

Committee on Academic Advising 2019-2020 Annual Report Chair: Julie Gunderson

Overview

The Academic Advising Committee met twice (01/29/20 and 02/28/20) during the 2019-2020 academic year to discuss the Carole Herrick Award for Excellence in Academic Advising. On 02/28/20, the Chair presented the Committee's nominee for the Award to the Provost, and on 04/14/20, the Provost notified the chair that CoF approved of our nominee. On 05/14/20 (after the Honors Day Convocation), the Chair sent out letters to all faculty who were nominated for the Award to let them know that they were nominated for the Award.

Meeting 1/29/20

1. The Committee discussed the guidelines for the Herrick Award.
2. The Committee determined the questions to be asked in the student survey for the Herrick Award. The agreed-upon questions follow.
What is your student ID and who is the professor that you are nominating?
The following questions should be ranked from 1 – 5 (where 1 is 'not at all' and 5 is 'very much so'):
Is this faculty advisor/mentor valuable in helping you create your academic schedule?
Does this faculty advisor/mentor listen to your ideas, both academic and otherwise?
Does this faculty advisor/mentor provide valuable support and guidance that is helping you to develop as a whole person? (This advice may help you develop career skills, personal skills, or help you realize your vocation.)
Open response: Please use 150 words to describe how great this faculty advisor/mentor is (specific examples are great, but not required):
3. The Committee determined the proper language for the solicitation email and for the Hendrix Today advertisement. The text of the solicitation email follows.
Hendrix Students,
Do you appreciate the assistance of your academic advisor or other faculty mentor? Would you like to see this professor recognized for outstanding work? Hendrix College issues the annual Carole Herrick Award for Excellence in Academic Advising. To make a nomination, **click on the link below** and fill out the short form.
The **deadline is 4 p.m., Monday, February 17**. If you have questions, please contact Dr. Julie Gunderson at gundersonj@hendrix.edu
4. The Committee determined a timeline for determining the Herrick Award (the Provost asked that the Committee make a recommendation to her by March 6).
After the meeting, the Chair contacted Randy Peterson to send out the solicitation email and the survey to current Hendrix students.

Meeting 2/28/20

The Committee discussed the candidates for the Herrick Award. This year, the Committee had the highest student response to date. There were 84 nominations for 45 individual faculty members. The Committee voted for the top two candidates and ranked them as their first and second choices for the Award. The Committee unanimously chose Kristi McKim, who had a total of 5 student nominations, as the first choice for the Award. After the meeting, the Chair contacted the Provost with the Committee's recommendations, and CoF approved of the Committee's recommendation. After the Award was announced at the Honors Day convocation, the Chair sent email letters to each faculty member who was nominated to let them know that at least one advisee nominated them and to thank them for their work of advising.

Future work

The process for the Herrick Award has gone well for five years and there do not seem to be any pressing issues.

Committee on Academic Appeals 2019-2020 Annual Report Chair: Rebecca Resinski

I would like to recognize the earnest service of Dr. Tim Maxwell on this committee during 2018-2019 and in fall 2019. I would also like to acknowledge the willingness of Prof. Irmina Fabricio to fill Dr. Maxwell's place on the committee for spring 2020.

The committee deliberated on two appeals this year.

1. One appeal concerned a student's request that a particular course be allowed to count as fulfilling their VA learning domain even though it does not carry a VA code. We did not grant the appeal.

Rationale: According to the instructor of the course, it does not fulfill the goals of the VA learning domain, and the instructor of the course explains this to students at the beginning of the course. No extenuating circumstances were provided to justify granting the appeal.

2. The other appeal concerned a former student's request that three Fs on their transcript be converted to Ws, seven years after the student ceased to be enrolled at Hendrix. We did not grant the appeal.

Rationale: The former student told the committee that they intentionally stayed enrolled in the three courses in order to keep their financial aid. The committee thought that changing the Fs to Ws under those circumstances could be considered fraudulent.

A more detailed account of these appeals and rationales will be sent to Academic Affairs for their records.

The former student in the second case was not pleased with the committee's decision and planned to discuss it with the Provost. When I briefed the Provost on the case and the committee's decision, she said that the Provost's office has traditionally decided all non-CAI appeals involving former students.

Late in the spring semester a CAI appeal was filed with the Provost's office. This case was not forwarded to the committee for consideration but appears to have been acted upon by the administration: a grade for the student was filed by someone other than the instructor of record, and that grade did not reflect the CAI sanctions. The handling of this appeal did not follow this committee's procedures (approved by the administration last spring) nor the CAI policy voted in by the faculty.

Committee on Academic Assessment

2019-2020 Annual Report

Chair: Sasha Pfau

The Assessment Committee's work for 2019-2020 focused on standardizing department and program Student Assessment Plans and working on the holistic assessment of the Vision for Student Learning (VSL).

In order to ensure that all learning outcomes were clear to students and to the public as well as measurable, in Fall 2019 the Assessment Committee (AC) reviewed all Collegiate Center and Major and Minor Student Assessment Plans. Through the use of a rubric, the committee provided targeted feedback on improving each plan. Once departments had received their individual reports, the Office of Assessment gave a presentation to Department and Program Chairs and provided them with resources aimed at standardizing the Student Assessment Plans (SAPs) across the College and encouraging best practices.

Through the process of updating SAPs, the Assessment Committee ensured that all Departments and Programs included at least one direct and one indirect measure of student learning for each learning goal. They also required departments to include appendices with their assessment instruments in order to ensure that they map to the goals. In future reviews of Annual Assessment Reports, the Assessment Committee will refer to the SAPs to verify that they continue to accurately reflect the department's assessment practices.

Once we received the updated SAPs, the AC reviewed them to see whether they adhered to the new format and included all the requisite components. This meeting occurred on March 10, 2020, and we were thrilled to find that only six out of twenty-two departments required additional edits. Two of those departments were able to quickly provide revisions before our campus closed due to COVID-19 on March 13, 2020. All revised department SAPs are now available in our Comprehensive Assessment Plan on the Office of Assessment Website.

In the Junior Meetings for Fall 2019, we focused on Career Preparation and Well-Being. The Office of Assessment provided advisors with a set of guided questions to ask their advisees, a resource handout to provide to them, and a rubric to fill out after the conversations to report back. Eighty-four percent of the Junior class had face-to-face meetings with their advisors for these conversations (not including students who were studying abroad in the denominator). Once

the data were gathered, the Assessment Committee discussed the results on December 2, 2019. The Office of Assessment then presented a report of VSLG assessment at the January 30, 2020 Faculty Meeting to close the loop. Departments were also asked to assess six of the Inquiry and Deliberation goals from the VSL through their Capstone or other summative Senior experience. These results will be discussed by the Assessment Committee in Fall 2020.

On April 21, 2020, the Assessment Committee met to discuss a draft of the Interim Report for the Higher Learning Commission and provided helpful feedback for the Co-coordinators of Assessment.

For 2020-2021, the Assessment Committee will continue to work with departments, responding to their annual reports and making recommendations on their updated SAPs. We will continue the holistic assessment of the VSL.

Committee on Academic Integrity 2019-2020 Annual Report Chair: Maxine Payne

Overview

The committee handled 24 cases of academic integrity violations during the 2019/2020 academic year. This is a decrease from the 2018/2019 total of 26 cases. This year we saw more cases of cheating when the materials were being delivered virtually, even before the shift to virtual teaching because of the pandemic (12). Otherwise there were cases of outright cheating (7) and clear plagiarism (5).

Case Processing & Outcomes

Of these 24 cases, 1 conference was held and the other 23 were resolved with Letters of Agreement. In all of the cases the chair of the committee approved the accusing faculty's recommendation for sanctions. I believe this can be contributed to 1) better communication with faculty regarding pedagogy (classroom management as well as communicating the Academic Integrity Policy to students), and 2) better communication to faculty of how the Committee on Academic Integrity operates. It would be beneficial to put together resources that specifically address issues of academic integrity and virtual instruction across disciplines. I did have at least two faculty members who backed off their accusations when they realized they hadn't articulated clearly the expectations in their disciplines when switching to virtual instruction.

Issues Addressed and Changes Made

This year I met to review all of the policies and procedures with student members before cases began to come in. It did seem that more student members were familiar with the College's Academic Integrity Policy, possibly because they had a unit in Explorations addressing it. Hopefully we will continue to see the effectiveness of that with upcoming student members.

We are following the same procedures I developed three years ago including: the use of check sheets, completely electronic files, and collaboration with the Provost's office in maintaining the electronic data base for offenses.

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. There were no "NR" grades assigned this year however.

Future Work

It will be important to periodically 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. It is still the committee's opinion that, in some cases, a student doesn't understand that what they have done is actually a violation of academic integrity. The more examples we can share with the faculty of the ways in which students may violate the academic integrity policies at Hendrix, the more we can prevent violations from occurring in the future. Again, with the unforeseen shift to

virtual teaching, many classroom teachers were underprepared to deal with many of the issues that came up. And, there will be more examples to share that are specific to virtual teaching/learning.

When Amanda Pizzo began working in the Provost's office, we met and I went over all of the policies and procedures regarding the role of the Provost's office in the work of the CAI. The transition was made very easy as Amanda took that role on seamlessly. We have a strong system that streamlines, organizes, and archives these records.

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.

The issue with the forms being regularly updated online remains the same. This has been an unclear process. Apparently it has to be done through I.T. but, it seems to get done in one place on the site and then not another. It has something to do with it being able to be accessed in different locations on the site. It just needs to be streamlined and updated when the catalog is updated and in every location it is available.

The faculty should revisit the option for students to opt for a CR/NC grade in any given semester. Because we were so rushed to consider this, and I think because we were all thinking of ways to minimize student stress, when we had to suddenly shift to virtual instruction, cases of academic integrity and CR/NC grades were not considered specifically. We need to decide if, in cases of an Academic Integrity Violation, whether or not it is fair for a student whose grade is affected by that violation and the sanction, to then be able to choose a CR for the course, especially when the violation and sanction causes them to get a failing grade or one they simply do not want.

Additionally, we need to address how Appeals are handled and the confusion about whether or not, in cases of Academic Integrity Appeals, the Appeals committee can be by passed and decisions can be made exclusively by the Provost.

College Conduct Council 2019-2020 Annual Report Chair: Gina Bergfeld

During the Fall 2019 semester, faculty and student members of the CCC met with Dean Jim Wiltgen during the evening of November 7, 2019, for a training session.

During the Fall 2019 semester, the CCC held one hearing for a case on November 22, 2019. In addition, faculty and staff members of the Gender-Based Misconduct (GBM) Panel met to review GBM policies and procedures, and members watched "refresher" videos on Title IX policy on their own time. The GBM Panel also met to deliberate on GBM cases, which no longer involve live hearings. The details and outcomes of CCC and GBM cases are confidential.

Committee on Committees 2019-2020 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 64 ballots for the Council on Academic Policy and 63 ballots for the Committee on Committees. Two ballots from each were removed because they were not completed correctly.

- Elected to the Council on Academic Policy for three-year terms were Courtney Hatch and Sasha Pfau. Elected as a fall leave replacement for Lindsay Kennedy was Matt Moran. Elected as a fall leave replacement for Lil Contreras-Silvas was Robert Williamson. Therefore, the elected faculty on the Council for Fall 2020-21 will be Kim Maslin, Robert Williamson, Matt Moran, Kiril Kolev, Courtney Hatch, and Sasha Pfau
- Elected to the Committee on Committees for two year-terms were Todd Berryman and Kristi McKim. Elected as a leave replacement for Leslie Zorwick was Gina Bergfeld. Therefore, the elected members of the Committee

on Committees for 2020-21 will be Damon Spayde, Gina Bergfeld, Todd Berryman, and Kristi McKim.

At the April faculty meeting the faculty approved the Committee's nominations for membership on standing committees for 2020–21. 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 2020-21 were also excluded from assignment. The Human Subjects Review Board was made a standing committee and the Committee on Enrollment and Financial Aid will continue on hiatus as the College explores replacing it with the FARE program.

Standing Committees Faculty Membership for 2020-21 (excluding ex officio and student members).

- Academic Advising: Gantz, Hill (chair), Vidal-Torreira
- Academic Appeals: Ablondi (chair), Miller, Seme
- Academic Assessment: Downes, Goadrich (chair), Sanders, Shutt
- Academic Integrity: Horne, Payne (chair), Sprunger, Yorgey
- College Conduct Council: Cottrant-Estell, Jaeger, Jellenik (chair), Murray
- Curriculum: Gunderson J, Haden Chomphosy (chair), Hales, Krebs, Weddle
- Diversity and Dialogue: Glick, Goldberg, Jaudon (chair)
- Engaged Learning: Gunderson W, Liu, Shanks, Schurko (chair)
- Honorary Degrees: Dearolf, Muse (chair), Scott R
- Honors: Murphy (chair), Schneider, Whelan
- International/Intercultural: Campolo (chair), Vilahomat
- Student Life: Looney, McClung, Rauh (chair)
- Human Subjects Review Board: Gorvine, Skok, Harper)

**Committee on Curriculum
2019-2020 Annual Report
Chair: Gabe Ferrer**

Frequency of Meetings:

The Curriculum Committee met 10 times during the 2019-20 academic year. Meetings were on Tuesdays from 4:10-5:00 pm on the following dates: 11/5/19, 11/12/19, 11/19/19, 12/3/19, 1/21/20, 1/28/20, 2/4/20, 2/11/20, 2/18/20, and 3/3/20.

Curriculum Changes:

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

The following new courses were added to the catalog:

Course	Summary	Collegiate Center Codes
ASIA 191	Asian popular culture	LS
ASIA 204	Studying Asia through role playing games	HP, VA
CHEM 460	New course to award credit for off-campus research	UR
CHEM 497	New senior capstone course	W2
ENGF 365	Digital Storytelling	EA
FREN 301	Professional communication in the Francophone world	
FREN 302	French women, gender, and sexuality	HP, LS, W2
HIST 323	Studying the Reconstruction Era at Hendrix College	HP
LBST 497	Create an interdisciplinary capstone course	
MUSA 3C1	New course; group lessons for beginning piano	EA
PHIL/CLAS 318	New course, derived from longstanding topics course	VA
PHIL/ARTH 389	New course on philosophical aesthetics	LS, VA, W2
TART 145	Introductory course in production fundamentals	EA
TART 335	Meisner acting technique	EA

TART 365	Introduction to Social Justice through Theatre	EA
TART 375	History of American Musicals	HP, W2

The following existing courses were removed from the catalog:

ANTH 302*	ANTH 305*	ARTS 180*	ARTS 380*	ARTS 410*	ARTS 415*	ARTS 480*
BIOL 360*	BIOL 425*	FREN 480*	PHIL 250*	PHIL 260*	PHIL 320*	POLI 276*
POLI 320*	POLI 340*	POLI 380*	POLI 390*	RELI 210*	RELI 211*	RELI 222*
RELI 238*	RELI 243*	RELI 245*	RELI 317*	RELI 328*	RELI 330*	RELI 336*
RELI 346*	SOCI 306*	ENGC 306*	SOCI 362*			

The following courses were renumbered or retitled:

Original course code	Modification
ARTS 210*	Retitled "Beginning Mixed Media 3D"
ARTS 310*	Retitled "Intermediate Mixed Media 3D"
BIOL 325*	Retitled "Neurobiology"
BIOL 355*	Retitled "Eukaryotic Cell Biology"
BIOL 460*	Retitled "Evolution"
CHEM 450*	Retitled "Directed Research (credit)"
DANC 160*	Renumbered DANC 250
PHIL 306*	Retitled "Late Modern Philosophy"
PHYS 235*	Retitled "Physics I – Workshop (w/ lab)"
PHYS 245*	Retitled "Physics II - Workshop (w/ lab)"
PSYC 320*	Renumbered PSYC 319; Retitled "Cognitive Psychology"
SOCI 340	Renumbered and cross-listed as ANTH/SOCI 342
TART 140*	Retitled "Performance Fundamentals"
TART 210*	Retitled "Script Analysis Fundamentals"
TART 310*	Retitled "Theatre History"

The following courses added or removed Collegiate Center codes:

Course	Modification
POLI 202	Drop QS
EVST 497*	Drop W2
HIST 310	Add HP
PHIL 200 K1*	Add LS
PSYC 323*	Drop SB
PSYC 365*	Drop SB
PSYC 370*	Drop SB

The following courses added or removed prerequisites:

Course	Modification
BIOL 370	Add CHEM 110 prerequisite
BIOL 375*	Change prerequisite to BIOL 260
BIOL 480*	Change prerequisite to BIOL 260
MATH 365	Add any 200-level MATH prerequisite
POLI 202	Add MATH 215 corequisite
PHIL 390*	Change prerequisite to "one previous course in PHIL or PSYC"

The following courses had revisions to their catalog copy:

ARTS 210*	ARTS 310*	BIOL 325*	BIOL 330	BIOL 355*	BIOL 375*	BIOL 460*
BIOL 480*	EVST 497*	PHIL 306*	PHIL 390*	POLI 281*		

The following major and minor were eliminated:

International Relations, both major and minor

The following majors were revised:

Major	Modification
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Anthropology*	Remove ANTH 302 from elective list
Biochemistry/Molecular Biology*	Remove BIOL 430 and 460 from elective list
Chemistry	Require full-credit capstone course (CHEM 497) Tighten Analytic Chemistry requirement Move CHEM 440 to the elective list
Classics	Reduce required courses from 13 to 11 Emphasize interdisciplinary character of the major Require study of only one ancient language rather than two
English – Literary Studies, Film Studies, Creative Writing	Accommodate recent faculty departures Allow greater flexibility for students
French*	Change capstone requirement to: Complete a 400-level FREN course w/C or better Pass a Capstone Exam w/C or better
Health Science*	Add eight PSYC courses as major electives
Music*	Add MUSI 150 as a major elective
Neuroscience	New Title: “Study of the Mind” Reduce required courses from 14 to 12 Reorganize core courses and electives Accommodate faculty departures
Physics	Eliminate an elective and CHEM 110 requirements, reducing total required courses from 14 to 12.
Politics	Revise Politics major for more flexible electives Require Statistics
Psychology*	Add PSYC 310 to Cluster A Add PSYC 210 to Cluster B Add PSYC 225 and PSYC 341 to General Electives
Religious Studies*	Remove requirements for a major concentration and for an Odyssey project.
Theatre Arts	Substantial curricular overhaul Increased flexibility and choice of electives Represents a substantive overhaul, with deletions of several existing courses and the introduction of four new courses: 145, 335, 365, 375

The following minors were revised:

Minor	Modification
Anthropology*	Remove ANTH 302 from elective list
Applied Mathematics	Reduction in required courses from 7 to 6. Increased flexibility with elective choices.
Classics*	Require 1 LATI or GREE course 200+
Neuroscience	Simplify requirements; reduce required courses from 7 to 6 Align with revised Theatre Arts major
Studio Art	Simplification of requirements; add one interdisciplinary course requirement.
Theatre Arts	Simplify requirements; reduce required courses from 7 to 6 Align with revised Theatre Arts major

Rejected proposal:

The Natural Science Area brought forward a proposal to replace the NS-L learning domain with an NS-E learning domain. The Curriculum Committee rejected the proposal at the March 3 meeting. The Natural Science Area Faculty subsequently withdrew the proposal.

Future goals:

- The learning goals for the Learning Domains need to be re-examined, based both on the assessment report from 2018-19, the rejected NS-E proposal, and the VA assessment report included below.
- The revised forms used in 2018-19 and 2019-20 were a big improvement on what were in place earlier. However, the OneDrive workflow is chaotic. It is recommended that a setup using Microsoft Forms akin to what the Odyssey Office has done would be immensely preferable to the current arrangement.

VA Assessment Report:

Overview

For the 2019-20 academic year, we focused on assessing the VA learning domain. At the end of the Fall 2019 semester, nine instructors completed direct assessment reports of 16 course sections with VA coding. Total enrollment across the assessed sections was 255 students. The following sections were included:

Department	Course	Title	Instructor
History	HIST 201	Doing History	Shutt
Philosophy	PHIL 112	What is Beauty?	Dow
Philosophy	PHIL 200 K1	Mark Twain	Campolo
Philosophy	PHIL 200 O1	Persons Over Time	Ablondi
Philosophy	PHIL 225	Ethics and Medicine	Campolo
Philosophy	PHIL 250	Philosophies of India	Schmidt
Philosophy	PHIL 330	Ethical Theory	Campolo
Philosophy	PHIL 350	Philosophy of Science	Schmidt
Philosophy	PHIL 390	Philosophy of Mind	Dow
Politics	POLI 203	Philosophy of Political Inquiry	Maslin
Politics	POLI 240	Western Political Thought	Whelan
Religious Studies	RELI 109-1	Religion and Contemporary Culture	Gorvine
Religious Studies	RELI 109-2	Religion and Contemporary Culture	Gorvine
Religious Studies	RELI 110	The World's Religions: An Intro	Sanders
Religious Studies	RELI 223	Introduction to Hinduism	Gorvine
Religious Studies	RELI 332	Concepts of God	Sanders

Data Summary

The learning goals for the VA domain are as follows:

1. Articulate an understanding of different value and belief systems that follows upon critical exploration of those systems.
2. Express the commonalities discovered in value and belief systems that follows upon critical exploration of those systems.
3. Express the commonalities discovered in value and belief systems across historical, philosophical, religious, and/or cultural boundaries.
4. Demonstrate familiarity with ways of making reasoned value judgements.

For each learning goal, each instructor filled out a rubric counting the number of students whose performance was:

Code	Description	Points
STR	Strong	4
SAT	Satisfactory	3
NG	Needs Growth	2
UNSAT	Unsatisfactory	1
NA	Not applicable to the course	n/a

Using the above rating scheme, we calculated the following average scores for each learning goal:

Goal	Average	# STR/SAT	% STR/SAT	# Students Not Applicable	# Sections Not Applicable
1	3.42	229	89.8	0	0
2	3.40	230	90.2	0	0
3	3.43	232	90.6	0	0
4	3.38	143	57.0	89	5

To determine the degree to which instructors assess the learning goals using distinct metrics, we enumerate below the sections in which the reported counts for all goals were identical. This occurred in seven out of the 16 assessed sections:

- PHIL 112
- PHIL 200-K1
- PHIL 350
- PHIL 390
- RELI 109-1

- RELI 109-2
- RELI 223

Analysis

The VA sections in the assessed group are successful in meeting Learning Goals 1-3, according to the instructor direct assessment, with about 90% of all students achieving Satisfactory or Strong performance.

With five VA sections not considering Learning Goal 4 to be applicable, and several of those sections having rather large enrollments, only 57% of students achieved Satisfactory or Strong performance on that goal. We observe that four out of five of these sections were in the Religious Studies department. Three of them were 100-level RELI courses. A different subset of three represent all the courses taught by that specific instructor in Fall 2019.

Recommendations

1. A discussion with the Religious Studies department about Learning Goal 4 seems to be warranted by the above data. The goals of this discussion would be:
 - To determine why this goal is not applicable in those courses.
 - To investigate whether alterations to those courses to achieve Learning Goal 4 would be feasible.
2. The identical scoring of all the learning goals in 7/16 courses suggests that direct assessment of these goals is too aggregated. It is suggested that creating a professional development opportunity for instructors to better differentiate among their direct assessments would be worthwhile.
3. This analysis is crippled by a lack of indirect assessment data. Adding questions to the student feedback forms for each VA course with respect to these goals could help ameliorate this problem.
4. Items 1 and 3 might be superseded by an anticipated review of the Learning Domains as a whole.

Committee on Diversity and Dialogue 2019-2020 Annual Report Chair: Michael Miyawaki

This academic year, our committee held monthly committee meetings and hosted six discussion hour events. As a committee, we had five major areas of work.

1. **We prepared and facilitated six Diversity and Dialogue Discussion Hours** in conjunction with the Associate Provost for Faculty Development. Unlike past years, we dedicated the discussion hours around a single theme for each semester and held three events related to that theme. The theme for the fall semester was on “Gender Equity in the Classroom” examining how gender can impact student learning and identifying ways to foster gender inclusivity in the classroom. Dr. Laura MacDonald, Assistant Professor of Biology, and I led the discussion hours. Images from the Hendrix College Microaggressions and Microaffirmations Project were also featured as part of facilitating discussion. In the spring, the theme was “Visible and Invisible Barriers to Student Success” with a particular focus on students with disabilities. The theme was led by Julie Brown, Director of Academic Success, and included a student survey on accessibility. For each theme, we devoted one event to 1) raising awareness about the issue, 2) getting student perspectives on the topic with a panel, and 3) identifying solutions to addressing the issue.
2. **We created and gathered student responses for the “Accessibility at Hendrix College Survey”** to explore student perspectives on matters related to accessibility on campus. The effort was led by Julie Brown, Director of Academic Success, and was part of our spring semester discussion hour theme on “Visible and Invisible Barriers to Student Success” focusing on students with disabilities. The survey was sent out to students at the beginning of the spring semester via email and over 150 students replied. The student perspectives were then analyzed and shared at one of the discussion hour events. Afterwards, Julie Brown prepared a report on campus accessibility, which you can at the end of this annual report.
3. **We discussed and developed the criteria for the new Dr. Dionne Bennett Jackson Prize.** Name in honor of Dr. Dionne Jackson for her work on diversity and inclusion while as both a faculty member and staff member at Hendrix, the prize “serves to recognize and reward one faculty or staff member for their demonstrated contributions to cultivating and nurturing a diverse, inclusive, and welcoming campus community” (see attached Selection Criteria for the prize). In addition to coming up with the selection criteria, we also sought nominations from the Hendrix

community and reviewed the nominees before making a final recommendation to the Committee on Faculty (for faculty nominee) or Human Resources (for staff nominee). For the inaugural prize, we recommended Tonya Hale, Director of Student Activities, Coordinator of LGBTQ+ Student Services, and Coordinator of Multicultural Student Services.

4. **As the CDD Chair, I was a member of the Advisory Board for Education and Prevention of Sexual Assault (ABEPSA).** This committee met every 2-4 weeks to review resources on the gender-based misconduct process, discuss education programs and other programming related to awareness, climate, and healthy sexual expression, and work with the Committee on Student Life and the CDD to create support networks on campus to help students navigate the gender-based misconduct process. As a member of the committee, we also distributed the “Toilet Tribune,” a bi-monthly newsletter posted in bathrooms throughout campus about information, programming, and resources related to gender-based misconduct.
5. **We engaged in extensive discussions about offensive and racist incidents** that took place on campus this academic year. In particular, we discussed concerns about the use of the N-word by faculty in the classroom and the need to improve the campus climate for our students of color. We also discussed the Multicultural Development Committee’s (MDC) Cookies and Concerns forum, where students shared their thoughts and frustrations concerning the current campus climate on diversity and inclusion. In addition, we went over the MDC’s debrief on the forum and their recommended calls for action. In light of these campus developments, we recommend that CDD next year renew our commitment to and focus on identifying ways to cultivating more inclusion for our students of color. This includes creating programming (e.g., Diversity and Dialogue Discussion Hour themes and events) that speak to these matters.

Report from the Committee on Diversity and Dialogue: Campus Accessibility

We have been fortunate this semester to examine and discuss accessibility at Hendrix College. The theme was launched with our exploration of ‘*Visible and Invisible Barriers to Student Success*’. We received data on this topic through the following methods/events:

- **Jan. 28th** – Accessibility survey e-mailed to students (150+ responses)
- **Feb. 4th** – Student panel
- **March 3rd** - Faculty/staff program
- **March 12th** - Wheelchair tour of campus (sponsored by Disability Awareness Club DAC)

As advisor of the Disability Awareness Club, I had several conversations with Abby Nathan, Jr. (DAC president) on the topic. We identified several recommendations that could improve accessibility at Hendrix College. These recommendations are offered as if we had unlimited funds, because I do not want to ignore a need simply because it would be expensive to address. Also, I wonder if we might be able to generate some funds if we created a mechanism (on our website) through which persons could contribute to maintaining our grounds for community use. Many local citizens use Hendrix as a walking trail or photography site, and those folks might be willing to contribute to the maintenance of this welcoming, community space. The Center for Disease Control estimates that **25%** of U.S. adults have some kind of major disability (one that impacts daily life activities). **It is important to note now and throughout this report that we are making recommendations not just for our current campus community, but also for our future campus community.**

(Alphabetical order)

- **Automatic doors** – Unfortunately, automatic doors around campus frequently break down. These doors are, of course, vital for persons who utilize wheelchairs or crutches, but they are also very beneficial for persons who are ‘overloaded’, which on any given day, could be any given student, staff member, professor or visitor. Automatic doors are not available for every campus building, and I propose a study of usage, with investment in future automatic doors based upon that pattern. As an aside, I believe Staples is used for both new student and parent activities during Orientation Week, and the absence of an automatic door is relevant per the message that conveys.
- **Awareness/education** - I propose that all members of the campus community read a short document on ability-appropriate language. This document could be posted on Campus Web, and available to us from April through September. Incoming students currently acquaint themselves with Hendrix policies through a similar mechanism during the summer before they enroll in classes. The document could also include pertinent resources, such as the Office of Academic Success and the Disability Awareness Club.
- Use of the **Brick Pit** should cease for *scheduled* events like parties and photos of the freshmen and senior classes. While it is true that the College does not currently (4/8/20) enroll any students who exclusively utilize wheelchairs or crutches for mobility, it is equally valid that we do not want to **plan** to use a site that is not accessible for persons who use that equipment. That could easily be construed as hopeful discrimination.

- **Communication** – This is a broad heading for what I perceive as the easiest place to begin improving accessibility. Students (and surely, visitors) are often unaware of the locations of wheelchair/crutch-accessible entrances to campus buildings. I propose that signposts be placed in four quadrants of the main campus (as well as near the Art complex and the WAC), directing persons to accessible entrances in nearby buildings. A sign by the Turtle Pond, for instance, could direct persons to the accessible entrances for Ellis, Fausett, Trieschmann and Staples. I also propose the creation of a map/roster of campus residences that are accessible. This list would include the traditional halls, houses and apartments. This PDF should be posted on the Res Life portion of the Website, and I suggest that a printed version be provided to students when they are accepted to the College. This goes back to welcoming not just the student, but their family, no matter what their mobility. I think that Res Life has some of this information on their website; perhaps I'm suggesting more of a re-organization with an emphasis on access.
- **Elevators** – The lack of elevators in residential buildings was a common comment on the student survey. I also recognize that this is likely the most expensive investment in access on this list. Further, I understand that elevators cannot be added to every building. Elevators make the list because their absence was noteworthy to many students, and so, deserve mention. As some of you may know, on occasion specific classes have been relocated when a student with mobility issues enrolled in the class. I don't know if this is information that could be accurately and effectively communicated via the website, so students and prospective students would know the College has a contingency plan for academic buildings without elevators.
- **Handrails** – It has been suggested by students and professors that the Brick Pit and the steps behind Mills could be more easily navigated if there were handrails (or additional handrails) in place. There may be other locations across campus that could also benefit from this addition.
- **Additional ramps** - Students who participated in the Wheelchair Tour sponsored by DAC noted the frequency with which they encountered steps as they moved from building to building. I have no engineering knowledge, but I wonder if there are campus locations that might benefit from the addition of a ramp.
- **Uneven sidewalks** – These were also found to be challenging on the Wheelchair Tour. I assume that the wear and tear of use, and the elements contribute to this issue. It is mentioned here, because it was mentioned several times on the student survey and by persons participating in the Wheelchair Tour.

These last items are not directly related to ability, but reflect valid concerns.

- **Lighting** in parking lots
- **Cameras** for safety...
- **Gender-neutral bathrooms** - Some survey respondents requested more gender-neutral bathrooms across campus, as well as clear signage to those bathrooms in the buildings where they are housed.

SELECTION CRITERIA

Dr. Dionne Bennett Jackson Prize for Diversity and Inclusion

The Dr. Dionne Bennett Jackson Prize for Diversity and Inclusion is named in honor of Dr. Dionne Jackson for her work on diversity and inclusion while as both a faculty member and a staff member at Hendrix. The Dr. Jackson Prize serves to recognize and reward one faculty or staff member for their demonstrated contributions to cultivating and nurturing a diverse, inclusive, and welcoming campus community. By highlighting examples of consistent advocacy to diversity and inclusion, the Dr. Jackson Prize identifies professional models and celebrates the College's commitment to and statement on diversity (see [Hendrix College Statement on Diversity](#)).

Selection Process

Nominations are solicited from members of the Hendrix community. The Committee on Diversity and Dialogue reviews the nominations and makes an award recommendation to the Committee on Faculty (for faculty nominee) or Human Resources (for staff nominee) for final approval. The Provost presents the award during the Honors Convocation in April. As described in the points below, the nominee should embody the Hendrix diversity ethos. It is not expected that a single nominee will exemplify each specific characteristic, but rather be consistent in their advocacy.

- Embodies a life that respects the dignity and civil rights of all persons
- Actively helps prevent prejudice and discrimination
- Promotes capacities for understanding diverse cultures

- Cultivates and nurtures a diverse and inclusive campus community
- Creates opportunities for mutual transformation through multicultural cooperation

Process: Community members, including students, staff, and faculty, may nominate a faculty or staff member for the prize. The person making the nomination should describe in 500 words or less why the nominee should be considered for the award and list any examples of the nominee's commitment and contributions to the above characteristics. NOTE: Previous winners of the Dr. Jackson Prize may not be nominated.

Enrollment and Financial Aid Committee

2019-2020 Annual Report

Chair: Gretchen Renshaw James

The EFA committee did not function as usual this year. The President authorized the formation of the FARE team of faculty to coordinate faculty interactions with the EFA offices. This process will continue through the next year before the College makes a recommendation as to how best move forward on this structure.

Committee on Engaged Learning

2019-2020 Annual Report

Chair: Alex Vernon

In our last meeting of the year, the outgoing Director of the Odyssey program commended the committee for being “the most productive” of his tenure.

Funding Decisions

The committee met twice for each of the three funding cycles. Prior to each meeting, the members made tentative individual award decisions; the committee meetings helped each member come to a final decision in the process of arriving at a committee decision.

October: We received 46 proposals for a total of \$119,235.00. We funded 30 proposals for a total of \$65,947.00.

February: We received 49 proposals for a total of \$208,641.00. We funded 31 proposals for a total of \$107,634.93.

April: We received 44 proposals for a total of \$157,324.00. For this cycle, we funded 25 proposals for a total of \$71,804.50. We approved one proposal, from the Miller Center, out of cycle, so that they can start planning and recruiting students. This will decrease the available funds for the next cycle by \$9,000.

Other Business

- 1) In addition to the funding decision meetings, the committee met at the beginning of the year for a training and education session. Additionally, the chair participated with the Odyssey directors in two informational sessions for students, and in the Odyssey Medal recommendation process.
- 2) We approved the following:
 - History 365: Designing Historical Games Module Coding (UR/SP)
 - Changed requirements for AC credit for music lessons (300-MUSA)
 - One-time AC credit for ENGC M31, Creative Non-fiction (Murphy tutorial)
 - ARTS 220 Beginning Printmaking for AC coding
 - One-time coding for POLI 290: Topics in American Politics: Cradle to Prison Pipeline (GA). There was some discussion here about whether a domestic experience could count as GA. In the end, the committee decided to interpret GA broadly, to include cultural and environmental awareness regardless of location.
 - Changed PSYC 366 coding from pre-approved course credit to module.
 - Five Hendrix-Murphy activities
- 3) We reviewed the Odyssey Office's review of pre-approved activities
- 4) In response to the external reviewer report, we discussed the AC/EA overlap problem, and the more substantial problem that too many students receive AC credit unawares—a fact that arguably fails to meet the spirit of the Odyssey program. The committee solicited thoughts from participating departments, and the Odyssey Office

convened three focus groups to discuss the situation. At our last meeting of the year, we approved new language for the AC requirement description. It will not go forward until the fall because we are at the end of the academic year, and because in the fall we anticipate two companion changes:

- a. add language to require pre-approved courses to include on their syllabi a description of how that course will meet its Odyssey learning goals; and
 - b. revise the UR requirement language in keeping with the AC revision.
- 5) Finally, the committee worked on a potential scoring rubric for proposals, to create more clarity and transparency regarding funding decisions. During the first two funding cycles, we reflected on our individual and committee process to get us to a draft rubric. We piloted this rubric in the third (final) cycle. While the committee appreciated the list of criteria, nearly all members found the numeric scoring cumbersome and not particularly helpful or effective in deciding among proposals. We will continue this conversation in the fall.

Future Business

- Odyssey Catalog revisions per item 4 above.
- Continue rubric conversation per item 5 above.

Committee on Honorary Degrees 2019-2020 Annual Report

Chair: Ann Muse

On July 10, 2019, the following email was sent to the Hendrix Faculty, Staff and Students by the chair, Ann Muse. In the following weeks, Associate VP for Alumni and Constituent Relations, Pamela Owen, sent requests to Hendrix Alumni. A request was sent to the Board of Trustees on behalf of President Tsutsui.

Dear Members of the Hendrix Community,

The Committee on Honorary Degrees is accepting nominations for honorary degrees (given to individuals) and for the Spirit of Hendrix award (given to organizations or other entities). All members of the Hendrix community are welcome to submit nominations.

You can find more information about the awards and a nomination form

at: <http://www.hendrix.edu/academics/academics.aspx?id=40697>.

The nomination form can be accessed by clicking on "Complete the online nomination form" under the heading "Honorary Degrees"

on the link above, or going directly to the nomination form here <https://www.hendrix.edu/honorarydegrees/nominate/>.

When you have completed the nomination form, please click on "submit form. I will confirm receipt of the nomination.

If you prefer to send a hard copy, you can print the form and send it to me, Chair of the Committee on Honorary Degrees, Professor Ann Muse (1600 Washington Avenue, Conway AR 72032), or you can send it as an attachment to an e-mail to my e-mail

address: muse@hendrix.edu.

If you have made a nomination before and would like that nomination to be reconsidered, please submit a new form and provide updated information.

If you have any questions, please feel to contact me at muse@hendrix.edu.

The deadline for nominations is August 15th.

We look forward to hearing from you!

Best wishes,

Ann Muse

On September 2 and 6, 2019 the nominations were distributed to the committee. Current faculty and students who were nominated were withheld as not eligible.

On September 10, 2019, the committee met in full. The committee considered X and Y as the best candidates. The suggestion was made to honor both X and Y—X posthumously. The meeting adjourned with Muse planning to research the history of multiple honorary degrees. Research provided by Associate Provost David Sutherland confirmed that multiple degrees had been awarded most recently in 2001. The committee agreed to present the names to the President.

On October 10, 2019, the recommendation was presented to AP who voted to pass it to the Faculty for consideration.

On October 24, 2019, Muse presented the recommendations to the Faculty for discussion. With no concerns presented, the recommendations would be considered as an action item in the next Faculty Meeting.

On November 14, 2019, the recommendations were voted on and passed by the Faculty. The recommendations would now move to the Board of Trustees.

On February 24, 2020, the Hendrix College Board of Trustees approved Jack Singleton '63 as an honorary degree recipient.

Committee on Honors 2019-2020 Annual Report Chair: Britt Murphy

Dr. Falls-Corbitt continued her appointment this year as the Director of Distinguished Scholarships, to take on the recruitment of Hendrix students for distinguished scholarships, and the management and support of faculty and staff liaisons for these awards. Rynnett Clark, Coordinator of Career Connections in Career Services continued to lend administrative support. Dr. Falls-Corbitt emailed the liaisons in September to inform them of the year's timeline and events, and to offer them support for their work. She maintains a master list of scholarships that Hendrix supports, which went to the liaisons and potential student applicants at every turn. She also met with different liaisons throughout the year to communicate and keep current. A timeline emerged of how the advising especially for the writing portion of awards unfolds:

August - October: Watson, Fulbright, Knight-Hennessy, Schwarzman

November - January: Goldwater

December - February: Truman

February - April: Recruitment season opens

Dr. Falls-Corbitt and the Honors Committee coordinated a new event this year for academically strong sophomores, "Brunch in the Stacks," which was held on the second floor of the library on Saturday, September 14 before library opening hours. The event attracted around 50 students and served to celebrate the achievements of these students as well as introduce bright students to scholarship opportunities earlier in their career. We are indebted to the staff of Bailey Library who helped to make the event so successful.

The Scholarships Tea on Tuesday, March 3 was geared towards a more selective group (the top 5% or so) of promising juniors who have interest in applying for the British Awards. Dr. Kristi McKim agreed to be liaison to the Rhodes, Marshall, and Mitchell awards after Dr. Marjorie Swann stepped down from that role. Dr. Falls-Corbitt regularly reached out to faculty for recommendations of student applicants, created different tracking resources and documents for recruitment, and she also made sure that the awards Hendrix students apply for have capable faculty liaisons who can put the requisite energy into this time-consuming process. The Administration again approved a stipend for Felipe Pruneda Senties to work with potential nominees over the summer 2019 on their personal statements, and Dr. Falls-Corbitt coordinated with several liaisons to connect students with him.

The Honors Committee intended to host a half-day writing workshop for rising seniors in April for students applying for the Watson and Fulbright, but unfortunately those plans were canceled due to the disruption of the coronavirus. Daniel Whelan held several sessions on Teams for Fulbright, and Britt Anne Murphy held some Q&As via Teams and a writing workshop via Zoom for the Watson. In late spring Dr. Falls-Corbitt successfully applied for financial support through Hendrix's Mellon Grant for a day-long writing workshop for seniors in more advanced stages of their writing processes on the Saturday before classes begin in August, as well as a spring writing workshop which will serve to introduce students to best practices in starting application essays.

This year was a success for many categories of awards in which we mentored students, in that we got several students to the second round of competition and many won awards. Even better, our students expressed appreciation and growth in the process of applying, and used what they learned to make informed decisions on future opportunities.

We had one applicant for the Schwarzman Scholarship (for M.A. in Global Leadership work at Tsinghua University, China) - Tristan Norman. While Tristan did not get selected, he did go on to receive placement in the JET program and mentioned that his work for essays on the Schwarzman helped him better understand his long-term goals and apply for the JET. Nancy Velazquez was our sole applicant for the Knight-Hennessy Scholars Program at Stanford University. Nancy was not selected but expressed appreciation for the process, which helped her identify other appropriate graduate school routes. Both Tristan and Nancy were recommended to Dr. Falls-Corbitt through a general appeal to faculty for recommendations of students appropriate for these two awards. Dr. Pruneda Senties worked extensively with them in the summer with further reviewing and editing in the fall by Dr. Falls-Corbitt, who is the liaison for these awards.

Our only student to apply for a British award was Kate Sanders (one of our two Goldwater awardees last year) who applied for the Gates-Cambridge in order to pursue the MPhil in Biotechnology at Trinity College. While she did not receive the Gates, Kate was accepted to Trinity College in late April and received the offer of a Research Studentship to attend. Kate decided to turn down the offer in order to gain practical experience stateside before returning to graduate work. Dr. Marjorie Swann mentored Kate through the UK Scholarship application process.

The Fulbright eluded us this year. Daniel Whelan prepared three students for Fulbright Teaching Assistantships and one for a Fulbright Study Award. The ETA applicants were Sara Hoopchuck, David Samuel, and Madison Shaddox; the Study Award applicant was Meredith Warren ('19). We remain confident that we are steadily improving our preparation and interview processes for the Fulbright. This year Dr. Whelan focused on more deliberate and earlier use of faculty with relevant country expertise in the interview process. This spring he has set new requirements for the application process to encourage potential applicants to reach a better understanding of their host country earlier in their writing process.

We had great success with the Watson Fellowship this year. The Committee selected four Watson candidates from an initial applicant pool of eleven. The four candidates (Megan Bellfield, Claire Fleming, Mackenzie Gearin, and David Samuel) worked hard, and the Committee also worked diligently to help prepare their written materials by the November 6 deadline. With help from a few committee members and Dr. Jay Barth, I coached the Watson candidates for their January 29 interview with Watson Foundation Representative Peggy Clark. The award announcement was delayed this year because of the coronavirus until March 20, but that day we found out that Claire Fleming had won a Watson for her project *Enhanced Livelihood: Seeking Intentional Workplace Practice* to be carried out in Uganda, Kenya, India, and Colombia. But we also had another winner - Mackenzie Gearin won a Watson for her project *From Persecution to Refuge: Grassroots Peacebuilding in Displacement* with proposed journeys to Colombia, Kenya, Uganda, India, and Sri Lanka. In April instead of my usual informational meeting for all underclassmen, I promoted the Watson through Q&A sessions through Teams, and held a writing workshop for rising seniors through Zoom with the help of Dr. Pruneda-Senties, Dr. Falls-Corbitt, Claire, and Mackenzie.

We had a successful year again with the Goldwater. Jenn Dearolf led the Goldwater Review Committee of Carol Ann Downes, Julie Gunderson, and Heidi Dahlmann. Our four nominees were Jaycee Hall, Tristian Wiles, Sarah Morris, and Rebecca Parham, who received the award. Dr. Falls-Corbitt led a writing workshop for the four nominees and their mentors (Laura MacDonald, Andrew Schurko, Julie Gunderson, and Courtney Hatch), and together they reviewed and edited draft essays from early November to the end of January.

It was Jay Barth's final year to shepherd the Truman, so Dr. Barth mentored William Haden-Chomphosy in the liaison work for that scholarship as Dr. Haden-Chomphosy will take over in the coming year. The nominees were Gwen Boone, Kailey Miller, Lauren Porter, and Stephen Clark. The mentors worked with these students on their application essays December to February, but unfortunately the Truman again did not reap any awards this year.

We again had success with our seniors who applied to the JET (Japan Exchange and Teaching) Program. As with last year, the credit does not lie with the Honors Committee, but with Gwen Stockwell and the talented students who advanced to the interview stage. Two students received awards: Connor Griffin 2019 (Bio-Chemistry and Molecular Biology) and Tristan Norman 2020 (Interdisciplinary major: Social Entrepreneurship and Innovation).

Dr. George Harper, liaison for the National Science Foundation Graduate Fellowship awards, shared the news before year's end that two of our alums got honorable mention. Adam Michael Grippo and Paul Ryan Tumminello (both currently at UC San Diego) each received an honorable mention.

Due to the chaos of transferring to online teaching, there was little time and energy to put towards advertising the Bennett Essay Prize, and so there was no award this year for that prize.

Committee on International and Intercultural Studies

2019-2020 Annual Report

Chair: Chris Campolo

The committee reviewed applications and approved approximately 25 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.

Committee 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.

Student Life Committee 2019-2020 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: Board Game Club, Cuong Nhi Martial Arts, Garden Club, Outdoor Club, Sociology Anthropology Club, Well-Being Coalition. Denied constitutions include: no clubs were denied this academic year. Pending constitutions include: 3D Modeling & Design, Sierra Club (hold overs from previous year – the group never responded to our questions).

Response to MDCs Debriefing of the Cookies & Concerns Forum

MDCs issued a debriefing on the Cookies & Concerns forum related to racial issues that had occurred on campus. In response to the debriefing, the Student Life Committee reviewed the Student Handbook and made suggestions to improve the language and provide clarity to the policies surrounding racial bias encounters. The Committee also suggested increasing the training of the Conduct Board to include more emphasis on unintended bias. There is an expectation that this work will continue next year.

Other Issues Addressed

We requested the Student Senate present information about their use of the Student Activities Fee. This fee is \$310 each year and the funds are used to support the newspaper, the yearbook, the radio station, and all other clubs and organizations. Senate Treasurer Roth Coats presented information about how Senate uses the activity fee and the process for distributing funding to campus organizations. There is a student committee (FINCOM) what reviews all requests and makes recommendations to the student senate. Each April, student organizations are required to participate in an allocation funding process where they submit an expected budget and defense of their plan for spending. Although they must submit a budget to be eligible for funding, they are allowed to submit a zero budget and then request money from the discretionary fund during the year. Roth was able to provide detailed information about the use of the funds this past year.