

Standing Committees

Committee on Academic Advising

2022-2023 Annual Report

Chair: J.D. Gantz

Overview

The committee met three times during the 2022-2023 academic year to discuss two different topics: the Herrick Award and the advising survey. In our first meeting, we examined the institutional goals of the advising survey and discussed ways we could strengthen it going forward. Faculty and student committee members were asked to talk with students around campus about what information they wanted an opportunity to share with the college through the survey and report back to the committee in our next meeting. In the second meeting, we discussed and approved the dates for the Herrick Award nominations to be solicited and to deliver our recommendations to the Committee on Faculty. We also discussed the feedback on the advising survey and determined that previous winners of the Herrick Award should be eligible for the award again 10 years after their most recent win (there had been an informal rule that previous winners are ineligible for the award ever again). In the third meeting, we discussed the nominations for the Herrick Award and chose the committee's recommendation for the award.

Herrick Award

Meeting to discuss the Herrick Award nomination dates, January 31, 2023. The committee approved the proposed timeline for Herrick Award nominations and for making our recommendation to the Committee on Faculty. The timeline we agreed on included:

- Feb. 15, nomination link sent to students via email from Lezli Smith
- Mar. 1, student nominations due.
- Mar. 31, send the committee's recommendation to the Committee on Faculty.

Meeting to discuss the Herrick Award recipient, Mar. 30, 2023. The results from this year's nominations produced 26 nominations for 19 different faculty and staff. Four 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. William Hayden-Chomphosy for the award this year.

Advising Survey

Meeting to discuss advising survey, Jan. 24, 2023. We discussed the institutional goals of the advising survey and decided that it was important to receive feedback from students on what they wanted the survey to accomplish before moving forward with revisions. Each committee member was asked to talk about the survey with students before our next meeting.

Meeting to discuss advising survey, Jan. 31, 2023. Many committee members came back with useful information about the effectiveness of the advising survey. One of the most common themes focused on ensuring that students are aware of the opportunity to share about their advising

experiences. Many students didn't feel that an institutional email with a link to the survey was an effective way to communicate this opportunity. Our two student committee members suggested having the student senate include links to the surveys in their emails to the student body, since many people read those emails more carefully than institutional emails.

Future work

Next year, the committee is encouraged to find ways to increase student participation in both the advising survey and the Herrick Award nominations. One potential mechanism to accomplish this is to have student senate members include these links in their emails to the rest of the student body.

Committee on Academic Appeals

2022-2023 Annual Report

Chair: Fred Ablondi

The committee deliberated on three appeals this year, two in the Fall Semester and one in the Spring Semester. All three were appeals 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. In two of the cases, the students had no chance of passing the courses at the time of being dropped but wanted to remain in the class and (ultimately) receive an F so as to retain their status as full-time students and remain eligible for scholarships/financial.

The committee denied all three of the appeals, finding that the professors in each case acted well within their authority and in keeping with the policy as stated in the Hendrix College Catalog.

We received no appeals in response to decisions rendered by the Committee on Academic Integrity (CAI) decisions. This was the first year of a new policy according to which such appeals first go to the chair of CAA who decides if one (or more) of the three criteria for an appeal is met before the case goes to the full committee. (Prior to this year, appeals were made in the first place to the provost.)

This was also the first year that requests to add a class after the deadline did not require CAA approval; all that is needed is permission of the instructor and a payment by the student of \$100.

With regard to your request made in an e-mail dated August 4, 2022, I noted that the meetings to consider these appeals were very brief, two taking approximately ten minutes and the other only slightly longer. (As chair for the past three years, I find that from start to finish—the finish being the writing of a letter to the student—cases take *me* about an hour, though in some instances longer.) The committee is made up of three voting members, which is sufficient, I believe. The Registrar is an *ex officio* non-voting member. It is my opinion that the Registrar is not needed in hearings regarding appeals to the Committee on Academic Integrity decisions, though is of course very much needed in appeals regarding academic records. (I do not know if excluding the Registrar from hearings in the former area would constitute a change in policy that would require a faculty vote or simply a change in procedure that would not.) On the other hand, the Associate Provost for Faculty

Development, who is also an *ex officio* non-voting member, has been very helpful in cases of appeals to Academic Integrity decisions, as well as (though to a lesser degree) appeals regarding academic records.

Committee on Academic Assessment

2022-2023 Annual Report

Chair: Carol Ann Downes

Our main tasks for this past year was our yearly review of annual departmental and collegiate center reports. In Fall 2022, the Assessment Committee reviewed the 2020-2021 assessment reports from both departments and the collegiate center, which can be found at the following links:

Department Assessment Reports:

<https://www.hendrix.edu/facultyresources/default.aspx?id=91176>

Collegiate Center Reports: <https://www.hendrix.edu/facultyresources/default.aspx?id=91175>

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 in the spring. We specifically commended departments for all their assessment efforts.

In our spring committee meeting, we reviewed the junior meeting data, the collection of which was facilitated by the Office of Assessment. We reviewed the data collected by junior advisors on WP1, WP2, and WP4 of the Vision for Student Learning. The summary of this analysis will be compiled by the Assessment Office this summer and presented to faculty in the fall.

As assessment is a continual cycle, we plan next year to once 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. We note here that the Assessment Committee could improve this process in the following ways:

- On the rubrics, committee members should include a two-sentence summary of the feedback to directly include in the letters to programs.
- In an early spring meeting, the Assessment Committee should look over the drafts of the feedback letters.

Committee on Academic Integrity

2022-2023 Annual Report

Chair: Brent Yorgey

The committee handled 49 cases of academic integrity violations during the 2022/2023 academic year (27 in the fall and 22 in the spring). This is similar to the number of cases the committee has seen in each of the past two years, though still much higher than the typical average seen prior to

2020. It is hard to know whether this represents an increase in incidents of cheating (facilitated, perhaps, by the move to more virtual instruction and assignment submission), or simply better awareness and reporting on the part of faculty, or some combination of the two.

Of the 49 cases handled this year, only four required a committee conference; in the other 45 cases the student(s) involved admitted to an academic integrity violation and signed an agreement with the faculty member. In all cases, the committee approved the accusing faculty member's recommendation of a sanction.

Most cases were run-of-the-mill instances of plagiarism or unauthorized collaboration. However, in the spring the committee did see a few cases in which students used some sort of generative AI (such as ChatGPT) to generate text which they submitted as their own, and heard of a few other cases where faculty members suspected as much but did not have enough evidence to bring a case forward. Such cases will no doubt continue to occur, and one of the committee's major tasks for next year will be to ponder and clarify how best to handle such cases. The committee also saw one case in which a faculty member accused a student of lying about their reasons for being unable to attend an exam (in that particular case the committee found that the student had not violated the academic integrity policy).

Lezli Smith has been a great help, promptly filing information and sending out letters to relevant parties.

Future Work

As chair, one of my tasks for the summer will be to spend time reading and thinking about different approaches to generative AI tools, and then to update the Faculty Academic Integrity Guide with a section specifically on generative AI. In the fall, I expect to convene the committee for training (especially since it looks like there will be a large turnover in the committee membership) and to discuss whether the academic integrity policy needs to be updated in light of generative AI tools, or whether the current policy still suffices.

College Conduct Council

2022-2023 Annual Report

Chair: Rod Miller

Miller reports that there were no meetings of the College Conduct Council.

Committee on Committees

2022-2023 Annual Report

Chair: David Sutherland

On April 30 the Committee tabulated the ballots for elections to the Council on Academic Policy and the Committee on Committees with the results listed below. There were 55 ballots for the Council on Academic Policy and 55 ballots for the Committee on Committees.

- Elected to the Council on Academic Policy for three-year terms were William Hayden Chomphosy and Maxine Payne. Elected as a one-year replacement for Robert Williamson was Anne Goldberg. Therefore, the elected faculty on the Council for 2023-2024 will be Laura MacDonald (21-24), Anne Goldberg (23-24), Mark Goadrich (22-25), Dorian Stuber (22-25), William Haden Chomphosy (23-26), and Maxine Payne (23-26)
- Elected to the Committee on Committees for two year-terms were Fred Ablondi and Sasha Pfau. Therefore, the elected members of the Committee on Committees for 2023-2024 will be William Haden Chomphosy (22-24), Toni Jaudon (22-24), Fred Ablondi (23-25), and Sasha Pfau (23-25).

At the May 4 faculty meeting, the faculty approved the Committee's nominations for membership on standing committees for 2023-2024. 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 2023-2024 were also excluded from assignment.

Standing Committees Faculty Membership for 2023-2024 (excluding *ex officio* and student members)

Academic Advising: Contreras-Silva, Gantz (chair), Peszka

Academic Appeals: Battle, Hancock (chair), Morgan

Academic Assessment: Ferrer (chair), Gill, Rupert, Vernon

Academic Integrity: Gorvine, Leonard, Vilahomat, Yorgey (chair)

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

Curriculum: Hales, Krebs, Gunderson J, Shanks, Weddle (chair)

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

Engaged Learning: Dow, McKim, Schurko (chair), Shutt

Honorary Degrees: Gess, Muse (chair), Scott

Honors: Duina, Edquist-Whelan, Murphy (chair)

Instructional Technology: Hill (chair), Resinski, Seme

International/Intercultural: Caro, Campolo (chair)

Student Life: French, Liu, Looney (chair)

Human Subjects Review Board: Dearolf, Freiley, Maslin

Committee on Curriculum

2022-2023 Annual Report

Chair: Janice Weddle

Members:

Ex officio: Associate Provost (D. Sutherland), Registrar (B. Adams)

Faculty-at-large: D. Hales, J. Krebs, K. Maslin, B. Rogers, J. Weddle (chair)

Students: B. Cogbill, J. Fahoum

Frequency of Meetings:

The Curriculum Committee met 8 times during the 2022-2023 academic year. Meetings were typically held on Mondays or Wednesdays from 3:10-4:00 p.m. Exact dates for meetings include: 10/5/22, 10/10/22, 10/19/22, 10/26/22, 11/2/22, 11/7/22, 11/16/22, 11/21/22.

Curriculum Changes:

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

The following courses and/or credits were added to the catalog:

Course	Summary	Collegiate Center Codes
BUSI 105	A new topics course aimed at first-year students interested in the field.	SB
BUSI 315	A new topics course to facilitate academic exploration and allow flexibility in course scheduling.	
ECON 105	A new topics course aimed at first-year students interested in the field.	SB
ECON 110	A new course focused on economic models and preparing students for ECON 200 and ECON 210. <i>Proposed QS code on original submission withdrawn by written agreement with department on 11/15/22.</i>	
ECON 315	A new topics course to facilitate academic exploration and allow flexibility in course scheduling. <i>Proposal was Not Recommended by the Committee on Curriculum. Proposal was approved by Faculty during Faculty Meeting on 12/8/22.</i>	
HESC X98*	A new non-credit course for students participating in summer research.	
HESC 497	Revision of existing course to change capstone from non-credit to a full-credit course.	

HIST 326	A new course about the role of the state in U.S. history and society.	HP
HIST 396	A new course on <i>Historical Research and Writing</i> to replace an existing course and become a major requirement.	W2
MUSA 101	A new course for senior Music majors to receive 0.5 credit for required recital attendance.	
SPAN 348	A new course focused on graphic narratives and conversational skills.	
SPAN 365	A new course focused on Mexican national identity as seen in literary and artistic works.	
PSYC 251*	A new course to introduce clinical psychology. <i>EXEMPT course submitted to Provost and approved 1/23/23.</i>	

The following existing courses were removed from the catalog:

CHIN 310*	CHIN 320*	ANTH 312*	PHIL/RELI 332*	HIST 450*
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The following courses were renumbered or retitled:

Original course code	Modification
ARTS 160*	Title changed to <i>Beginning 2D Studio Art</i>
ENGL 272*	Title changed to <i>Black American Speculative Fictions</i>
CHEM 110*	Title changed to <i>General Chemistry I (w/Lab)</i>
CHEM 120*	Title changed to <i>General Chemistry II (w/Lab)</i>
HIST 130*	Title changed to <i>African History, 1870s-1960</i>
SPAN 360*	Course code changed to SPAN 405
TART 145*	Course code changed to TART 285
RELI 280 R1*	Course code changed to RELI 219

The following courses added or removed Collegiate Center codes:

Course	Modification
CHIN 295*	Remove W2
HIST 365*	Remove VA
HIST 480	Remove HP

The following courses added or removed Odyssey Credit codes:

Course	Modification
HIST 480	Add UR

The following courses added or removed prerequisites:

Course	Modification
PHIL 3xx and 4xx: 330, 350, 360, 380, 385, 395, 425, 490	Added prerequisite notation in catalog copy that course is suitable for students with “one previous class in Philosophy or permission from the instructor.”
PSYC 290	Added prerequisite of Sophomore standing or higher.
POLI 355*	Removed prerequisites.

The following courses had revisions to their catalog copy:

ART 210	ART 220	ART 250	ARTS 160*	ENGL 372*	CHEM 110*	CHEM 120*
PHIL 306*						

The following majors were revised:

Major	Modification
ART	Revise the major to add a Digital Fine Art concentration and change “sequence” to “concentration” throughout.
ACCT*	Revise list of electives and add new courses.
CSCI*	Add elective MATH 270
ECBU*	Revise list of electives and add new courses. Change catalog copy.
ECON*	Revise list of electives and add new courses.
HIST	Revise the major to require HIST 396 (new course) and adjust the geographical distribution of required courses.
MUSI	Revise the major to add a 0.5 credit course for recital attendance, bringing total required credits to 12.5.

The following minors were revised:

Minor	Modification
ART*	Add Digital Fine Art concentration to minor.
DATA*	Add elective SOCI 335

Action at Faculty Meeting 12/8/22:

The committee’s recommendations presented to Faculty in December were to approve 3 changes to Majors/Minors, to approve 16 individual course proposals, and to not approve 1 individual course proposal (ECON 315). The Faculty voted to remove two individual course proposals from consideration with the slate and to consider the proposal for PHIL 3xx and 4xx and the proposal for ECON 315 separately. Faculty approved the slate, as amended. Following discussion, Faculty approved the proposal for ECON 315, overriding the Committee on Curriculum’s recommendation. Following discussion, the Faculty approved the proposal for PHIL 3xx and 4xx.

Future goals:

- Revise proposal forms and explore ways to streamline the process of getting forms from the proposer through all the appropriate channels and collection of signatures.

- Create a Curriculum Committee Chair’s calendar, listing in one place all applicable tasks, benchmarks, and due dates.

LS Assessment:

The Literary Studies Learning Domain was chosen for assessment in the 2022-2023 academic year. Direct assessment information is gathered from professors teaching a course coded with a Learning Domain in an online assessment tool. The data was received by the chair on May 31, 2023. The data and analysis will be presented upon completion of the analysis.

Committee on Diversity and Dialogue

2022-2023 Annual Report

Chair: Toni Jaudon

Membership for 2022-23:

- Kesha Baoua, VP for Diversity and Inclusion
- Julie Brown (staff)
- Anne Goldberg (faculty)
- Toni Wall Jaudon (faculty; chair)
- Adriana Rabell Lopez (student)
- Renova Uwingabire (student)
- Lain Shoals (student)
- Latorya Hicks (faculty)

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

- Facilitating campus education on diversity, equity, and inclusion: The Committee created and disseminated a guide for department-wide conversations on diversity, equity, and inclusion, focused this year on facilitating a sense of academic belonging for students. This guide included resources gathered by faculty committee members and vignettes developed from student experiences with unwelcoming situations on campus. Departments will report on the results of these conversations in Fall 2023.
- Providing resources and disseminating information on issues of diversity, equity, and inclusion: The Committee continued to provide written advice for faculty on inclusive teaching practices, including on how to teach texts that use racial slurs and how to support LGBTQ+ students in the classroom.
- Advising the campus on matters of diversity, equity, and inclusion: Committee members provided informal advice and guidance to campus offices (Student Life, Academic Affairs, Advising and Academic Success) on issues of diversity, equity, and inclusion, especially concerning issues around race, racism, and supporting trans* and non-binary students and faculty/staff. Consistent with our charge, we look forward to continuing to offer this support.

- Working toward curricular revisions on diversity, equity, and inclusion: At the request of student members, the Committee devoted time to focus groups on the role of diversity, equity, and inclusion issues in the core curriculum. These focus groups led to a draft proposal in process, which we expect to continue discussing as part of the college's curricular revisions.
- ABEPSA: The Committee continued to support the work of ABEPSA through its membership (Anne Goldberg represented the committee).
- Jackson Prize: Committee members participated in the selection process for this year's Jackson Prize awardee.

We discontinued our past practice of hosting informal conversations for faculty and staff because of lack of available bandwidth from committee members for planning and implementing them.

Committee met:

- 9/20/22 and 9/21/22: first meeting to plan agenda
- 11/1 and 11/2: discussion of spring required diversity conversations, other training work
- Spring 2023 meetings happened informally (members of the committee meeting in small groups or communicating via email, as the full committee is difficult to convene)

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

- Continued work to support the Office of Diversity and Inclusion's initiatives, especially supporting faculty development on issues of diversity, inclusion, and equity.
- Continued support for yearly diversity, equity, and inclusion conversations for faculty and staff.
- Advocacy for diversity, equity, and inclusion issues in coming conversations about curricular redesign.
- Advocacy for students and colleagues with disabilities & for LGBTQ+ community members.

These goals will sharpen in early fall 2023, when the newly constituted Committee for the 2023-24 AY will meet.

Committee on Engaged Learning

2022-2023 Annual Report

Chair: Andrew Schurko

Committee Members:

Andrew Schurko (chair), Antonio Horne, Andy Morgan, Allison Shutt, Kaleigh Smith (student), Kennedy Burns (student), Bill Gunderson (Odyssey Program Director), Kiril Kolev (Associate Provost for Engaged Learning)

Meeting dates (all meetings were 90 minutes):

- 8/25/22: orientation
- 8/31/22: Discussion of revisions to Hendrix Immersion Program and changes to minimum student stipends
- 9/28/22: Discussion of revisions to description for Undergraduate Research category
- 10/19/22: Discussion of funding requests to fall (Oct. 1 deadline) Odyssey funding cycle
- 10/26/22: Second round of discussion for fall Odyssey funding cycle
- 11/9/22: Final discussion of revisions to Undergraduate Research category, discussion of proposed changes to Odyssey Distinction process
- 2/2/23: Approval of new description for Undergraduate Research category
- 2/23/23: Discussion of funding requests to spring (Feb. 1 deadline) Odyssey funding cycle
- 3/9/23: Discussion of changes to requirement of a grade of C or better to receive Odyssey credit for coded classes, begin discussion of revisions to description for Artistic Creativity category
- 3/30/23: Final discussion of revisions to description for Artistic Creativity category
- 4/20/23: Discussion of funding requests to summer/fall (Apr. 1 deadline) Odyssey funding cycle

The 11 CEL meetings accounted for approximately 16.5 hours during the academic year (~90 minutes per meeting). This does not consider the time spent by all committee members outside of meeting times that is dedicated to reading, reviewing and providing comments for 92 funding requests for three funding cycles (approximately 10-15 hours per member is spent on this work) and also reading and reviewing 12 Odyssey coding requests (for courses and activities). The number of committee members is appropriate for the tasks at hand and this year represented a diversity of departments (Biology & Health Sciences, Politics, Theatre Arts & Dance, Chemistry and Music) and student majors (Biology and Health Sciences). The recommendation is to keep the number of committee members the same for subsequent years.

1. Non-coding and non-funding activities:

Revisions to Hendrix Immersion Program (HIP): This proposal was brought to CEL by the Office of Academic Success. HIP is open to all students at Hendrix but has most commonly been completed by students who do not successfully complete their TEC during their first semester. The goal of a revised HIP program was to increase the number of students who participate in this pre-approved activity to help more students explore the diversity of activities at Hendrix and help students to find community. The following changes were approved by CEL:

- Reduce the number of required activities from 20 to 15
- Refine the category listings and allow students to choose 2-4 activities from each category. This eliminates the “Other” category.
- Refine the event reflection questions to better represent the goals of HIP.

Changes to standard stipend for Odyssey proposals: CEL voted to raise the current standard stipend for Odyssey proposal from \$2400 to \$3200 (for 30-40 hours/week for 8 weeks). This change

was motivated by rising costs due to inflation and other summer programs offering much more competitive stipends.

Changes to description for Undergraduate Research (UR) and Artistic Creativity (AC)

Odyssey categories: Several meetings were dedicated to reviewing the descriptions for the UR and AC categories to discuss whether the descriptions were consistent with courses/activities/projects that receive UR and AC coding. Changes to the language were incorporated during meetings and the Odyssey office provided revisions for each of these categories that were agreed upon by CEL. One main motivation to updating these category descriptions is for future assessment of Odyssey-coded courses to ensure that these descriptions are consistent with what students are doing in class.

Changes to process for awarding Distinction in Odyssey: This proposal was brought to CEL and suggested a new process for awarding Distinction in Odyssey that required nominations from faculty before a student could apply for the honor. However, CEL did not vote in favor of this change, and the current process was kept in place.

Minimum grade requirement for Odyssey credit in courses: A proposal was brought to CEL by David Sutherland (Associate Provost) that recommended lowering the minimum grade in Odyssey coded courses to a D. However, CEL did not vote in favor of this change due to the different experiences students have with codes courses versus projects, and the concerns about lowering academic standards.

2. Odyssey coding requests

CEL approved coding requests for the following proposals:

- HESCX98: Senior Seminar (Undergraduate Research, course coding)
- HIST480: Senior Capstone Seminar (Undergraduate Research, course coding)
- ARTS210: Beginning Mixed Media (Artistic Creativity, course coding)
- ARTS220: Beginning Printmaking (Artistic Creativity, course coding)
- ARTS250: Beginning Photo (Artistic Creativity, course coding)
- POLI290 Topics: Policy & Program Development (Global Awareness, course coding)
- Mock Trial (Special Projects, pre-approved activity)
- COMAP International Mathematical Contest in Modeling (Special Projects, pre-approved activity)
- Reading Tutor at AR Kids Read (Service to the World, pre-approved activity)
- LATI 210 01: Readings in Latin (Special Projects, pre-approved activity)
- POLI290: First Ladies (Special Projects and Service to the Work, course coding)

CEL declined a coding request for the following proposal:

- PHIL 308: Environmental Philosophy— Nature Aesthetics: The specifics about what students would be doing and the intended outcomes of the course were unclear.

3. Summary of Odyssey funding requests

See the next section for a summary 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 22*	17	\$100,328.62	10	\$58,604.59	2	26
Feb 23	25	\$146,688.09	14	\$71,812.26	3	38
Apr 23	50	\$217,226.01	32	\$121,796.48	5	72

* 1 student declined their \$2,865 grant. A group of 3 students declined their \$1,829.51 grant.

** 1 student declined their \$3,355 grant.

Funding Summary

October 2022 cycle			
Name(S)	Project title	Category	Supervisor
Ria Joshi	Yeh Hai Rajasthani	Global Awareness	Ann Muse
Maya Kreczmer & Avery Olmstead	Examining the Connection Between Healthcare and Women's Representation in Sweden	Global Awareness	Rebekah Nelson
Jennifer Penner	Returning to Nature: Nature, Identity, and Human & Environment Well-Being in Costa Rica	Global Awareness	n/a
Savanna Watts	Spanish Marine Biology Translation Project in Costa Rica	Global Awareness	Ruth Yuste-Alonso
Gaelle Agahozo & Swalat Jamirah Issa	Professional Development Bootcamp	Service to the World	Rebekah Nelson
Maxine Payne	Society for Photographic Education, 60th Annual Conference Attendance	Special Projects	n/a
Jaclyn Reifeiss & Maggie Ryan	Conservation from Within: Analyzing Sociological Effects of Residential National Parks in the UK and Ireland	Special Projects	J.D. Gantz
Diogo Costa Sa	Atlantis 360 Shadowing (Lisbon)	Global Awareness	Peter Kett
February 2023 Cycle			
Name(S)	Project title	Category	Supervisor
Jennifer Dearolf	Exploring the Belize Coral Reef	Global Awareness	n/a
Chloe Stevenson	Culturally Immersive Shadowing Experience in Spain	Global Awareness	Jennifer Dearolf
Keeley Ausburn	Professional Field Experience: Arkansas 6th District Court	Professional & Leadership Development	Kim Maslin

Cameron Deal	Professional Field Experience: Sports Management	Professional & Leadership Development	Buck Buchanan
Cade England '24 & Alex Price '24	Professional Field Experience: Costa Rica Conservation	Professional & Leadership Development	Maureen McClung
Kobi Greer	Photography Summer Session at Penland School of Crafts: Wet-Plate Collodion	Professional & Leadership Development	Maxine Payne
Yaritza Hernandez	Official Hendrix Internship: Advanced Allergy and Asthma Clinic	Professional & Leadership Development	Jennifer Dearolf
Hannah Wheeler	Official Hendrix Internship: The Funk Heritage Center	Professional & Leadership Development	Anne Goldberg
Lauren Seckington	The Parliament of the World's Religions	Special Projects	Emmy Corey
Daniel Edquist-Whelan	Model United Nations 2023	Special Projects	n/a
Eliana Oden	Physics of Volleyball	Undergraduate Research	Tood Tinsley
John Schaller	Replication of G-quadruplex DNA by Translesion Polymerases	Undergraduate Research	Julie Gunderson
Shamindri Tennakoon	Undergraduate Research in Paleobiology: Fossil Mollusks Across Time and Space	Undergraduate Research	n/a
April 2023 Cycle			
Name(S)	Project title	Category	Supervisor
Owen Edgington	Self-Discovery Through Cooking	Artistic Creativity	Kristi McKim
Avie Bishop	Official Hendrix Internship: Good Shepherd Animal Clinic, Conway, AR	Professional & Leadership Development	Maureen McClung
Lily Black	Official Hendrix Internship: Our House, Little Rock, AR	Professional & Leadership Development	Kiril Kolev
Alexis Carter	Official Hendrix Internship: Conway City Attorney's Office, Conway, AR	Professional & Leadership Development	Delphia Shanks
Annie Elliott	Official Hendrix Internship: Centro Sávilá, Albuquerque, NM	Professional & Leadership Development	Kiril Kolev

Meghan Fuller-Freeman	Official Hendrix Internship: Temperance Hill Animal Hospital, Hot Springs, AR	Professional & Leadership Development	Jennifer Dearolf
Katie Gray	Official Hendrix Internship: UAMS Stead Scholars Program, Little Rock, AR	Professional & Leadership Development	Jennifer Dearolf
Julia Hooper	Official Hendrix Internship: UAMS HEALS Lab, Little Rock, AR	Professional & Leadership Development	Carmen Merrick
Annie Kannady	Official Hendrix Internship: Pediatrics Plus, Conway, AR	Professional & Leadership Development	J.D. Gantz
Sierra Lubetkin	Official Hendrix Internship: UAMS Child and Family Health Promotion Lab, Little Rock, AR	Professional & Leadership Development	Andrew Schurko
Annabelle Neilson	Official Hendrix Internship: House Natural Resources Committee, Washington, D.C.	Professional & Leadership Development	Andrew Schurko
Houston Phillips	Official Hendrix Internship: National Retail Sales (NRS) W/Keurig Dr Pepper, Frisco, TX	Professional & Leadership Development	Lyle Rupert
Sarah Ross	Official Hendrix Internship: Wesley Foundation, Conway, AR	Professional & Leadership Development	Robert Willilamson
Jonathan Ryan	Professional Field Experience: MOVE Physical Therapy and Wellness: Administrative Role	Professional & Leadership Development	Jennifer Dearolf
Ellen Alston	A Civil Rights Journey	Special Projects	n/a
Ellen Alston	A Taizé Journey: An Odyssey Special Project	Special Projects	n/a
Sarah Donaghy	Conversations On Being	Special Projects	n/a
Ann Muse	Here There Are Blueberries Project	Special Projects	n/a
Jake Nelson	Archeological Maintenance and Learning	Special Projects	Anne Goldberg
Molly Schalk	Creating an Archival System for Historically Significant Familial Records	Special Projects	Ann Muse
Lauren Allen	Kinship Connections in Domestic Violence Shelters	Undergraduate Research	Anne Goldberg
Kennedi Burns	UAMS Summer Undergraduate Research Program	Undergraduate Research	Latorya Hicks

Andres Caro	Inhibitory mechanism of sulforaphane on the mitochondrial electron transport chain	Undergraduate Research	n/a
Kya Carroll	UAMS Summer Undergraduate Research Program	Undergraduate Research	Jennifer Dearolf
Erin Dewald	Reclaiming Chalk	Undergraduate Research	Todd Tinsley
Anna Eichenberger	The Stead Scholars Program at UAMS	Undergraduate Research	Laura MacDonald
Hannah Fewell	Exploring Muscle Fiber Profiles in Spinner Dolphin Calves	Undergraduate Research	Jennifer Dearolf
Peter Kett	Assessing the Impact of the Adsorption of Gold Nanoparticles on the Structural Integrity of a Model Biological Membrane	Undergraduate Research	n/a
Tyrone Mason	Efficiently Simulating Card Games	Undergraduate Research	Mark Goadrich
Noah Morris	Abstract Strategic and Stochastic Software Implementation	Undergraduate Research	Mark Goadrich
Eden Robbins	Bacterial Populations in the Hendrix Creek Preserve's Water and Sediment	Undergraduate Research	Jennifer Dearolf
Kelsey Sample	Measuring the oxidative density of locomotor muscles in spinner dolphins	Undergraduate Research	Jennifer Dearolf

Committee on Honorary Degrees

2022-2023 Annual Report

Chair: Ann Muse

Committee: Faculty members, Ann Muse, chair, Ralph Scott, and Jonathan Hancock; Board of Trustee Members, Jan Hundley and Elizabeth Small; Alumni Board Member Phillip Shell; Ex Officio, Associate Vice President for Development, Ginny McMurray

During June 2022 the chair sent the call for nominations to the Hendrix community. Additionally, the chair requested that Donna Plemmons send the call to the Board of Trustees and that Pamela Owen send it to the alumni.

In response to the call, there was one submission via the web and one via a letter. The first Leigh Ann Warriner and the second Bracken Darrell. The committee met Monday, October 24, 2022, to discuss the nominations. The committee unanimously agreed that Bracken Darrell's nomination should move forward to Academic Policy for an Honorary Doctorate of Humane Letters. On

Thursday, November 10, 2022, the chair proposed the nomination to AP. The nomination was then voted to move to the faculty for discussion. On Thursday, November 17, the chair proposed the nomination to the faculty for discussion. On Thursday, December 8, the nomination was put to a vote. The faculty voted to send the nomination of Bracken Darrell to the Board of Trustees. The Board voted to honor Mr. Darrell with the Honorary Degree.

On May 13, 2023 Bracken Darrell was honored during the 2023 Commencement with an Honorary Doctorate of Humane Letters. He was also the commencement speaker.

Committee on Honors

2022-2023 Annual Report

Chair: Britt Murphy

This year the Honors Committee was composed of new member Andrea Duina, veteran member and Director of Distinguished Scholarships Dorian Stuber, and returning members Rynnett Clark, Daniel Whelan, and myself as chair.

Dorian Stuber filled his role as the Director of Distinguished Scholarships, and in the summer of 2022 offered his week-long personal statement writing workshop online, “Tell Us Something About Yourself: Write a Great Personal Statement in 5 Days,” which several potential scholarships students attended. We decided to offer an early fall “write-in” on Sunday, September 11, and encouraged especially those seniors in the Watson and Fulbright pipelines (and who had attended fall interest meetings or expressed interest) to attend. The write-in was in the library over a two-hour period. The object of the write-in was not to teach or demonstrate what an excellent personal statement is, but to allow students time to work on their essays and consult with Dorian and me as needed. It was advertised as a “come as you are and where you are” opportunity. Dorian also encouraged all potential Watson and Fulbright applicants to send him drafts before the write-in. Around 10 students attended. To be noted is that of our 10 Watson applicants, six attended the Watson/Fulbright Write-In, and three attended Dorian’s summer workshop. Three of our Watson applicants took Dorian’s semester-long class Writing for Life earlier in their Hendrix career.

Dorian and I had another opportunity to promote distinguished scholarships to sophomores at a Career Term lunch on January 11 in the dining hall. A healthy 25 or so sophomores attended and learned about scholarships during the hour-long session. An important part of the session was how earlier career students can get a sense of the kind of work on their part and the mentoring on ours that is needed for successful applications. We also had one student apply for a summer Fulbright directly because of that experience (unsuccessful, but the student got a lot out of it). Dorian attended the fall senior interest meetings and collaborated with Career Services at their spring personal statement writing workshop.

The Scholarships Tea occurred on Tuesday, April 18 in the Murphy House. Dorian and I invited 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 30 students attended.

In promoting both the Scholarships Tea and other scholarship opportunities, Dorian and I reached out to Kesha in ODI to diversify our group of applicants. We continue discussions on how to encourage students from underrepresented backgrounds to apply to distinguished scholarships, and at least this year have seen interest turn into applications among our BIPOC population. This year's overall applicant numbers, while still lower than pre-pandemic numbers, were improved, and the candidates were more prepared and competitive.

This year all Hendrix Fulbright applicants were interested in pursuing Study/Research Fulbright awards rather than English Teaching Assistant Fulbright awards. Study/Research Fulbright awards can be quite competitive and require more organization, research, and writing of student applicants. Unfortunately, none of the Hendrix Fulbright applicants made it to the semi-finalist stage this year. Fulbright Liaison Daniel Whelan prepared three students for the Fulbright Study/Research Award. The Study Award applicants were Julia Dick (New Zealand), Shaunell Henderson (Norway), and Maya Kreczmer (Spain). Daniel continues to tweak the preparation and timeline for the Fulbright. Since the Study/Research awards are so competitive, he's going to encourage more Hendrix students to apply for the Teaching Assistant awards, which don't require so much preparation and writing. He hopes to attract more seniors to apply in early fall as they return to campus.

The Watson Fellowship applicant pool was not only bigger, but more robust this year, and while we were hopeful that the stronger pool would reap more than one winner, we were quite thrilled to win one Watson this year! The Committee selected four Watson candidates from an initial applicant pool of 10. The four candidates (Charity Bratcher, Adaja Cooper, Maggie Ryan, and Evan Werner) were selected through an online application and interview process, were mentored in person, and submitted their materials online by the November 9 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 Afshin Khan, which took place on Zoom January 21. On March 15, we found out that Adaja Cooper had won a Watson for her project "Power, Presentation, and Activism in Art" to be carried out in the United Kingdom, Mexico, Italy, and Senegal. 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. The Watson Fellowship office no longer offered a late spring debriefing and pushed their spring webinar into June. During portions of 2022-2023, five Watson Fellows traveled or will travel abroad: Claire Fleming and Mackenzie Gearin (2020), Savannah Wiegel (2021), Ilana Svartz (2022), and Adaja, who will depart this summer. I plan to hold a Watson reunion in April 2025 to feed off the energy of our Watson women's recent journeys!

This year was disappointing for the Goldwater, with none awarded or receiving honorary mention. Goldwater liaison Jenn Dearolf and Dorian worked with nominees Tommy Caldarera, Alex Price, Isabel Ritter, and EQ Seeboonruang. We had an excellent candidate for the Truman Fellowship, junior Keeley Ausburn, who made it to finalist status and interviewed in Nashville for the award, but

unfortunately was unsuccessful. It has been several years since we had a Hendrix student make it to the finalist stage for the Truman, so Keeley and Truman Hendrix Liaison William Haden-Chomphosy are to be commended!

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

Committee on Instructional Technology

2022-2023 Annual Report

Chair: Brett Hill

Overview

The CIT was reconvened this year to address findings of the Faculty Wellbeing survey that reflected “dissatisfaction...with the service out of technology services” (Committee on Committees), and a desire to improve communication among faculty and technology services (TS).

We met three times in person and had other communications via Teams several times to focus on three major topics. We discussed ways to improve communication between TS and faculty, improve navigation on the HelpDesk website, and develop training for incoming students to prepare them for technology expectations at Hendrix.

Faculty Development Newsletter

Our first task was to draft a statement from the committee to the faculty, which was sent out by Leslie Templeton on Feb 16th in the Faculty Development Newsletter

“Discussions in the Committee on Instructional Technology highlighted for some members that the information included in the initial request for help can significantly reduce overall work and time toward a solution. To help us help you, Technology Services has created a HelpDesk article to elaborate on what kind of information helps us get a quick start when working on your ticket. The top of the article has some quick reference tips for what to include with elaboration on those tips below. Technology Services is also revising the HelpDesk request form to more efficiently and more clearly prompt this information at the outset. We are also working to re-organize and enhance our HelpDesk articles from a browsing format to a more directed and sequenced format. We hope you find these tips helpful and look forward to working with you.

[https://www.hendrix.edu/HelpDesk/Frequently Asked Questions/Making Effective Requests for Technology Support/”](https://www.hendrix.edu/HelpDesk/Frequently%20Asked%20Questions/Making%20Effective%20Requests%20for%20Technology%20Support/)

HelpDesk Webpage

The committee’s second task was to redesign the Hendrix HelpDesk webpage and service request page to guide the user more clearly in providing information that will help tech workers solve

problems quickly. Specific prompts were added to form questions to provide additional useful information to HelpDesk requests. The added information will allow TS to triage problems more quickly.

Explorations

The committee's third task was to consult with the Explorations Committee about the development of a short instructional module for incoming students to prepare them for Hendrix Technology expectations. We communicated with Lars Seme of that committee (and future member of this committee) and tentatively agreed to provide an optional Explorations Module on a trial basis in year one. The committee discussed a two-step strategy in which incoming students could be introduced briefly to HelpDesk and MS Teams as the institutional platform. Later in the semester they could receive additional instruction, perhaps through short videos, on specific tasks they encounter in their courses.

Commercial Learning Management Systems

An additional topic came up in our discussion with student members of the committee. They report that in some classes they do not use MS Teams for their academic work but instead are required to use commercial Learning Management Systems developed by textbook publishers such as Cengage. This was new information to faculty and staff members and raised concerns about privacy and pedagogy that should be further discussed.

Committee on International/Intercultural Studies

2022-2023 Annual Report

Chair: Andres Caro

Members of the 2022-2023 CIIS:

- Ex officio (3)
 - Representative of Office of Student Affairs (Leblanc),
 - Associate Provost for Engaged Learning (Kolev),
 - Representative of International Programs (Rebekah Nelson)
- Faculty-at-large (2): Caro (chair), Liu
- Students (2)

Discussions held and corresponding goals and outcomes:

Discussion 1: Tuesday November 15, 2023, in SLTC 106.

- The goal of the discussion was to evaluate study abroad applications from students interested in international programs in Summer/Fall/Academic Year 2023, or Spring 2024. The Office of International Programs pre-screened the applications before the meeting, based on academic performance, academic and general recommendation scores, essay, and disciplinary records, and provided the following information:
 - 71 applications were “strong”,
 - 11 applications were “to discuss further”,

- 16 applications were “freshers”.
- The committee decided to vote on the 71 “strong” applications as a single package- all were approved by the committee unanimously.
- Each of the 27 “to discuss further” and “fresher” applications were discussed individually during the meeting. Each application was considered separately by the committee and a decision on each was reached – a student could be approved, denied, or conditionally approved with certain stipulations (maintain a certain gpa, no disciplinary problems, need to write a paragraph reflecting on a particular infraction, etc.).
- After the decisions on the applications were made, Kiril Kolev indicated that he would send out decision letters to all applicants the day after the meeting.

Discussion 2: Friday February 17, 2023, in SLTC 106.

- The goal of the discussion was to evaluate study abroad applications for Spring 2024 programs.
- CIIS received four student applications, which were reviewed based on academic performance, academic and general recommendation scores, essay and disciplinary records.
- Each application was considered separately by the committee and a decision on each was reached – a student could be approved, denied, or conditionally approved with certain stipulations (maintain a certain gpa, no disciplinary problems, need to write a paragraph reflecting on a particular infraction, etc.).
- After the decisions on the applications were made, Kiril Kolev indicated that he would send out decision letters to all applicants the day after the meeting.

Discussion 3: March 15-March 17, 2016. The discussion took place “virtually” by email exchanges.

- Scholarship funds were available to students studying abroad next year through the Oxford Program for Undergraduate Studies (OPUS) scholarship. Scholarships will be awarded according to a formula which considers total cost of the program, financial need, academic merit, and the essay.
- CIIS reviewed and graded the Oxford Program for Undergraduate Studies (OPUS) scholarship application essays (4).
- The Office of International Programs received these grades, and using the % allocation formula indicated above, allocated the funds.

Discussion 4: April 10-April 12, 2023. The discussion took place virtually by email exchanges.

- The goal of this discussion was to choose students to receive the Betty F. Bumpers International Leadership and Fellowship Award and the Dr. Inis L. Claude, Jr. International Studies Achievement Award.
- 3/24/23: I sent an email to all full –time Hendrix Faculty soliciting nominations for these Awards.
- 4/10/23: I sent an email to the members of the CIIS with the nominations I received.
- 4/12/23: The committee members voted virtually by email on the nominees, and two students were selected, one for each Award.

- 4/27/23: During the Honors Convocation held on this day, the Betty F. Bumpers International Leadership Award (an Award letter and \$622 check), and the Dr Inis L Claude Award (an Award letter and a book: How to Stand Up to a Dictator: The Fight for Our Future, by Maria Ressa) were officially awarded to the two students.

Committee on Student Life

2022-2023 Annual Report

Chair: Corey French

This year, the Committee on Student Life met once per month for approximately one hour each meeting. Issues addressed by the committee included:

Constitutions for new Student Organizations

The committee received a small number of requests for new student organizations this year. A constitution for Chinese Club was carried over from May of the previous Academic Year 2021-22 and was approved during the Fall (2022). Only two other new constitutions were submitted—The HDX Gambit (Chess Club) and Morgan’s Message—and both were approved. There were no clubs that were denied this year, and there are no pending constitutions for 2023-2024.

Follow-up Report for the Student Well-Being Survey

The Committee on Student Life was asked to complete a follow-up report for the Student Well-Being Survey that was distributed to students in the Spring semester 2022. This report was completed and presented to AP in the Fall. The committee also had a special meeting with the Director of Counseling Services as an additional follow-up to this report.

Other Issues and Future Goals

While reviewing the new constitutions for student organizations early in the academic year, the committee saw a need for a more standardized format for consistency across the organizations. The Director of Student Activities updated the list of procedures for students to use prior to submitting new requests and developed a template for constitutions as an additional resource.

The Dean of Students brought forward an issue of biohazard cleanup that has been a particular problem this year more so than in the past. Due to the increase of incidents of vandalism within dormitory bathrooms, the Dean sought feedback from the committee related to updating the student handbook to specifically address this concern. The committee was supportive of this updated policy.

With recent changes and new staffing in Student Affairs, the Student Life Committee recognized a need for updating the list of active and inactive student organizations online. The Director of Student Activities is also working with implementing a new shared filing system for the constitutions.

I talked briefly with Maureen McClung and Lindsay Kennedy, the two Faculty-at-Large members of the committee this year, about the composition and the workload. Both felt that the number of faculty members assigned to the committee is well-proportioned. They also felt that the workload for the committee was managed well and that the balance was distributed well throughout the semester.

Human Subjects Review Board

2022-2023 Annual Report

Chairs: Carmen Merrick and Lezlie Zorwick

We reviewed 11 proposals in Fall 2022. Of these 11, 1 was expedited, and 10 were exempt. In the Spring of 2023, we had 16 proposals, 5 of which were full board, 2 of which was expedited, and 9 of which were. Between the two of us as co-chairs, we also conducted several consultations for Odyssey each semester, which involved meeting with students and faculty to determine if their project required HSRB review and consulting them through the proposal process. The committee also had an hour-long training session in Fall 2022. Here is the departmental breakdown of our 27 applications (note that some proposals came from multiple departments):

Sociology/Anthropology: 9

Politics: 8

Psychology: 8

Computer Science: 1

Chemistry: 1