercultural: Caro (chair), Liu

Student Life: French (chair), Kennedy, McClung

Human Subjects Review Board: Dow, Freiley, Schwartzkopf

Committee on Curriculum

2021-2022 Annual Report

Chair: William Haden Chomphosy

Frequency of Meetings:

The Curriculum Committee met 6 times during the 2021-2022 academic year. Meetings were typically held on Wednesdays from 4:10-5:00 p.m. with some variations in the Spring semester. Exact dates for meetings include: 11/3/21, 11/10/21, 11/17/21, 12/1/21, 1/26/22, 2/9/22.

Curriculum Changes:

Courses followed by “*” indicate fast-track approval by unanimous agreement of the Chair, the Registrar, and the Associate Provost.

The following courses were added to the catalog:

Course	Summary	Collegiate Center Codes
BIOL 354	A new course that focuses on studying biological principles of motion in vertebrates.	W2
FREN 201	A new course that focuses on French culture with emphasis on the history of French language and influences from regional neighbors. Students in this course will be expected to practice and speak in French.	HP
LITR 201	A new course that focuses on French culture with emphasis on the history of French language and influences from regional neighbors. Students in this course will study English translations and not be required to practice in French.	HP
FREN 231	A new course that focuses on French cinema, including film-specific French vocabulary and film analysis. Students in this course will be expected to practice and speak in French.	LS
LITR 231	A new course that focuses on French cinema, including film-specific French vocabulary and film analysis. Students in this course will study English translations and not be required to practice in French.	LS
FREN 241	A new course that focuses on French literature on the Holocaust. Students in this course will be expected to practice and speak in French.	LS, W2
LITR 241	A new course that focuses on French literature on the Holocaust. Students in this course will study English translations and not be required to practice in French.	LS, W2
FREN 331	A new course that focuses on French cinema, including film-specific French vocabulary and film analysis. Students in this course will be expected to practice and speak in French that demonstrates a significant depth of understanding with more sophisticated learning goals than the 200-level course.	LS
LITR 331	A new course that focuses on French cinema, including film-specific French vocabulary and film analysis. Students in this course will study English translations with assessment that demonstrates a significant depth of understanding with more sophisticated learning goals than the 200-level course.	LS

FREN 341	A new course that focuses on French literature on the Holocaust. Students in this course will be expected to practice and speak in French that demonstrates a significant depth of understanding with more sophisticated learning goals than the 200-level course.	LS, W2
LITR 341	A new course that focuses on French literature on the Holocaust. Students in this course will study English translations with assessment that demonstrates a significant depth of understanding with more sophisticated learning goals than the 200-level course.	LS, W2
RELI 113	A new course that offers a survey of the history and belief systems of Judaism, Christianity, and Islam.	VA
RELI 209	A new course that offers a broader perspective on what defines religion.	VA
RELI 226	A pre-existing course that had previously been dropped from the Catalog.	LS, VA
RELI 238	A pre-existing course that had previously been dropped from the Catalog.	VA
TART i27	New Accademia dell'Arte course focusing on stage design.	
TART i28	New Accademia dell'Arte course focusing on history of Italian theatres architecture.	

The following existing courses were removed from the catalog:

RELI 109*	RELI 112*	RELI 121*	RELI 122*	RELI 216*	RELI 225*	RELI 228*
RELI 230*	RELI 230*	RELI 231*	RELI 233*	RELI 358*	RELI 395*	RELI 410*
RELI 440*	RELI 450*	RELI460*				

The following courses were renumbered or retitled:

Original course code	Modification
RELI 223*	Changed title to "Hindu Texts and Tradition"
RELI 238	Changed title to "Tibetan Religion and Culture"
RELI 309*	Changed title to "Yoga Past and Present"
RELI 334*	Changed title to "Extraordinary Buddhist Lives"

The following courses added or removed Collegiate Center codes:

Course	Modification
ANTH/POLI 311	Adds SB
POLI 202L	A course revision that adds a lab component to the class to further support students in technical aspects of research methodology.

The following courses added or removed Odyssey Credit codes:

Course	Modification
No courses changed Odyssey components during this session.	

The following courses added or removed prerequisites:

Course	Modification
MATH 240	Removes the pre-requisite MATH 130
POLI 325*	Changed pre-requisite to any 200-level POLI course

The following courses had revisions to their catalog copy:

HIST 250*	HIST 251*	MUSI 100*	MUSI311*	MUSI 312*	RELI 111*	RELI 280*
RELI 334*						

The following major and minor were eliminated:

The Chinese language minor was eliminated (concurrent with revision to Asian Studies minor).
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The following majors were revised:

Major	Modification
Asian Studies	Creates options for a minor that either focuses on Chinese language or one that focuses on broader cultural study.
Biology*	Adds BIOL 354 to list of major electives (concurrent with BIOL 354 proposal).
Computer Sciences	Revises the major to allow for choice between MATH 130 or an additional Computer Science elective.
Health Sciences*	Adds BIOL 354 to list of major electives (concurrent with BIOL 354 proposal).
Music*	Revision to recital participation requirement.
Religious Studies	Significant addition, revision, and removal of courses demanded a restructuring of the major to accommodate staffing, supported by feedback from external and internal review.
Theatre Arts*	Changes the listing of course electives and requirements to allow for more flexibility and personalization based on student interests.

The following minors were revised:

Minor	Modification
Computer Sciences	Revises the minor to allow for choice between MATH 130 or an additional Computer Science elective.

Rejected proposal:

The Biology and Health Sciences department brought forward a proposal for a revision to HESC 497, their capstone course, with the primary goal to make this a full credit-bearing course. The Committee worked with the department to try and clarify the changes that would be made to the class befitting this goal but unfortunately, we ran out of time before the spring deadline for course proposals. The department is planning to submit the proposal again in the next session.

HP Assessment:

The Historical Perspectives Learning Domain was chosen for assessment in the 2021-2022 academic year.

We continue to use the tool developed by Mark Goadrich and the assessment team to collect data from all professors/instructors who taught a course coded with the HP Learning Domain. The

information was requested from professors on May 17, 2022. The data and analysis will be presented upon collection and analysis.

Committee on Diversity and Dialogue

2021-2022 Annual Report

Chair: Toni Jaudon

This year, the Committee on Diversity and Dialogue undertook multiple initiatives:

- Required diversity trainings for faculty and staff: Committee members offered feedback on the Office of Diversity and Inclusion's plans for fall 2021 required diversity trainings. In our home departments/areas, we also helped encourage colleagues to further diversity initiatives.
- Informal conversations for faculty and staff: In Fall 2021, Committee members planned and facilitated informal conversations on diversity, equity and inclusion issues for faculty and staff. We deferred these informal conversations in Spring 2022 due to the loss of members (two faculty members took positions at other institutions; one staff person left Hendrix).
- Campus events: Committee members hosted and supported diversity- and inclusion-related events in partnership with other campus discussion spaces, including COGS's forum on supporting LGBTQ+ students in the classroom (Fall 2021), ODI's Love and Shine week against hate speech (Spring 2022), and Real Talk Mondays (Spring 2022).
- Providing resources to faculty and staff on diversity issues: Committee members provided written educational resources for faculty and staff, including a detailed transcript of student suggestions from COGS's fall forum on supporting LGBTQ students (Fall 2021) and a memo with advice on addressing racial slurs and inappropriate racial terms in classroom settings (Spring 2022). Both sets of resources responded to direct requests from student groups in response to climate issues on campus.
- Campus advocacy: Committee members prepared memos advising the COVID Steering Committee about inclusion issues related to the lack of clear policy directives to support higher-risk students and colleagues. Committee members also advocated for gender-inclusive approaches to presentations for faculty and staff.
- Revising the process to award the Dionne Jackson Prize for Diversity and Inclusion: The Committee revised again the process to select the winner of the Jackson prize at the Provost's request. Committee members participated in the selection process.

The Committee met or hosted activities on the following dates via Teams (additional work completed by email): 9/9/21, 9/21/21, 9/22/21, 11/10/21, 12/2/22, 1/18/22, 3/28/22, 3/31/22, 4/12/22

Future goals: These are issues we expect to address in the coming months:

- Continued work to support the Office of Diversity and Inclusion's progress on the issues outlined in the Demand.Action.Change document and on ODI's other initiatives.
- Continued support for mandatory diversity training.
- Continued support for faculty and staff conversation and development on issues of diversity, inclusion, and equity.

These goals will sharpen in early fall 2022, when the newly constituted Committee for the 2022-23 AY will meet.

**Committee on Engaged Learning
2021-2022 Annual Report
Chair: Andrew Schurko**

Meeting dates: 9/9/21 (orientation), 9/30/21 (Odyssey proposal), 10/7/21 (Odyssey proposal), 10/21/21 (October funding discussion), 10/28/21 (Odyssey proposal), 12/2/21 (Odyssey proposal), 2/4/22 (funding/coding issues), 2/18/22 (February funding discussion), 4/22/22 (April funding discussion)

Non-coding and non-funding activities:

Odyssey reform proposal: This proposal was formulated by the Odyssey Office and was originally presented to the faculty in August 2021 at the Fall Faculty conference, where it was the focus of extensive discussion. After taking that feedback into account, the proposal was revised and shared with CEL for discussion and to vote on whether to share the proposal with the faculty at the October 2021 meeting as a discussion item. The proposal recommended the following changes to the Odyssey program:

- Students need to earn two Odyssey credits (rather than three) to graduate.
- The number of Odyssey categories would be reduced from six to three (World Engagement, Professional and Leadership Development, and Research and Creativity).
- Academic courses would no longer be coded for Odyssey credit, but students could still earn Odyssey credit via proposed projects, pre-approved activities, and academic course modules.
- The modified Odyssey Milestones plan would be implemented, with the expectation that students will have completed one Odyssey credit by the end of winter break of their junior year and the second by the end of their senior year.
- The Odyssey Office would work with faculty and staff to develop facilitated group projects.
- Odyssey Peer Partners (OPPs) would be recruited to serve as mentors for students pursuing Odyssey projects, by facilitating projects, giving general advice on getting started with Odyssey, and serving as resources about types of projects they have completed successfully in the past.

Following a lengthy discussion at our 9/30/21 meeting, CEL voted against forwarding the proposal to the faculty due to the following concerns:

- Need to ensure there is intentionality in the Odyssey projects students complete (*e.g.* pre-coded courses versus course modules and student proposals),
- Want to ensure that students who traditionally struggle to meet Odyssey graduation requirements (three credits) are targeted without sacrificing the quality of their experience.
- Need to consider whether proposed changes to Odyssey affect motivated students who traditionally strive to get as much out of the program as possible.
- Must ask whether proposed changes can be achieved without increasing administrative workload or requiring new positions, stipends, etc.

CEL met again on 10/07/21 and discussed moving forward with a revised proposal. During our 10/28/21 meeting, we revised the proposal with the following modifications:

- Students would need to graduate with two Odyssey credits, but the original six Odyssey categories would be maintained.
- Pre-approved courses would be maintained, but only at 300- and 400-level, or in courses with pre-requisites, and modules would be permitted at introductory and upper level courses.

- The other components from the original proposal (Milestones, peer mentoring and facilitated group projects) were maintained without modification.

The proposal was updated by the Odyssey office and presented at the November 2021 faculty meeting as a discussion item. At the December 2021 faculty meeting the proposal was an action item to be voted on. The votes were 18 Yes, 49 No, and 17 abstentions, meaning that the proposal was rejected. Further discussion between the Odyssey Office, Provost, Associate Provost and CEL will continue in the next academic year to address the most crucial issues that need to be addressed to reform the Odyssey program moving forward.

Odyssey coding requests

CEL approved coding requests for the following proposals:

- POLI 290: Topics in American Politics: Policy and Program Design (Global Awareness, Course coding)
- POLI 305: Arkansas Politics (Professional and Leadership Development, Course coding)
- POI 235: Public Policy (Special Projects, course coding)
- Increasing Retention and Inclusion in STEM (Special Projects, pre-approved activity)

CEL declined coding requests for the following proposals:

- TART 365: Moment Work Theatre and Social Justice (Undergraduate Research, Course coding): The request was made towards the end of the semester while the course was in progress and nearly complete and according to the Odyssey Guide, the “Odyssey Office does not accept proposals retroactively.”
- Student Senate (Service to the World, Pre-approved activity): Among several concerns were the justification for the category was lacking, learning goals and reflection component were not included. A resubmission was encouraged but never received.
- KHDX Odyssey (Professional and Leadership Development, pre-approved activity). The proposal was not written specifically as a request for Odyssey coding, and CEL felt there were elements of the proposal that needed to be expanded upon (stronger connection between the activity and the PL category and learning goals). A resubmission was encouraged but never received.

Summary of Odyssey funding requests

See the attached spreadsheet for a summer of the proposals that were funded in each of the three cycles. Below is a summary of the number of proposals and funding outcomes for each cycle.

Cycle	# Proposals	Funds requested	# Proposals funded	Amount funded	#Faculty / Staff funded	# Students funded
Oct. 2021	14	\$60,278.00	12	\$50,357.00	5	47
Feb. 2022	13	\$65,530.11	11	\$54,422.31	2	20
April 2022	28	\$129,445.01	27	\$120,521.14	3	40

Request to modify budget for previously funded proposal: In the December cycle, funds were awarded to cover costs for six students to attend the 2022 Conference for Undergraduate Women in Physics (CUWiP). The conference was later switched to virtual so the funds were no longer needed. However, CEL approved an amendment for some of the funds to be used for an on-campus gathering.

Funding Summary

October 2021 cycle			
Name(s)	Project title	Category	Supervisor
Mohannad Al-Hindi, Joseph Lara	Impact of Natural Disasters on Ecotourism in Puerto Rico	Service to the World	Dr. Gantz
Ellen Alston, Jim Wiltgen, Lori Mulhearn, +9 students TBD	Building Bridges through Service-Learning: a Service to the World Project in Puerto Rico	Service to the World	N/A
Grace Bryant	The Exploration of Different Cultures and Medicine in Valladolid, Spain	Global Awareness	J.D. Gantz
Emilie Cassar, Kyle Bounds	Exploring Cultural and Environmental Differences in Emergency Medicine in Costa Rica	Global Awareness	Irmina Fabricio
Mark Goadrich, 9 students TBD	Solving Real-world Problems with Tools from Mathematics and Computer Science: The COMAP International Contest in Mathematical Modeling	Special Projects	N/A
Jayla King	Intern: Campaign Fellow for Dr. Chris Jones, Arkansas Gubernatorial Race	Professional & Leadership Development	Tricia Burris
Sophie O'Reilly, Ben Blankenship	Writing Under the Mother Tree: Creative Writing, Ecology, and Scotland	Global Awareness	Anne Goldberg
Elise Ormonde, Rachel McGhee	Ecuador: Buen Vivir	Global Awareness	Lilian Contreras-Silva
Maxine Payne, 5 students TBD	Transforming the current art complex garden into a beneficial, native pollinating garden	Service to the World	N/A
Katie Pratt, Tristan Becker Hoerschelmann, Jessica Shelby Burrow	'Tenderfootin' Out West: Exploring Cowboy Cultures Past and Present in the American Southwest	Global Awareness	Dr. Anne Goldberg
Robin Salinger	An Exploration of the American Cemetery	Special Projects	Dr. Veselka-Bush
Ann Wright, 6 students	2022 Conference for Undergraduate Women in Physics	Special Projects	N/A
February 2022 cycle			
Name(s)	Project title	Category	Supervisor
Rod Miller, Grace Capooth, Ayden Huckelberry, Hannah Samuel, Ashley Warrick	Residency in Florence	Undergraduate Research	NA
Noura Musallam	Internship: Research Assistant at the HEALS (Health and Legal System) Lab at UAMS	Professional & Leadership Development	Dr. Lindsay Kennedy
Cassandra McLaughlan	HEALS Lab Research Assistantship	Professional & Leadership Development	Dr. Carmen Merrick

Rebecca Burks, Jaelyn Reifeiss	Children's Eternal Rainforest Internship	Professional & Leadership Development	Dr. Matthew Moran
Ramy Yousef, Regina Delgadillo Galaviz	Exploring the role of proline in peptide folding through ion mobility spectrometry and mass spectrometry.	Undergraduate Research	David Hales
Keeley Ausburn	Beautiful Bakes: The Artistry of Pastry	Artistic Creativity	Jennifer Penner
Kendal Rainey	Using CRISPR to Determine the Role of Histone H2A Proteins in Bdelloid Rotifers	Undergraduate Research	Andrew Schurko
Taylor Aishman	Undergraduate Research in the Modeling and Refinement of the Human Mu-Opioid Receptor	Undergraduate Research	Dr. Caitlin Scott
Olivia Larson, Josh Thomeczek, Raven Johnson, Gideon Drake	Fuel For Thought: A Documentary of Historical and Contemporary Cafes in Europe	Special Projects	Dr. Pfau
Keira Boop, Jacob Newland	Sequoia-Kings Canyon Backpacking	Global Awareness	Peter Gess
Jennifer Dearolf	Development of the locomotor muscles of spinner dolphins and beluga whales	Undergraduate Research	N/A
April 2022 Cycle			
Name(s)	Project title	Category	Supervisor
Adaja Cooper	Exploring Narrative through Content, Form and Color at Anderson Ranch	Artistic Creativity	Dr. Jennifer Penner
Megan Pelley	Immersion in the Medical Field and Culture of Mérida, Spain	Global Awareness	Dr. Kim Maslin
Cierra Daniels	Exploration into Wilderness Medicine in Costa Rica	Global Awareness	
Renova Uwingabire, Jean Claude Ntambara, Catherine Mariza	Cultural Immersion with Rwandan Diaspora in Canada	Global Awareness	Dr. Bill Gunderson
Tajae White	Official Hendrix Internship: Conway Regional Physical Therapy	Professional & Leadership Development	Dr. Julie Gunderson
Jacquelin Holmquest	Official Hendrix Internship: Teton County Weed and Pest District Seasonal Crew Member	Professional & Leadership Development	
Phillip Powell	Activism in Central Arkansas (Official Hendrix Internship with ACADV/PFE with DPA)	Professional & Leadership Development	
Oscar Davis	Official Hendrix Internship: Children's Advocacy Center	Professional & Leadership Development	Dr. Delphia Shanks
Chloe Griffith	Official Hendrix Internship: Creating a Court Watch Training Program: An Internship with the Arkansas Justice Reform Coalition	Professional & Leadership Development	Dr. Delphia Shanks
Magnolia Hammer	Official Hendrix Internship: Arkansas Attorney General Office	Professional & Leadership Development	Dr. José Vilahomat

Nard Mutayomba Keza	Official Hendrix Internship: Rwanda Ministry of Public Service and Labor	Professional & Leadership Development	Toni Jaudon
Kya Carroll	Official Hendrix Internship: Conway Regional Physical Therapy	Professional & Leadership Development	Dr. Gabriel Ferrer
Ketsia Dusenge	Official Hendrix Internship: MurakozeCoin Application	Professional & Leadership Development	Megan Leonard
Swalat Issa	Human Resources and Talent Acquisition Internship	Professional & Leadership Development	Deborah Skok
Paloma Macarena	Professional Field Experience: Data Fellow for the Arkansas Democratic Party Ahead of the 2022 Midterm Elections	Professional & Leadership Development	J.D. Gantz
Elena Miller	Interning with Conway Children's Advocacy Center	Professional & Leadership Development	Dr. Anne Goldberg
Lauren Allen	Official Hendrix Internship: Rise House	Professional & Leadership Development	Dr. Brett Hill
Rod Miller	Senior Art Major Trip to NYC	Special Projects	Rod Miller
Josiah Vallone	Finding Home – A Memoirist's Search for Belonging	Special Projects	Asst. Prof. Hope Coulter
James Wiltgen, Adriana Rabell, and Garrett Collier	Music and Civil Rights Movements	Special Projects	NA
Will Sewell, Tanner Barrett	The Castelo de Cuncos Archaeological Project	Special Projects	Dr. Chris Campolo
Maya Kreczmer	Examining the Effects of Party Finance Regulations: A Summer Research Experience	Undergraduate Research	Dr. Kiril Kolev
Mary Frances Shannon	Researching the Cognitive Effects of Nature Imagery	Undergraduate Research	Dr. Lindsay Kennedy
Tommy Calderera	Analysis of CB1 receptor-agonist molecular dynamics data to explain activation	Undergraduate Research	Dr. Caitlin Scott
Thanaphat Seeboonruang, Yousef Zonfily	Synthesis of Noval Chalcones with N-sulfonamides moiety	Undergraduate Research	Latorya D Hicks
Damon Spayde	Commission and Upgrade a Polarized Helium-3 Test Stand	Undergraduate Research	N/A
Carmen Merrick, Renova Uwingabire, Gabriella Canova, Natalie Aikman, Trevor Larkowski, Andrea LaChance, Sierra Lubetkin, Anna Claire Franklin, Monica Ramos	The ways we hate: Three studies on the emotion of interpersonal hate	Undergraduate Research	Carmen Merrick

Committee on Honorary Degrees
2021-2022 Annual Report
Chair: Ann Muse

In Spring during the 2022 Commencement, Rev Jack Singleton '63 was honored posthumously with an Honorary Doctorate of Humane Letters. ““He was a proud alumnus of Hendrix College,” Dean Jim Wiltgen noted in the introduction, “and he was the quintessential model of what it means to live a life of accomplishment, integrity, service, and joy.” The faculty voted on Rev. Singleton in Spring 2020. Due to circumstances beyond our control, the presentation was postponed until now.

During June 2021, I sent the call for nominations to the Hendrix community. Additionally, I requested Donna Plemmons send it to the Board of Trustees, and Pamela Owen send it to the alumni. There were no nominations submitted. Because of nil response, the committee did not meet in 2021-22 for the second year.

Committee on Honors

2021-2022 Annual Report

Chair: Britt Anne Murphy

Dorian Stuber returned as the Director of Distinguished Scholarships, a role he has co-directed in the past. With Dorian coming off of sabbatical in August, we decided not to arrange an early fall writing workshop, but encourage those seniors who were in the Watson and Fulbright pipelines to work with Dorian on their writing. Several students who attended the spring writing workshop with Pat Hoy ended up applying for the fall scholarships. Dorian attended the fall senior interest meetings, collaborated with Career Services at their spring personal statement writing workshop, and also held a personal statement writing workshop with Hendrix's IRIS group in March, to target underrepresented students in STEM.

For the first time in two years, the Scholarships Tea was held in person on Thursday, April 7 in the Murphy House. Dorian and I decided to open up the session to include promising sophomores and juniors who have interest in applying for the awards Hendrix has been successful at winning: Watson, Fulbright, Truman, JET, and Udall. We invited faculty and staff liaisons for the awards, members of the Honors Committee, and seniors who have been through the application process and met with success. Around 25 students attended.

On Saturday, April 23, Dorian and I hosted a personal statement writing kick-starter. Eleven students signed up for the two-hour session held in the library, which served as a launch pad for rising seniors to start cultivating personal essays over the summer. This summer Dorian will be offering a week-long online workshop, “Tell Us Something About Yourself: Write a Great Personal Statement in 5 Days,” and we encouraged any student to sign up for the workshop, but especially juniors.

In promoting both the Scholarships Tea and the writing workshop, Dorian and I reached out to Kesha in ODI to diversify our group of applicants. We've discussed throughout the year how to encourage students from underrepresented backgrounds to apply to distinguished scholarships, but still struggle to find a better way to get the message out to our BIPOC population, and then support them at an earlier juncture during their time at Hendrix. Dorian's outreach to IRIS is an important step in reaching underrepresented students. This year's overall applicant numbers were still lower than pre-pandemic numbers, and we expect might take some time to recover. Students are still wary

of going abroad in a world that is still partially closed off and unstable due to COVID and political conflicts.

This year, more Hendrix students were interested in pursuing Study/Research Fulbright awards than English Teaching Assistant Fulbright awards. Study/Research Fulbright awards can be quite competitive and require more organization, research, and writing of student applicants. Therefore, it was impressive that two of three applicants succeeded in moving forward to the second stage of the competition, but unfortunately neither student ultimately won a Fulbright. Fulbright Liaison Daniel Whelan prepared three students for the Fulbright Study/Research Award. The Study Award applicants were Lily Berry (Ireland), Kaylen Holman (Finland), and Maggie Kleck (Finland). Kaylen Holman and Maggie Kleck progressed to the semi-finalist stage, but ultimately were unsuccessful at winning the awards. Daniel continues to improve our preparation and interview processes for the Fulbright. He set more rigorous requirements for the application at earlier stages, identifying students by summer in order to get them started writing and researching before returning to campus in August.

The Watson Fellowship landscape remains competitive. In our debriefing with the Watson Foundation representative, we learned that recruitment continues to be a challenge across the 41 Watson colleges due to the pandemic, and that more women and men apply for Watson Fellowships. Hendrix was no different, but despite the competitive environment, we were successful again in winning a Watson. The Committee selected four Watson candidates from an initial applicant pool of six. The four candidates (Kashti Shah, Charlie Stewart, Ilana Svartz, and Anushka Yadava) were selected through an online application and interview process, were mentored in person, and submitted their materials online by the November 2 deadline. With assistance from a few committee members and other helpers, I coached the Watson candidates for their interviews with Watson Fellowship Program Guest Interviewer Jonathan Meiburg, which took place on Zoom November 30. On March 15, we found out that Ilana Svartz had won a Watson for her project “Compulsory Voting and the Culture of Civic Engagement” to be carried out in Australia, Singapore, Luxembourg, and Bolivia. In April I held an informational meeting for all underclassmen with guest Nathan Thomas, a Watson winner from 2010, and our Watson candidates and winner attending to inform and infuse energy into next year’s recruits.

Dorian worked closely with Audrey Mutoni on her Knight-Hennessy application, an award based on the Rhodes and Gates model that funds graduate school at Stanford University. Unfortunately, Audrey was unsuccessful. Dorian and our British awards liaison, Kristi McKim, also mentored a student interested in a Rhodes Scholarship who decided not to apply.

This year was disappointing for the Goldwater as well, with none awarded or receiving honorary mention. Goldwater liaison Jenn Dearolf and Dorian worked with nominees Ramy Yousef, Jordan Francis, and Ian Campbell. In addition, our one applicant for the Truman decided to exit the process before the February deadline.

An up-to-date list of Hendrix student award recipients can be found at <https://www.hendrix.edu/academics/academics.aspx?id=53184>.

Chair: Chris Campolo

The committee reviewed applications and approved approximately 75 students for study abroad. We awarded prizes to seniors who had made outstanding achievements in these areas. We met three times and did a lot of business by email.

We awarded funding to approximately 10 students proposing study at Oxford University.

We awarded these named awards:

The Betty F. Bumpers International Leadership and Fellowship Award is given to student(s) who, during their final year at the college, have made the most significant contributions to international activities, concerns, and understanding within the Hendrix College community. There is normally a monetary stipend attached to this award.

The Dr. Inis L. Claude, Jr. International Studies Achievement Award is given to the graduating senior whose overall record in international studies courses both here on campus (e.g. in foreign languages, culture studies and other related disciplines of the College) and in overseas studies programs reflects the highest level of academic achievement. This award is generally accompanied by a book in the recipient's discipline.

**Committee on Student Life
2021-2022 Annual Report
Chair: Hillary Looney**

This committee met generally once a month for approximately an hour during the academic year.

The issues facing the committee for this academic year included the following:

Constitutions for new Student Organizations

The committee reviewed fewer constitutions than years past. Due to the lower volume, we were able to review each constitution as a group.

Approved constitutions include: Hendrix Scientific, Hendrix Pep Band, United Methodist Student Association

Denied constitutions include: Hendrix Community Aid (we recommended this group work as a subcommittee within the VAC group)

Pending constitutions include: 3D Modeling & Design, Sierra Club (hold overs from 2018-2019 – the group never responded to our questions)

Conducted a Student Wellness Survey

In Fall 2021, after conducting a survey of well-being for faculty, the Committee on Academic Policy (AP) asked the student representatives if they wished to conduct a similar survey for students. Working with various students, members of AP, and the Student Life Committee, a

survey was created to gather information from students about school-related stress and to generate ideas for increasing student well-being.

The survey was divided into two sections. **Section One** intended to gather data that provides a snapshot of the stressors students feel as of right now. This data allowed Hendrix to have a better understanding of what is really happening within the student body as it relates to school-related stressors. **Section Two** intended to gather ideas of possible changes in policy/structure that may assist in reducing the stress of current and future Hendrix students.

The raw data collected will be analyzed by the Student Life Committee and suggestions forwarded to the Senior Leadership Team in early fall 2022. There is an expectation that implementing possible changes to the student policies will continue next year.

Other Issues Addressed

Other than the typical work on student organizations, most of the conversations within our committee surrounding the students concerns about the Title IX process and office. We determined the committee's place in the conversation should focus on any student policy aspects as opposed to working directly with the Title IX office. The Student Life Committee has a representative on ABEPSA (Advisory Board for Education and Prevention of Sexual Assault) so information from the two groups was shared between each other. The SLC plans to continue working with the ABEPSA group to identify areas within the student policies to assist with improved relations between the students and the Title IX office.

Human Subjects Review Board

2021-2022 Annual Report

Chairs: Carmen Merrick and Leslie Zorwick

We reviewed 8 proposals in Fall 2021. Of these 8, 1 was expedited, and 7 were exempt. In the Spring of 2022, we had 9 proposals, 2 of which were full board, 1 of which was expedited, 5 of which were exempt, and 1 of which was a modification of a previously approved project. Between the two of us as co-chairs, we also conducted a few consultations for Odyssey each semester, which involved meeting with students and faculty to determine if their project required HSRB review. The committee also had an hour-long training session in Fall 2021. Here is the departmental breakdown of our 17 applications (note that some proposals came from multiple departments):

Sociology/Anthropology: 2

Politics: 8

Psychology: 7

Philosophy: 1

Biology: 1