

AGENDA
ARKANSAS STATE UNIVERSITY SYSTEM
BOARD OF TRUSTEES
September 2, 2022
10:00 a.m.
ASU-Mountain Home Campus

- I. Call to Order
Christy Clark, Chair
- *II. Approval of the Minutes of Past Meeting
June 2, 2022
- III. President's Report
Reports of the Chancellors
- *IV. Agenda
 - Proposed ASU System Resolutions
 - Resolution approving the ASU System to revise its list of degree programs designated as "not eligible for employee tuition discounts" and to clarify international tuition deposits and rates for Arkansas State University
 - Resolution approving the ASU System to revise the Emeritus Status Policy
 - Resolution approving the ASU System to revise the Family Educational Rights and Privacy Act Policy
 - Resolution approving the ASU System to proceed with the Technical Center Expansion Capital Project at ASU-Mountain Home
 - Resolution approving the ASU System to proceed with the Caddo Center Renovation Capital Project at Henderson State
 - Resolution approving the ASU System to sell University-owned property located in Jonesboro, Craighead County, Arkansas
 - Proposed Arkansas State University (A-State) Resolutions
 - Resolution approving Arkansas State University to amend its agreement with Arkansas State University Campus Queretaro.
 - Resolution approving Arkansas State University to apply for a grant from the Arkansas Department of Human Services to continue participating in the Child and Adult Care Food Program
 - Resolution approving Arkansas State University to name Room 224 in the Business Building of the Neil Griffin College of Business, the "FORVIS AIS Lab"
 - Proposed ASU-Mountain Home Resolutions
 - Resolution approving ASU-Mountain Home to offer an Associate of Applied Science degree, a Technical Certificate, and a Certificate of Proficiency in Boat Manufacturing

- Resolution approving ASU-Mountain Home to offer a Certificate of Proficiency in Commercial Truck Driving
- Proposed ASU Mid-South Resolution
 - Resolution approving the ASU Mid-South Strategic Plan for 2022-2025
- Proposed Henderson State Resolutions
 - Resolution approving Henderson State's revised Mission Statement and affirming its Strategic Positioning Platform
 - Resolution approving Henderson State to name the dining hall, the "Malachi Smith Dining Hall"

V. Executive Session

*VI. Approval of Personnel Actions

VII. Other Business

*VIII. Adjournment

*Action Items

EXECUTIVE SUMMARY

Contact: Jeff Hankins (501) 660-1004

ACTION ITEM: The Arkansas State University System requests approval to revise its list of degree programs designated as “not eligible for employee tuition discounts” and to clarify international tuition deposits and rates for Arkansas State University (A-State).

ISSUE: The Board of Trustees must approve all tuition and fees.

BACKGROUND:

- The Board of Trustees must authorize whether degree programs or fees may be subject to the Employee Discount of Tuition and Select Fees policy. Arkansas State University had previously exempted Arkansas State Online (AOS) degree programs from employee tuition discounts. The campus is requesting that all exemptions for AOS degrees be removed, effective Fall 2022. Discounts for AOS degree programs are limited to employees only.
- A-State is requesting that international students from Bangladesh be required to submit a \$3,000 deposit and the deposit be applied to the third semester tuition, effective fall semester of 2022. The University is further requesting that international tuition for students from Uganda and India be set at the rate approved by Resolution 20-15, effective fall semester of 2022.

RECOMMENDATION/RESOLUTION:

Be it resolved that the Arkansas State University System is approved to revise its list of degree programs designated as “not eligible for employees tuition discounts,” and that international deposits and rates at Arkansas State University are approved as described herein, effective fall semester of 2022.

Niel Crowson, Secretary

Christy Clark, Chair

EXECUTIVE SUMMARY

Contact: Jeff Hankins (501) 660-1004

ACTION ITEM: The Arkansas State University System requests approval to revise the ASU System Emeritus Status Policy.

ISSUE: The Board of Trustees must approve changes to ASU System policies.

BACKGROUND:

- The ASU System Emeritus Status Policy provides that faculty and staff members, who have academic rank and have rendered ten or more years of service to an ASU System campus, are entitled to Emeritus Status.
- The Emeritus Status Policy was adopted on August 8, 1997 (Resolution 97-23). Since the time that the Emeritus Status Policy was adopted, the ASU System has grown to include seven campuses.
- With the growth of the ASU System, the emeritus status process is best managed by the Chancellor of each individual System campus, rather than through the Office of the ASU System President.
- This resolution revises the Emeritus Status Policy to provide that it will be administered by the Office of the Chancellor of each ASU System campus, allowing each System campus the flexibility to manage this procedure.
- The resolution also clarifies that, in addition to the current requirements for emeritus status, the faculty or staff member must be in good standing with the University.
- A copy of the revised ASU System Emeritus Status Policy is attached.

RECOMMENDATION/RESOLUTION:

Be it resolved that the Arkansas State University System is approved to revise the Emeritus Status Policy as outlined above, effective immediately.

Niel Crowson, Secretary

Christy Clark, Chair

ASU System Policy

Effective Date: September 2, 2022

Subject: Emeritus Status

All faculty and staff members, with academic rank and who have rendered ten or more years of full-time service to an Arkansas State University System institution at the time of their retirement, and who are in good standing, are declared to have, and shall have, emeritus status, with special gratitude and honor granted from the Board of Trustees and the System President, with all the privileges, which the administration may bestow at its discretion.

This policy is administered by the Chancellor of each ASU System institution.

(Adopted by the Arkansas State University Board of Trustees on August 8, 1997, Resolution 97-23, revised September 2, 2022, Resolution 22-XX)

EXECUTIVE SUMMARY

Contact: Jeff Hankins (501) 660-1004

ACTION ITEM: Arkansas State University System requests approval to revise the Family Educational Rights and Privacy Act (FERPA) Policy

ISSUE: The Board of Trustees must approve changes to all ASU System policies.

BACKGROUND:

- A review of the ASU System Family Educational Rights and Privacy Act Policy has identified the need for technical revisions and updates to naming conventions and definitions.
- Prior to these revisions, the policy used the name “Arkansas State University” or “ASU” to refer to any of the ASU System member institutions. These revisions will update that language to provide references to the ASU System or ASU System member institutions.
- Technical revisions include the following:
 - Updated definition of “school official” for purposes of disclosures without student consent;
 - Added notice that, upon request, institutions may disclose education records to other institutions where a student seeks to enroll without student consent;
 - Clarified limitation on rights that may be exercised by parents of students who are their financial dependents; and
 - Clarified that students may exercise their right to opt out of directory information disclosures without consent at any time.
- A copy of the revised ASU System Family Educational Rights and Privacy Act Policy is attached.

RECOMMENDATION/RESOLUTION:

Be it resolved that the Arkansas State University System is approved to revise the Family Educational Rights and Privacy Act Policy, effective immediately.

Niel Crowson, Secretary

Christy Clark, Chair

ASU System Policy

Effective Date: September 2, 2022

Subject: Family Educational Rights and Privacy Act

1. Purpose

The Arkansas State University System will comply with the Family Educational Rights and Privacy Act (FERPA).

2. Definitions

Arkansas State University System. “The Arkansas State University System” (ASU System) includes all member institutions, as of now and in the future.

Student. “Student” means an individual who attends or has attended classes at an ASU System institution. This policy does not apply to the records of applicants for admission who are not accepted to an ASU System institution and does not apply to applicants who are accepted but choose not to attend.

Education Record. “Education Records” are those records, files, documents, and other materials, which contain information directly related to a student and which are maintained by the ASU System or a person acting for the ASU System.

Directory Information. “Directory Information” is designated to be the student’s name; local and permanent physical addresses; electronic mail addresses; telephone listings; photographs and electronic images; date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; and the most recent previous educational agency or institution attended by the student.

3. Arkansas State University System Family Educational Rights and Privacy Act Policy

The Family Educational Rights and Privacy Act requires that institutions of higher education strictly protect the privacy rights of all students who are or who have been in attendance. Information contained in the student’s education records can be shared only with those persons or entities specified within the Act. The law also provides that students have the right to review their education records for the purpose of making any necessary corrections. The Office of the Registrar at each member institution maintains a copy of the full text of FERPA, posts

electronic information on FERPA, and processes all FERPA requests and challenges. The ASU System will utilize the following process to implement the provisions of the Family Educational Rights and Privacy Act.

4. Process

A. Disclosure of Education Records

- I. **Disclosure with Student Consent.** A student may consent, in writing, to the disclosure of education records. The student's written consent must be signed, dated, and specify which records are to be disclosed, to whom, and for what purpose. The consent must be delivered to the Office of the Registrar at the ASU System institution where the student is or was enrolled. The student may retract the consent, in writing, at any time. Proper proof of identity may be required by the Registrar's Office before consent is retracted.
- II. **Disclosure without Student Consent.** An ASU System member institution may disclose education records, without the student's written consent, to any school official with a legitimate educational interest. School officials include administrators, supervisors, faculty members, instructors, support staff, members of the Board of Trustees, persons or companies with whom the ASU System or the relevant member institution has contracted or appointed for special tasks (e.g. National Student Clearinghouse), and University committee members. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, an ASU System institution may disclose education records, without consent, to officials of another college or school in which a student seeks or intends to enroll.

Disclosure, without student consent, may also be given to other persons and entities, as allowed by FERPA and its implementing regulations.

Faculty sponsors of registered honor societies may have access to student education records for the sole purpose of determining eligibility for membership, on the basis that they are acting in an official University capacity that is integral to the educational function of the ASU System institution.

The parents of students may exercise rights under FERPA if the student is claimed as a dependent by the parents for income tax purposes. Dependency must be proven by submission of a copy of income tax returns.

B. Disclosure of Directory Information

Directory information may be disclosed to any person or entity, without student consent, unless the student submits a completed request form for non-disclosure of directory information to the Office of the Registrar at the ASU System institution where the student is enrolled. The written request for non-disclosure of directory information may be submitted to the Registrar at any time. If a student elects not to allow disclosure of directory information, the ASU System cannot share information regarding the student with any person or entity, including prospective employers, licensing agencies, government agencies, the media, and others, except as otherwise allowed by FERPA and its implementing regulations. The student may retract the directory information non-disclosure, in writing, at any time. Proper proof of identity may be required by the Registrar's Office before the directory information non-disclosure is retracted.

C. Inspection, Review, and Correction of Education Records

Students have the right to inspect and review their education records, except for specific exclusions contained within the Family Educational Rights and Privacy Act. A student should contact the Office of the Registrar to arrange for inspection, review, and correction of an education record. The Registrar may charge a fee for copies of any education records.

D. Ownership of Education Records

Education records are the property of the relevant ASU System institution. Education records, including transcripts and diplomas, will not be released to any student who has a delinquent financial obligation to an ASU System institution.

(Adopted by the Arkansas State University System Board of Trustees on December 11, 2009, Resolution 09-94; revised September 20, 2019, Resolution 19-34; revised September 2, 2022, Resolution 22-XX)

EXECUTIVE SUMMARY

Contact: Jeff Hankins (501) 660-1004

ACTION ITEM: The Arkansas State University System requests approval to proceed with the Technical Center Expansion Capital Project at Arkansas State University-Mountain Home (ASUMH).

ISSUE: The Board of Trustees must approve all capital projects.

BACKGROUND:

- The ASUMH Technical Center Expansion will accommodate the new Boat Manufacturing program and the addition of injection molding and extrusion technologies to the Mechatronics program. The expansion will encompass an area of approximately 7,350 square feet.
- The capital project will be funded with a \$685,000 grant from the Office of Skills Development and a \$700,000 Regional Workforce grant from the Arkansas Division of Higher Education. These grants will provide funding to furnish and equip the expansion.

RECOMMENDATION/RESOLUTION:

Be it resolved that the Arkansas State University System is approved to proceed with the Technical Center Expansion Capital Project at Arkansas State University-Mountain Home.

Niel Crowson, Secretary

Christy Clark, Chair

ASU System

Capital Project Proposal Form

In accordance with board policy, Capital Project means a new construction, renovation or remodeling project with a projected cost exceeding \$1,000,000. Campus officials shall complete a Capital Project proposal form and submit to the President for review and recommendations. The President will submit Capital Project proposals to the Board of Trustees for approval. Forms should be submitted electronically to the System Vice President for Finance.

Institution:	Arkansas State University - MountainHome	Date: 9/2/22
Project Name:	Technical Center Expansion Project	

Project Description: (in detail)

ASUMH has received grant funding to expand the Technical Center to support our boat, injection molding and extrusion manufacturers. The boat manufacturing expansion includes a 50 X 63 (3,150 square feet) area on the front of the building which will provide the space to house the new coat booth. The injection molding and extrusion expansion will also include a 50 X 63 area (3,150 square feet) on the front of the building.

Estimated Date of Commencement:	10/01/22
Estimated Date of Completion:	08/01/23
Total Project Cost Estimate:	\$1,385,000

Please provide the detail of cost estimate below:

	Estimated Project Cost
Construction: <i>(Include cost of built-in equipment)</i>	1,236,000
Architect/Engineer Fees:	99,000
Contingencies: <i>[Not to exceed 10% of Construction and A&E]</i>	50,000
Land Purchases:	0
Movable Equipment and Furniture:	0
Total Cost of Project:	1,385,000

Please provide detail of planned sources of funding:

Source	Amount	Percentage
General Improvement:		0.0%
Institutional Reserves:		0.0%
Institutional Operating Funds:		0.0%
State Grant Funds: <i>Arkansas Office of Skills Development \$685,000 and Regional Workforce Grant \$700,000</i>	1,385,000	100.0%
Federal Grant Funds:	0	0.0%
Special Revenue Funds:		0.0%
Foundation or Other Private Monies:		0.0%
Bond Proceeds (If approved):		0.0%
Total Proposed Funding:	1,385,000	100.0%

Notes:

EXECUTIVE SUMMARY

Contact: Jeff Hankins (501) 660-1004

ACTION ITEM: The Arkansas State University System requests approval to proceed with the Caddo Center Renovation Capital Project (Phase II) at Henderson State University (HSU).

ISSUE: The Board of Trustees must approve all capital projects.

BACKGROUND:

- The Arkansas State University System is requesting to proceed with Phase II of the Caddo Center Renovation at HSU as a one-stop shop for students. At its September 10, 2021, meeting, the Board approved the original project of \$1,190,861, funded by a grant from the Arkansas Natural and Cultural Resources Commission (ANCRC). The project scope is to adapt the shell of the Caddo Building, allow continuation of the preservation of the historic Caddo Center, and provide space for offices that include Admissions, Financial Aid, Housing, and Advising and Tutoring.
- HSU has been awarded a grant of \$1,400,000 for FY2023 from the ANCRC to continue the Caddo Center Renovation Capital Project.

RECOMMENDATION/RESOLUTION:

Be it resolved that the Arkansas State University System is approved to proceed with the Caddo Center Renovation Capital Project at Henderson State University.

Niel Crowson, Secretary

Christy Clark, Chair

ASU System

Capital Project Proposal Form

In accordance with board policy, Capital Project means a new construction, renovation or remodeling project with a projected cost exceeding \$1,000,000. Campus officials shall complete a Capital Project proposal form and submit to the President for review and recommendations. The President will submit Capital Project proposals to the Board of Trustees for approval. Forms should be submitted electronically to the System Vice President for Finance.

Institution:	Henderson State University	Date:	8/17/22
Project Name:	Caddo Center Renovations		

Project Description: *(in detail)*

The ANCRC grant is funding adaptive preservation of the Caddo Center as a one-stop shop for students. These funds from the ANCRC, to adapt the shell of the Caddo Building, will allow continuation of the preservation of the historic Caddo Center, provide space for Admissions, Financial Aid, Housing, and Advising and Tutoring.

Estimated Date of Commencement:	9/13/2021 (Phase I)
Estimated Date of Completion:	6/30/2023 (Phase II)
Total Project Cost Estimate:	\$1,400,000

Please provide the detail of cost estimate below:

	Estimated Project Cost
Construction: <i>(Include cost of built-in equipment)</i>	1,000,000
Architect/Engineer Fees:	85,000
Contingencies: <i>[Not to exceed 10% of Construction and A&E]</i>	115,000
Land Purchases:	
Movable Equipment and Furniture:	200,000
Total Cost of Project:	1,400,000

Please provide detail of planned sources of funding:

Source	Amount	Percentage
General Improvement:		0.0%
Institutional Reserves:		0.0%
Institutional Operating Funds:		0.0%
State Grant Funds: (ANCRC grant)	1,400,000	100.0%
Federal Grant Funds:		0.0%
Special Revenue Funds:		0.0%
Foundation or Other Private Monies:		0.0%
Bond Proceeds (If approved):		0.0%
Total Proposed Funding:	1,400,000	100.0%

Notes:

Project received a grant of \$1,190,861 in FY2022 and was approved by the board of trustees in September 2021.

EXECUTIVE SUMMARY

Contact: Len Frey (870) 972-3303

ACTION ITEM: The Arkansas State University System requests approval to sell University-owned property located in Jonesboro, Craighead County, Arkansas.

ISSUE: The Board of Trustees must approve all sales of University property.

BACKGROUND:

- Arkansas State University (A-State) owns approximately 30 acres of undeveloped property, between Browns Lane and Race Street located in Jonesboro, Craighead County, Arkansas. The property is not essential to the operations of the institution and will not be needed in the future to carry out the mission of the educational institution. The property is surplus and appropriate for sale.
- The property shall be surveyed by an appraiser, and advertised for sale to the public.
- A diagram and photo of this property are attached to this resolution.

RECOMMENDATION/RESOLUTION:

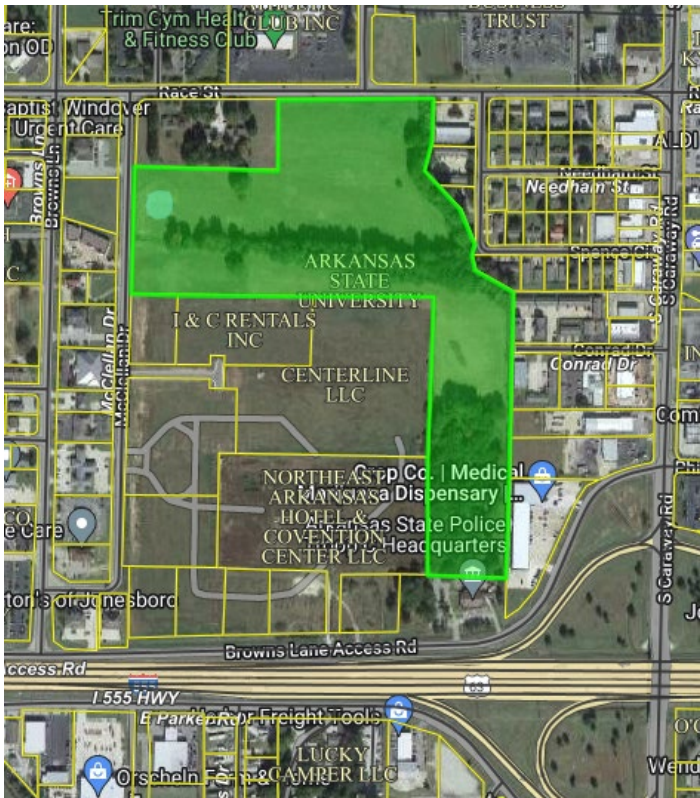
Be it resolved that the Arkansas State University System is approved to sell University-owned property located in Jonesboro, Craighead County, Arkansas, referenced above, pursuant to the terms outlined above, and that the President of the ASU System, or the President's designee, is authorized to sign all documents necessary to close the sale of this transaction.

Niel Crowson, Secretary

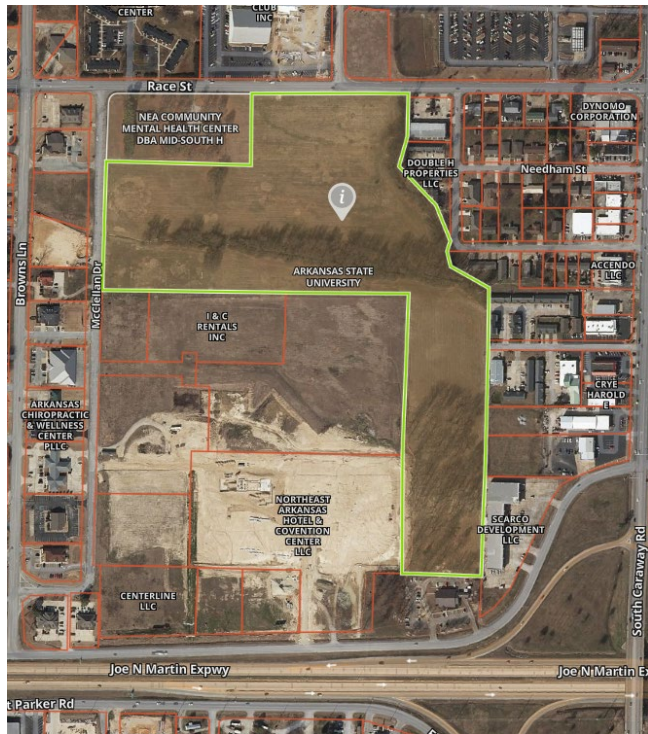
Christy Clark, Chair



AR County Data Shows that the tract includes the Arkansas State Police



Data Scout Pro shows the tract as not including the Arkansas State Police



On X maps shows the tract as not including the Arkansas State Police but then does not specify if ASP is its own parcel either.

EXECUTIVE SUMMARY

Contact: Thilla Sivakumaran (870) 972-3149

ACTION ITEM: Arkansas State University (A-State) requests approval to amend its agreement with Arkansas State University Campus Queretaro (A-State CQ).

ISSUE: The Board of Trustees must approve any modifications to the agreement between Arkansas State University and Arkansas State University Campus Queretaro.

BACKGROUND:

- On February 24, 2017, the Board approved the agreement between Arkansas State University and A-State CQ (Resolution 17-09).
- Since the time of the 2017 agreement, A-State CQ has graduated four classes of students, and has a total enrollment approaching 1,000 students for Fall 2022.
- Both A-State and A-State CQ seek to make certain changes to the agreement, which will modify the current payment structure to base payment on credit hours, require A-State approval of the annual A-State CQ budget, and enhance communications and current processes between the campuses.
- The amendment to the current agreement is attached to this resolution.

RECOMMENDATION/RESOLUTION:

Be it resolved that Arkansas State University is approved to amend its agreement with Arkansas State University Campus Queretaro.

Niel Crowson, Secretary

Christy Clark, Chair

FIRST AMENDMENT TO COLLABORATION AGREEMENT

by and between

ARKANSAS STATE UNIVERSITY-JONESBORO

(“ASUJ”)

and

ARKANSAS STATE UNIVERSITY CQ, A.C.

(“ASUCQ”)

dated as of _____

This FIRST AMENDMENT TO COLLABORATION AGREEMENT (this “First Amendment”) is entered into effective as of the ____ day of _____, 2022 (the “First Amendment Effective Date”), by and among Arkansas State University-Jonesboro (“ASUJ”) and Arkansas State University CQ, A.C. (“ASUCQ,” together with ASUJ, the “Parties”) in consideration for the mutually-beneficial terms herein.

WHEREAS, on or about February 24, 2017 (the “Original Effective Date”), ASUJ and ASUCQ entered into a Collaboration Agreement (the “Agreement”), which set out certain terms regarding the relationship between the Parties;

WHEREAS, the Parties have operated pursuant to the Agreement since the Original Effective Date and now, for their mutual benefit, desire to amend the Agreement pursuant to the terms of this Amendment;

NOW THEREFORE, for the mutually beneficial terms contained herein, as well as for other good and valuable consideration, the receipt and sufficiency of which is acknowledged and admitted, the Parties agree as follows:

1. Except as expressly set forth herein, the terms of the Agreement shall remain in full force and effect. In the event of a conflict between the Agreement and this Amendment, the terms of this Amendment shall govern.

2. All capitalized terms in this Amendment that are not defined herein shall have the definition given to them in the Agreement.

3. For years 3-5 of the Agreement (specifically, 2019-2020, 2020-2021, and 2021-2022), amounts due to ASUJ shall be subject to the terms of the original Agreement, including the terms of the original Exhibit A thereto (the “Original Exhibit ‘A’”), with the exception that, the “Commission Rate” described by the Enrollment Payment Schedule of Original Exhibit “A” shall be one percent (1%) for year three, two percent (2%) for year four, three percent (3%) for year five and based on a tuition rate of \$218 per credit hour in recognition of actual student scholarship levels and challenges incurred from the worldwide pandemic. A payment schedule shall be provided to ASUJ immediately following execution of this agreement.

4. For all subsequent years of the agreement (specifically, beginning with year 6, the first day of which shall be July 1, 2022), the revenue that ASUJ shall receive from ASUCQ shall be governed by the attached First Amended Exhibit “A.” However, in the event that certain lab spaces and equipment for such labs are not finished and operational on or before June 30, 2023, then the First Amended Exhibit “A” shall be void and the Agreement shall revert to the terms of the Original Exhibit “A.” ASUCQ shall also ensure that adequate student study and lounge space, as well as space for a student success center, is provided at all times. ASUJ shall be provided with annual space programming plans to ensure that adequate space does exist. All required spaces and equipment shall be requested at least twelve (12) months in advance. Any disputes under this section shall be addressed pursuant to Section 30.2 of the original Agreement.

5. As part of the amendments to First Amended Exhibit "A," a certain One Hundred and Fifty Thousand Dollar and NO/100 (\$150,000.00) lump sum payment to ASUJ, intended as payment for a Vice Rector, has been eliminated. The Parties agree that the Vice Rector shall be paid pursuant to their present practice.

6. ASUCQ shall, beginning in the year following the First Amendment Effective Date, submit annual budgets for approval by ASUJ at the same time as other institutions, which shall typically be in May/June of each relevant year.

7. Any changes to tuition and fees at ASUCQ shall be approved, prior to the effectiveness of such change, by ASUJ.

8. Any major budgetary decisions, such as those relating to personnel, instruction, or similar matters, shall be discussed with ASUJ prior to implementation.

9. Any grievances filed by students, staff, and/or faculty concerning ASUCQ shall be immediately reported to the Vice Rector of Academics.

10. Any contracts between ASUCQ and any third parties shall be provided to ASUJ upon request.

11. Any lawsuit filed against, or concerning in any way, ASUCQ shall be immediately reported to ASUJ legal counsel.

12. All data and information necessary or required by the Arkansas Department of Higher Education, the ASU System or the Higher Learning Commission in the possession or control of ASUCQ shall be promptly provided to ASUJ.

13. Other than the terms of the Agreement, this First Amendment contains the entire intent and agreement of the Parties and any prior oral or written declaration, representation, arrangement, or understanding between them, other than the Agreement, is of no effect.

IN WITNESS WHEREOF, the Parties have executed this First Amendment as of the First Amendment Effective Date.

"ASUJ"
ARKANSAS STATE
UNIVERSITY-JONESBORO

"ASUCQ"
ARKANSAS STATE
UNIVERSITY CQ, A.C.

By: _____
Dr. Charles L. Welch, President

By: _____
Ricardo Benjamin González Valdés,
President

FIRST AMENDED EXHIBIT “A”

PAYMENTS TO ASUJ

Beginning with year six (6), any payment due to ASUJ shall be made no later than sixty (60) calendar days after ASUCQ has received the corresponding invoice from ASUJ or, in the case of the Accreditation Fee and the Additional Profit Fee, on or before the last business day of July of each relevant year. The invoices submitted by ASUJ shall comply with all Applicable Laws issued by the competent Taxing Authorities, and include a reasonable description of the concepts that support the payment of the amounts specified in the corresponding invoice. In the event any amount owed by ASUCQ to ASUJ is not received by ASUJ within sixty (60) days of the invoice being sent to ASUCQ, or in the case of the Accreditation Fee or the Additional Profit Fee, sixty (60) days after the date such fee is due, an additional One Percent (1%) of the amount owed shall be added to the amount owed and an additional One Percent (1%) of the amount owed shall be added to the amount owed for every additional sixty (60) day delay.

All payments to be made by ASUCQ to ASUJ under this Agreement shall be in Dollars to the bank account of ASUJ in the United States, identified in writing to ASUCQ. If for any reason, payments to be made by ASUCQ to ASUJ under this Agreement are required to be made in Mexico as per the provisions of Applicable Law or a resolution of a competent Governmental Authority, the Parties agree that the exchange rate to be used shall be the one published by the Bank of Mexico (*Banco de México*) on the Official Gazette (*Diario Oficial de la Federación*) for the date on which payment shall be made.

In case of devaluation or change in the exchange rate between the Mexican Peso and the Dollar of more than 10% (ten percent), the Parties agree to engage in negotiations to review the relevance and the payment feasibility included in this First Amended Exhibit "A" (Payments to ASUJ). The Parties shall reach a decision on whether or not changes must be made to the Agreement and its corresponding First Amended Exhibit "A" (Payments to ASUJ) to assure the financial viability of the project. If the Parties are not able to reach an agreement on the matter, they agree to submit their difference to the final resolution of an independent expert to be selected by the joint consent of the Parties, or by the ICC absent such consent. The resolution of the independent expert on the matter shall be final and binding on the Parties and not subject to arbitration or any other Dispute resolution mechanism as per the provision of Section 30.2. (Dispute Resolution) of this Agreement.

The total tuition generated by ASUCQ shall be calculated based on student credit hours. For the purpose of this First Amended Exhibit A, the semesters included in each relevant year shall include Summer 2, Fall, Spring, and Summer 1. For the purpose of clarity, all student credit hours shall be included in such calculation. Such clarification is made because, in a prior version of this First Amended Exhibit “A,” the relevant calculation was based on Ninety-Five Percent (95%) of student credit hours. For all years subject to this First Amended Exhibit “A,” beginning with year 6, the first day of which shall be July 1, 2022, ASUCQ shall charge a separate fee to its students (the “Accreditation Fee”), the purpose of which shall be payment to ASUJ in consideration for the terms of the Agreement. The Accreditation Fee shall be remitted to ASUJ pursuant to the terms of

the Agreement and this First Amended Exhibit A. The Accreditation Fee, for all years including year 6 and thereafter, shall be calculated by multiplying the Accreditation Fee Rate listed on the Accreditation Fee Table herein by the total tuition generated by ASUCQ in the relevant year listed on the Accreditation Fee Table.

ACCREDITATION FEE TABLE

<u>Year</u>	<u>Accreditation Fee Rate</u>
Year 6 (2022-2023)	3%
Year 7 (2023-2024)	5%
Year 8 (2024-2025)	7%
Year 9 (2025-2026)	9%
Year 10 (2026-2027)	10%
Year 11 (2027-2028)	10%
Year 12 (2028-2029)	11%
From 2029-2030 and beyond	11%

ADDITIONAL PROFIT PAYMENT

In addition to the other amounts described herein, at the end of any year of operations (designated as June 30 of each year of the Agreement), ASUCQ shall pay ASUJ a lump sum of an amount equivalent to Ten Percent (10%) of any profits (calculated and defined as audited revenue in excess of expenses) when ASUCQ's total profit is \$15,000,000.00 USD (fifteen million Dollars and 00/100) or more (the "Additional Profit Payment"). Such Additional Profit Payment shall be due and payable to ASUJ on or before the last business day of July of each relevant year.

EXECUTIVE SUMMARY

Contact: Len Frey (870) 972-3303

ACTION ITEM: Arkansas State University (A-State) requests approval to apply for a grant from the Arkansas Department of Human Services to continue participating in the Child and Adult Care Food Program (CACFP).

ISSUE: A resolution from the Board of Trustees is required to apply for this grant.

BACKGROUND:

- The CACFP provides food services to approximately 600 children in the Arkansas Delta Region.
- The Department of Childhood Services in the College of Education and Behavioral Sciences participates in this program.

RECOMMENDATION/RESOLUTION:

Be it resolved that A-State is approved to apply for a grant from the Arkansas Department of Human Services to continue participating in the Child and Adult Care Food Program.

Niel Crowson, Secretary

Christy Clark, Chair

**ARKANSAS STATE UNIVERSITY SYSTEM
BOARD OF TRUSTEES**

A Resolution Recognizing the Significant Contributions of
FORVIS LLP
to Arkansas State University

WHEREAS, the Board of Trustees has retained unto itself the authority to name facilities and programs of the University; and

WHEREAS, FORVIS LLP, a national, top-ten, professional services firm with an office in Little Rock, Arkansas, employs many loyal A-State alumni, and is a supporter of Arkansas State University and the students we serve; and

WHEREAS, FORVIS LLP has made significant contributions to Arkansas State University of a magnitude worthy of special gratitude and lasting recognition, including a contribution to the Neil Griffin College of Business for a much-needed Accounting Information Systems (AIS) Lab;

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the Arkansas State University System, that Room 224 in the Business Building of the Neil Griffin College of Business on the A-State campus shall be known henceforth as the:

FORVIS AIS Lab

DULY ADOPTED AND APPROVED this 2nd day of September 2022

Christy Clark, Chair

Price Gardner, Vice Chair

Niel Crowson, Secretary

Steve Eddington, Member

Robert G. Rudolph, Jr., Member

Paul Rowton, Member

Jerry Morgan, Member

Charles L. Welch, President

EXECUTIVE SUMMARY

Contact: Tamara Daniel (870) 508-6102

ACTION ITEM: Arkansas State University-Mountain Home (ASUMH) requests approval to offer an Associate of Applied Science degree, a Technical Certificate, and a Certificate of Proficiency in Boat Manufacturing.

ISSUE: The Board of Trustees must approve the offering of any new degree program.

BACKGROUND:

- The Twin Lakes region, where ASUMH is located, hosts four boat manufacturing companies, employing approximately 2,000 workers and creating \$500,000,000 in product each year.
- ASUMH has worked with the area boat manufacturers to design the degree and certificate programs that will prepare individuals to work using composites to construct boats.
- A Delta Regional Authority grant in the amount of \$200,000 has been awarded to support the development of the program and the faculty position for two years.
- An Office of Skills Development grant, in the amount of \$1,234,775, has been awarded to support the expansion of the ASUMH Technical Center, its equipment purchases, and an additional year of faculty salary for the program.
- No additional funding is required.

RECOMMENDATION/RESOLUTION:

Be it resolved that Arkansas State University-Mountain Home is approved to offer an Associate of Applied Science degree, a Technical Certificate, and a Certificate of Proficiency in Boat Manufacturing, effective spring semester of 2023.

Niel Crowson, Secretary

Christy Clark, Chair

EXECUTIVE SUMMARY

Contact: Tamara Daniel (870) 508-6102

ACTION ITEM: Arkansas State University-Mountain Home (ASUMH) requests approval to offer a Certificate of Proficiency in Commercial Truck Driving.

ISSUE: The Board of Trustees must approve the offering of any new degree program.

BACKGROUND:

- Commercial truck drivers continue to have some of the most highly-needed skills on the occupation demand list for the ASUMH service area.
- The seven-credit-hour course proposed in commercial truck driving will meet all requirements for certification as a commercial truck driver.
- The commercial truck driving course will also be accepted as an elective in the Technical Certificate in General Business.
- ASUMH has been awarded a \$500,000 Regional Workforce Grant to establish a Commercial Truck Driving training program. The grant will provide funding for the purchase of a semi truck, trailer, and a truck simulator to be used in the program.
- No additional funding is required.

RECOMMENDATION/RESOLUTION:

Be it resolved that Arkansas State University-Mountain Home is approved to offer a Certificate of Proficiency in Commercial Truck Driving, effective fall semester of 2022.

Niel Crowson, Secretary

Christy Clark, Chair

EXECUTIVE SUMMARY

Contact: Michael Lejman (870) 733-6782

ACTION ITEM: Arkansas State University Mid-South (ASU Mid-South) requests approval of its Strategic Plan for 2022-2025.

ISSUE: The ASU Board of Trustees must approve the strategic plans for all institutions in the Arkansas State University System.

BACKGROUND:

- The Arkansas State University Mid-South 2022-2025 Strategic Plan represents the culmination of an 18-month process. Led by the Institutional Effectiveness and Planning Committee, it included feedback from all faculty and staff, input from students and community stakeholders, and focused support from additional committees and working groups.
- The planning process consisted of three broad phases: Assess, Design, and Build. The Assess phase entailed a review of the previous strategic plan and a data-gathering effort that was extended, due to the committee's interest in gaining insights from knowledge gained during the Fall 2021 semester's disruptions of the previous academic year. The committee determined additional data needs and established an emphasis on measurable objectives and sustainability in developing the new plan. The committee members gathered data from the employer and labor market, as well as information from a student survey conducted specifically for the planning effort. Finally, the committee drafted the four strategic priorities and determined appropriate methods for engaging the rest of our campus in developing both objectives and assessment mechanisms.
- Moving into the Design Phase, the committee held a campus-wide, strategic-planning kickoff meeting, including a survey for faculty and staff in November of 2021. This was followed by a series of four open forums in the following weeks and in Spring 2022, where all faculty and staff were invited to discuss each priority in smaller focus groups and propose measurable objectives. In addition, the Chancellor hosted a series of "fireside chats," more informal conversations that helped faculty and staff reconnect, share their everyday work experiences, and propose new ideas to improve our college and better serve our students.
- In April through July of 2022, the committee finalized measurable objectives for each Strategic Priority and provided ideas and guidance in the development of Key Performance Indicators (KPI) for

EXECUTIVE SUMMARY

Contact: Michael Lejman (870) 733-6782

Assessment Plans. In July, the committee completed the Assessment Plans and approved the 2022-2025 Strategic Plan in its final form.

- The planning process leads to an ongoing Management phase, wherein the committee will assess the college's progress annually by reviewing KPI reports and Operational Plans from the previous academic year.
- A copy of the ASU Mid-South Strategic Plan for 2022-2025 is attached to this resolution.

RECOMMENDATION/ RESOLUTION:

Be it resolved that the Arkansas State University Mid-South Strategic Plan for 2022-2025 is approved.

Niel Crowson, Secretary

Christy Clark, Chair

Strategic Plan

Arkansas State University Mid-South 2022-2025



ARKANSAS STATE UNIVERSITY
MID-SOUTH

Planning Narrative

The Arkansas State University Mid-South 2022-2025 Strategic Plan represents the culmination of an eighteen-month process that began at the height of the COVID-19 pandemic and concludes as the college absorbs and builds upon the lessons of the past two years. Led by the Institutional Effectiveness and Planning Committee, this process has expanded to include all faculty and staff, input from students and community stakeholders, and focused support from additional committees and working groups.

The planning process consisted of three broad phases: Assess, Design, and Build. The initial Assess phase entailed a review of the previous strategic plan and a data-gathering effort that was extended, due to the committee's interest in gaining insights from knowledge gained during the Fall 2021 semester's disruptions of the previous academic year. After reviewing the previous plan, as well as available data, the committee determined additional data needs and established an emphasis on measurable objectives and sustainability in developing the new plan. The committee members gathered data from the employer and labor market, as well as information from a student survey conducted specifically for the planning effort. The committee then drafted the four strategic priorities and determined appropriate methods for engaging the rest of our campus in developing both objectives and assessment mechanisms.

Moving into the Design Phase, the committee held a campus-wide, strategic-planning kickoff meeting, including a survey for faculty and staff, in November of 2021. This was followed by a series of four open forums in the following weeks, and in Spring 2022, where all faculty and staff were invited to discuss each priority in smaller focus groups and propose measurable objectives. The conversations arising from these forums provided excellent feedback, while allowing faculty and staff to evaluate the changes we have experienced as a college. In addition, our Chancellor hosted a series of "fireside chats," which while providing insights for the planning process, were more informal conversations that helped faculty and staff reconnect, share their everyday work experiences, and propose new ideas to improve our college and better serve our students.

Finally, in April through July of 2022, the committee worked to finalize measurable objectives for each Strategic Priority. The Academic Assessment Committee also provided ideas and guidance in the development of Key Performance Indicators for Assessment Plans. In July, the committee completed the Assessment Plans and approved the whole of the Strategic Plan in its final form. The planning process leads to an ongoing Management phase, in which the committee will assess the college's progress annually by reviewing KPI reports and Operational Plans from the previous academic year.

Strategic Priorities and Objectives

Strategic Priority #1: Relevant, Accessible, High-Quality Education

Objectives:

- We will develop and provide high-value workforce programs and high-quality transfer degrees relevant to regional labor market demand.
- We will use creative and targeted marketing solutions to improve awareness of the college and promote program growth.
- We will implement flexible learning opportunities and assess current initiatives to enhance both in-person and online learning.
- We will expand opportunities for community engagement through assessment of local needs and the development of workforce training and community education initiatives.

Strategic Priority #2 Success through Responsiveness

Objectives:

- We will engage students, faculty, staff, and community partners to understand strengths, identify opportunities for improvements, and implement strategies designed to move our college and community forward.
- We will promote co-curricular educational activities that strengthen the relationship between instruction, student support, and community engagement.
- We will provide campus life opportunities, student services, and educational experiences that reflect the diverse backgrounds, experiences, and needs of our community.
- We will sustain and enhance effective practices in admissions, advising, and career services to support each step of a student's journey.

Strategic Priority #3 Community and Workforce Development

Objectives:

- We will advance workforce development through increased regional employer engagement and partnerships.
- We will serve the community through lifelong learning, civic engagement, and opportunities to enhance cultural and global awareness.
- We will produce employable graduates with the knowledge and essential skills desired to support regional workforce needs.

Strategic Priority #4: Culture of Growth and Engagement

Objectives:

- We will develop a culture of engagement that encourages employee participation in activities that promote and support our college and community.
- We will offer quality professional development to support a high level of performance and cultural competence for all employees.
- We will retain employees by promoting a positive work culture with an emphasis on open communication and transparency.
- We will recruit employees by strategically promoting our college to attract a diverse population reflective of our campus and community.

Assessment Plans

Strategic Priority #1: Relevant, Accessible, High-Quality Education

1. We will develop and provide high-value workforce programs and high-quality transfer degrees relevant to regional labor market demand.

Key Performance Indicators:

- Program Credit Hour Enrollment
- Program Completions
- Labor Market Demand for Workforce Programs from EMSI Analyst
- Transfer Rates for First-Time Entering Degree-Seeking Students
- Inventory of Program Additions, Modifications, and Improvements

Description:

Program viability and growth are important measures of success in this area. KPIs for this objective will draw from IPEDS and state productivity funding measures. However, assessment for this plan will take on a program-specific focus whenever possible. Effectively assessing this objective also requires reference to labor-market data and regional trends. Program modifications and improvements may include the addition of related, non-credit training adjustment of program requirements, in order to better align with student needs, and significant improvements in equipment or infrastructure.

2. We will use creative and targeted marketing solutions to improve awareness of the college and promote program growth.

Key Performance Indicators:

- Credit Hour Enrollment and Completions in Targeted Programs
- Enrollment in Targeted Non-Credit Programs
- Interactions with Targeted Services
- Website Traffic on Pages Linked through Advertising and Social Media

Description:

Assessment of this objective seeks to measure the impact of marketing strategies on the program or initiative in focus. This includes enrollment in both for-credit and non-credit programs. Website traffic, social media engagement, and advertisement clicks will also be used to provide data to support marketing efforts. These KPIs resemble those in SP1 Objective 1, but with a particular focus on understanding how marketing efforts draw stakeholder interest and promote growth.

STRATEGIC PLAN 2022-2025

3. We will implement flexible learning opportunities and assess current initiatives to enhance both in-person and online learning.

Key Performance Indicators:

- Credit Hour Enrollment in Short-Term, Hybrid, and Alternate Delivery Courses
- Student Success Rates in Short-Term, Hybrid and Alternate Delivery Courses
- Percentage of Online Courses Passing Quality Matters Evaluation
- Percentage of Courses Assessed under the Current Academic Assessment Plan
- Interactions with New, Expanded, and Online Student Support Services

Description: Assessment measures for this objective include enrollment and success rates in short-term, hybrid, and alternate delivery formats. We will monitor these results, while ensuring that flexible delivery is coupled with effective training and oversight. Quality Matters and related effectiveness initiatives, such as the Academic Assessment Plan, will demonstrate an appropriate level of accountability. Quantifying student interactions with targeted support measures will also enhance understanding of ways that new developments and online options for student services impact student success.

4. We will expand opportunities for community engagement through assessment of local needs and the development of workforce training and community education initiatives.

Key Performance Indicators:

- Workforce Training Courses Conducted
- Community Education Courses Offered
- Enrollment in Community Education Courses
- Community Engagement Initiatives and Events

Description:

To assess this objective, we will track offerings and enrollment in community education and non-credit workforce training courses. We will also track engagement with local stakeholders by number of contacts, as well as by quality of outcomes. We will identify and recognize examples of civic engagement that demonstrate ways that the college is embracing its role as a community leader. This includes effective review and assessment of initiatives and events led by the college to ensure quality and to identify areas of need.

Strategic Priority #2: Success through Responsiveness

Objectives:

1. We will engage students, faculty, staff, and community partners to understand strengths, identify opportunities for improvements, and implement strategies designed to move our college and community forward.

Key Performance Indicators:

- Results Data from the Great Colleges Survey
- Students Satisfaction Data from Noel-Levitz, CCSSE, and Internal Surveys
- Number and Scope of Community and Employer Outreach Events
- Evidence of Stakeholder Engagement in Planning Efforts

Description:

This objective focuses on stakeholder satisfaction with their experience at ASU Mid-South and the effective use of stakeholder feedback to improve institutional practices. Assessment for this objective will identify specific examples of how student, faculty, staff, and community partner feedback shapes planning and process improvement. Additional indicators of success will be examples of student, faculty, staff, and community partners' direct involvement in planning efforts, as well as initiatives that promote community and employer engagement with the college.

2. We will promote co-curricular educational activities that strengthen the relationship between instruction, student support, and community engagement.

Key Performance Indicators:

- Counts of participants in Co-Curricular Activities
- Documented Assessment of Co-curricular Activities
- Evidence of the Incorporation of Co-Curricular Activities into Academic Curriculum

Description:

Assessment for this objective will focus on co-curricular activities, defined as course or program-related activities that engage student support services or community resources as elements of teaching and learning. As such, co-curricular activities promote active learning and help support students' academic and professional growth. Development, deployment, and effective assessment of these activities will be measures of success for this objective. This effort will help to ensure that co-curricular activities receive appropriate attention as a dynamic part of the student experience.

STRATEGIC PLAN 2022-2025

3. We will provide campus life opportunities, student services, and educational experiences that reflect the diverse backgrounds, experiences, and needs of our community.

Key Performance Indicators:

- Participation in Active Student Organizations
- Usage Rates of On-Campus Student Support Resources
- Student Engagement with Campus Initiatives Supporting Diversity and Underserved Populations

Description:

Assessment for this objective will demonstrate the growth of campus life, use of student service resources, and engagement of diverse populations in each aspect of the student experience. The presence of viable campus organizations and extracurricular activities, as well as successful events that promote a vibrant student life on campus, will be signs of success for this objective. In addition, review of this objective will evaluate the effectiveness of campus activities and academic programs in engaging a diverse population in terms of race, gender, age, and the special populations identified under Perkins V.

4. We will sustain and enhance effective practices in admissions, advising, and career services to support each step of a student's journey.

Key Performance Indicators:

- Applicant to Enrolled Student Conversion Rates
- Time to Degree rates for Degree-Seeking Students
- 150% and 200% of Time Graduation Rates
- Evidence of Successful Job Placement or Career Enhancement after Graduation

Description:

Assessment for this objective will focus on the student experience in admissions, advising, and employment outcomes. Metrics in line with the state's productivity funding model, such as time to degree and gateway course completion, along with college and program-specific graduation rates, will be indicators of success for this objective. Finally, enhancements in the collection of employment-outcome data will be a sign of success for this objective, as will any improvements in quality of these outcomes over the course of the planning cycle. Due to the challenges associated with this effort, such as geography and other factors that hinder tracking, employment outcomes present a difficult, but important, opportunity for improved data collection.

Strategic Priority #3: Community and Workforce Development

Objectives:

1. We will advance workforce development through increased regional employer engagement and partnerships.

Key Performance Indicators:

- Number of Employer Focused Non-Credit Trainings Completed
- Enrollment and Completions in Workforce Training Programs
- Resources Attained through Employer Specific Partnerships and Trainings

Description:

Assessment for this objective will focus on employer engagement on multiple levels from collaboration, to training, to partnerships that provide resources and support. Successful initiatives, including instruction, employer-focused events hosted by the college, and other services that promote the college's role as a center for workforce development, will be markers of success for this objective. Enrollment and completion rates of for-credit programs in workforce-oriented fields are also key measures.

2. We will serve the community through lifelong learning, civic engagement, and opportunities to enhance cultural and global awareness.

Key Performance Indicators:

- Enrollment in Community Education Courses
- Examples of the College's Participation in Area Civic Events
- Enrollment and Success of Non-Traditional and Underrepresented Learners in both For-Credit and Non-Credit Courses
- Programming on Civic Engagement, Cultural Awareness, and Local, Regional, or Global Issues.

Description:

Assessment for this objective supports the college's role as a community leader and as a center for community-focused activities. Measures of success for this objective reflect the college's commitment to the traditional role of higher education institutions as centers of lifelong learning and cultural engagement. This includes the college offering and participating in community events, as well as ensuring that learners of all ages and backgrounds have access to a rich array of educational opportunities and community activities.

STRATEGIC PLAN 2022-2025

3. We will produce employable graduates with the knowledge and the essential skills desired to support regional workforce needs.

Key Performance Indicators:

- Success of Graduates on Key Assessments such as CRC and Industry Specific Examinations
- Successful Course Assessment and Program Review Practices
- Improved Tracking and Student Success for Employment Outcomes Following Graduation

Description:

Assessment of this objective evaluates the college's ability to produce employable graduates and track graduate data, as students use their newly earned credentials to advance their careers. Efforts, through the reporting of Perkins V data, are an example of approaches to better tracking of graduate success. Measures, such as the Career Readiness Certificate and industry-specific credentialing examinations, demonstrate student achievement and are recognized by employers. This objective reflects the college's commitment, both to support student attainment of recognized credentials and to track student outcomes, in order to better understand the college's impact. Due to the challenges associated with this effort, such as geography and other factors that hinder tracking, employment outcomes present a difficult, but important, opportunity for improved data collection.

Strategic Priority #4: Culture of Growth and Engagement

Objectives:

1. We will develop a culture of engagement that encourages employee participation in activities that promote and support our college and community.

Key Performance Indicators:

- Count and Participation Rate for Employee Focused Activities
- Examples of College Led Activities that Support Community Engagement
- Internal and Third-Party Surveys of Employee Satisfaction

Description:

Assessment of this objective will support growth and sustainability of employee engagement in campus activities and in the community that ASU Mid-South serves. Here, the goal of these measures is to ensure that the college is promoting these efforts and is sustaining an environment wherein employees see engagement in these activities as a positive and worthwhile experience. The college encourages leaders to take initiative in providing opportunities for faculty and staff to build relationships, both within the college and in the wider community.

2. We will offer quality professional development to support a high level of performance and cultural competence for all employees.

Key Performance Indicators:

- Participation in Employee Professional Development Offerings
- Participation Rate for Employee Training related to Communication and Cultural Competence
- Internal Assessments of Employee Satisfaction with Professional Development Offerings
- Implementation of Initiatives that Support Employee Onboarding and Leadership Development

Description:

Assessment of this objective focuses on the number, reach, and quality of professional-development opportunities. The core expectation is that the college will provide quality programming, or will connect employees to quality programming, that supports professional growth and leadership development. This objective also targets internal processes that prepare new employees and promote knowledge-sharing among faculty and staff members.

3. We will retain employees by promoting a positive work culture with an emphasis on open communication and transparency.

Key Performance Indicators:

- Results Data from the Great Colleges Survey
- Consistent Communication Regarding Campus Initiatives, Events and Developments
- Effective Operational Planning and Sharing of Results
- Faculty and Staff Retention Rates
- Employee Familiarity with Campus Resources

Description:

Assessment for this objective applies a range of measures to better inform the institution about the quality of work culture at the college. While acknowledging that workplace culture is a challenge to quantify, this plan assesses the objective by combining survey data, evidence of employee engagement in planning, evidence of effective internal communication, and employee retention rates. This holistic approach leverages the strategic plan to promote administrative accountability and transparency.

4. We will recruit employees by strategically promoting our college to attract a diverse population reflective of our campus and community.

Key Performance Indicators:

- Comparison of faculty and staff diversity with that the college's student population
- Diversity, Equity, and Inclusion Initiatives and Activities
- External and Internal Survey Results
- ASU System Scorecard Data on Employee Demographics

Description:

Assessment for this objective provides supporting data to better understand the college's success in attracting and retaining a diverse faculty and staff. As a higher education institution with a majority-minority student population, ASU Mid-South will regularly observe ways that the college's employee diversity compares to peer institutions, as well as to the regional population. These measures also allow college leaders to understand whether employee recruitment and retention initiatives are impactful across demographics.

EXECUTIVE SUMMARY

Contact: Charles Ambrose (870) 230-5062

ACTION ITEM: Henderson State University (HSU) requests approval of its revised Mission Statement and affirmation of its Strategic Positioning Platform.

ISSUE: The ASU System Board of Trustees must approve mission statements for all member institutions.

BACKGROUND:

- During Spring 2022, members of the Strategic Leadership Team, Academic Leadership Team, and the Huron Consulting group began discussions about Henderson's future, including the development of a draft of its Mission Statement and Strategic Positioning Platform.
- The proposed Mission Statement and Strategic Positioning Platform have been shared with faculty, staff, and students, as well as community and state stakeholders.
- The Mission Statement and Strategic Positioning Platform are available on the Future of Henderson website: hsu.edu/futureofhenderson.
- A copy of the Mission Statement is included in the Strategic Positioning Platform, which is attached to this resolution.

RECOMMENDATION/RESOLUTION:

Be it resolved that the Henderson State University Mission Statement is approved, and the HSU Strategic Positioning Platform is affirmed.

Niel Crowson, Secretary

Christy Clark, Chair

Henderson State University Strategic Positioning Platform - College That Works For All Students

Henderson Mission What We Want to Accomplish

Henderson State University is committed to helping every student be **#ReddieforWhatsNext** by opening the door of access and opportunity to college, mobilizing a learning community that builds seamless pathways from school to work, and preparing students to be career ready in high-demand fields that drive community and economic development.

Henderson Positioning Statement Who We Are and What We Will Be Known For

Henderson State University is committed to student success and career readiness for high-demand fields in the communities we serve in Arkansas and in our region. Henderson works in partnership with the Arkansas Department of Education, K-12 public school districts, Arkansas State University System, Arkansas State University, Arkansas State University Three Rivers, and the New York Institute of Technology College of Osteopathic Medicine at Arkansas State University to create seamless P-20 Pathways that expand learning from school to work. Henderson and its learning community partners serve campuses in Arkadelphia, Malvern, and Benton with in-person, online, and hybrid instruction.

Henderson Attributes What We Stand For

Educational Opportunity: Belief in the potential of all learners to acquire competencies and skills for career readiness.

College Completion: Accelerate credentials earned—certificates, licensures, associate, baccalaureate, and graduate degrees.

Measurable Outcomes: Align completion to high demand fields that drive community and economic development.

Learning Community: Learning can take place anywhere and everywhere in a learning ecosystem that bridges school to work with licensures, certificates, micro-credentials, associates and baccalaureate degrees.

Innovation Driven by Partnerships: K-12 schools, universities, and the community provide experiential learning opportunities to lower the cost of college and reduce time to earn degrees.

Henderson Audiences Who We Are Addressing and Key Benefits

Students and Parents:

- Degrees leading to career-readiness and employment in high-demand fields in our community, region and state.
- Affordability—Lowering the cost of college through partnerships, accelerated degrees, scholarships, on-campus and off-campus work opportunities, apprenticeships, and internships
- Credits earned through experiential learning opportunities mean less time to degree, less cost, and less reliance on loans
- Aggressive transfer of credits, expanded early college, and dual enrollment

Community:

- Career-ready graduates in high-demand fields defined by the communities that are needed to drive economic development
- Vital programs in **(1) Business, Innovation and Entrepreneurship, (2) Applied Professional Science and Technology, (3) Health, Education, and Social Sustainability, and (4) Arts and Humanities**
- Partnerships that are focused on the educational, social, and economic mobility for every student from school to work



Supporting Features of Henderson



NEW YORK INSTITUTE OF TECHNOLOGY

College of Osteopathic
Medicine
at Arkansas State University

Outcomes Driven by High Demand Skills and the Career Readiness of the Students We Serve

- Business students in the Beyond the Classroom program gain experience through internships, mentorships, and business plan competitions
- Graduate nursing students achieve 100 percent pass rate for national certification exams
- Arkansas's only four-year aviation degree program with emphasis areas in professional pilot and aviation management
- National recognition for the quality of the mentor-teacher program for new teachers
- Every student will have access to associate and bachelor degrees across high demand accelerated degree pathways

Henderson's Legacy of Service to Our Community and State

- Continuous operation as an institution of higher learning since 1890
- Specialized in teacher formation from 1929-1967 as Henderson State Teachers College and continues to be known as a national leader in teacher education
- Health-care partnership with CHI St. Vincent for Career Pathways Program, which provides nursing students with scholarships and guaranteed employment upon graduation
- Partnership between City of Arkadelphia and aviation program to operate the Dexter B. Florence Memorial Field

Future-Focused Partnerships to Expand and Advance Student Success and Learning Outcomes Across Public Education in Arkansas

- Introduce an Arkansas State University Three Rivers physical presence to Clark County and the Henderson campus to expand degree and non-degree training
- Create an I-30 Learning Community from Saline County to Arkadelphia with K-12 partners and utilizing the Saline County Career and Technical Campus in Benton, the Arkansas State University Three Rivers campus in Malvern, and Henderson State University in Arkadelphia
- Develop personalized learning plans for students designed and supported by student success data from the Arkansas Department of Education, Arkansas Department of Higher Education, and university partners

**ARKANSAS STATE UNIVERSITY SYSTEM
BOARD OF TRUSTEES**

A Resolution Recognizing the Significant Contributions of
Malachi Smith
to Henderson State University

WHEREAS, the Board of Trustees has retained unto itself the authority to name facilities and programs in honor of individuals who have distinguished themselves through service to the University; and

WHEREAS, Malachi Smith served the campus community of the previously named Arkadelphia Methodist College, Henderson College, Henderson-Brown College, and Henderson State Teachers College for more than 40 years; and

WHEREAS, Mr. Smith became the head cook at the college in 1903, and after the fire of 1914 destroyed much of the Henderson-Brown campus, Smith and his kitchen staff contributed \$25 to rebuild the college, an immense amount of money at the time; and

WHEREAS, Mr. Smith remained a respected fixture at the University until his retirement in 1947;

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the Arkansas State University System, that the dining hall of Henderson State University shall be known henceforth as the:

Malachi Smith Dining Hall

DULY ADOPTED AND APPROVED this 2nd day of September 2022

Christy Clark, Chair

Price Gardner, Vice Chair

Niel Crowson, Secretary

Steve Eddington, Member

Robert G. Rudolph, Jr., Member

Paul Rowton, Member

Jerry Morgan, Member

Charles L. Welch, President