



## DIVISION OF ELEMENTARY & SECONDARY EDUCATION

### Division of Learning Services 2022-2024 Arkansas Governor’s School (AGS) Site Selection Proposal

#### Submission Guidelines:

1. Save a copy of this proposal as a Google Doc named “AGS 2022-2024 Proposal <Institution Name>.” Adjust the share settings to add [Krystal.Nail@arkansas.gov](mailto:Krystal.Nail@arkansas.gov) as a viewer. The proposal will be saved and shared with the site selection committee.
2. Respond to all prompts in the white spaces provided. Refer to parenthetical citations of [Rules Governing Arkansas Governor’s School Site Selection](#) for additional information about specific requirements.
3. Email a link to the completed proposal to [Krystal.Nail@arkansas.gov](mailto:Krystal.Nail@arkansas.gov) by **March 26, 2021**. Title the subject of the email "AGS 2022-2024 Proposal (Institution Name)."
4. Proposals will be reviewed by a committee as defined in Rules Governing Arkansas Governor’s School Site Selection. The committee members will utilize [this rubric](#) to assist them in collecting information to inform their votes for the host site.

<b>Institution Name:</b>	Hendrix College
<b>Contact Person:</b>	Timothy Purkiss
<b>Position of Contact Person:</b>	Director of Summer Programs
<b>Email:</b>	Purkiss@hendrix.edu
<b>Phone Number:</b>	501-450-1279
<b>Link to President’s Letter Supporting the Application:</b>	<a href="#">Letter from Hendrix President Ellis Arnold</a>

## PROGRAM DESCRIPTION

### General Information Regarding AGS

The Governor's School is a four or six week residential summer program for approximately 400 rising high school seniors in Arkansas (3.01).

The Governor's School is under the jurisdiction of the State Board of Education and the State Department of Education and falls under the immediate supervision of the Administrator of Programs for the Gifted and Talented, State Department of Education (1.03). A director will be named to oversee the operation and management for the duration of the school. The director will be a staff member of the college or university chosen as the site of the Governor's School (3.02).

## **PURPOSE OF THE GOVERNOR'S SCHOOL**

The intent of the Governor's School is to give selected students a challenging opportunity to experience concepts and theories for the interpretation of facts. The emphasis of the school will be placed on conceptual or abstract intelligence in contrast with the practical or concrete intelligence. The program will offer students the opportunity to develop and/or expand their power to abstract, to conceptualize, to theorize, and explore the latest progress and problems of various fields of the arts and the sciences. Because this emphasis is not a frequent component of the regular high school curriculum, it provides the foundation, rationale, and support for the Arkansas Governor's School. The curriculum is not intended to be an acceleration of high school nor the anticipation of college curricula (4.00).

## **Rules Governing Arkansas Governor's School Site Selection**

Proposals must be in accordance with the [Rules Governing Arkansas Governor's School Site Selection](#). Rules are cited within each section.

## **SITE SELECTION PROPOSAL CRITERIA**

### **A. Program Director (3.02, 13.08)**

The director will be a staff member of the college or university chosen as the site of the Governor's School. The director will oversee the operation and management for the duration of the school (3.02). Provide the following information for the proposed program director (13.08).

Hendrix will establish two Co-Directors that are both full-time Hendrix employees: A Director of Faculty & Curriculum and a Director of Operations. Dr. Peter Gess, Hendrix Associate Provost for Engaged Learning and Associate Professor of Politics, will serve in the former roll; Timothy Purkiss, Hendrix Director of Summer Programs, which is a full-time 12-month staff position, will serve in the latter (the Director of Summer Programs oversees and coordinates all summer programs, coordinates summer logistics, and develops new adult and youth enrichment programs for the College). The co-directors will jointly manage the program year-round. This administrative partnership will bring together dedicated, complementary skill sets to enhance success of the Governor's School.

Specifically, the Director of Faculty & Curriculum will focus on recruitment and supervision of the faculty, development of the academic curriculum and faculty training, planning of co-curricular activities such as the Guest Speaker Series to ensure coordination with the academic curriculum, and monitoring ADE requirements and preparing associated assessments and reports. The Director of Operations will be responsible for the daily operation of the program and specialized administrative tasks, including budget management; student and staff recruitment; management of the online student application system, website, and social media; records management to maintain important historical data for the program; contract arrangements for employees and third-party vendors; communication with the public; alumni relations; general administrative support, and many other detailed tasks required to maintain efficient operations.

#### **Director of Faculty & Curriculum**

Name: Dr. Peter Gess

Title: Associate Provost for Engaged Learning

Email Address: [gess@hendrix.edu](mailto:gess@hendrix.edu)

Phone Number: 501-505-2953

Link to Vita: [Gess CV](#)

Background, Vision, Leadership:

Dr. Peter Gess is Associate Provost for Engaged Learning and Director of International Programs at Hendrix College. For the former he leads the College's distinctive Odyssey engaged learning program and other curricular and co-curricular high-impact practices. For the latter he oversees study abroad programs, international student and scholar services, ESOL programs, and special international projects, such as the Rwanda Presidential Scholars Program and the International Student Summer Institute. He is also an associate professor of politics and environmental studies and teaches courses in public administration and policy. Finally, Peter has coordinated Hendrix's COVID response, leading the effort to successfully and safely open the College during the pandemic.

Before coming to Hendrix, Peter helped launch the International Center for Democratic Governance at the University of Georgia, a public service unit providing training and technical assistance to subnational governments in developing nations. In that role, he managed training programs in China for almost a decade. Peter began his international career through US Peace Corps service. In the mid-1990s, he was an environmental awareness advisor with the Polish national park system. He also earned his doctorate in public administration from the University of Georgia.

Peter is a member of the Annunciation Greek Orthodox Church in Little Rock, where he sings in the choir, directs the Sunday School Program, and teaches middle school-aged children. He served on the Citizen Advisory Committee for the Little Rock School District. In high school, Peter attended the Governor's Honors Program, the state of Georgia equivalent to the Arkansas Governor's School, as a mathematics student. He returned twice in college to serve as a residential life staffer. Peter understands how important AGS can be for all attendees and is dedicated to ensuring that each and every student is transformed through full participation.

#### **Director of Operations**

Name: Mr. Timothy Purkiss

Title: Director of Summer Programs

Email Address: [purkiss@hendrix.edu](mailto:purkiss@hendrix.edu)

Phone Number: 501-450-1279

Link to Vita: [Purkiss Resume](#)

Background, Vision, Leadership:

Timothy Purkiss is Director of Summer Programs at Hendrix College. He oversees and coordinates all summer programs for the College and is responsible for scheduling, logistics, and evaluation of programs conducted on campus. He has partnered with Hendrix faculty as well as local teachers, professionals, and businesses to develop new enrichment programs for youth and adults. Some of these programs include:

- French Language Camp: Instructors introduced students, grades 6-12, to French language, culture, games, dance, and food.
- MCAT Preparatory Course: Hendrix science faculty led a three-week course to prepare pre-med students for the MCAT that included practice test simulations.
- Summer Writing Workshop: A published author led a five-week, evening workshop for adults to explore creative writing centered around food and family.
- Personal Statement Writing Course: A week-long intensive course for college students to craft their personal statements.

In addition to his work with summer programs, Tim also oversees various campus operations such as the Post Office and Spirit Store, master calendar, and event scheduling.

This past year, he has also served as the College's COVID Contact Tracing and Testing Coordinator and helped lead the effort to safely and successfully reopen the College during the pandemic. He was directly responsible for tasks such as coordinating gateway and surveillance testing for all returning students, developing and managing campus contact tracing procedures and protocols, and physical classroom adjustments for social distancing.

Timothy has a long history with AGS including experience as a student in 2003 (English Language Arts), a staff member from 2005 – 2008 (Social Activities Director), and the Administrative Manager from 2015 – 2018. His past experience with the program from student to a full-time administrator for AGS provides unique perspectives and insights into the operation and mission of the program. More importantly, his experience illustrates his deep commitment to the continued success of the program and passion for doing work to fulfill the program's mission. During his tenure as the Administrative Manager, he specifically developed recruitment programs to increase the number of students from rural areas, streamlined administrative and application procedures to reduce costs, revised training materials for office and residential life staff, and sought out new grant opportunities to offer students additional field trips or supplies from organizations such as Crystal Bridges Museum, the National Conference of Governor's Schools (NCoGS), the Arkansas Space Grant Consortium (ASGC), and the National Association of Rocketry. After the program left Hendrix, he has remained involved with the Arkansas Tech University AGS program by volunteering to assist with transition efforts between Hendrix/ATU and consulting on alumni activities including Alumni Day. Timothy met his wife at AGS. The program also had a profound impact on his academic and personal/social development. Therefore, he is personally invested in extending that same life changing AGS experience to as many Arkansas youth as possible. He spent considerable time visiting educators and students in underrepresented areas of the state like the Delta as well as south Arkansas to foster better understanding of AGS and application procedures. His fondest memories of his time with AGS are these trips and visits to schools where he introduced the program to students and then had the pleasure of seeing the same students arrive for registration on the first day of the session.

#### **B. Proposed Dates (3.03, 13.01, 13.08)**

The campus must be available for a four or six week period (3.03, 13.01, 13.08). A four week program will run four consecutive weeks (28 calendar days), without a break. A six week program will run six consecutive weeks (42 calendar days), with a four day break in the middle of the program (3.03). Include the dates the campus will host Governor's School during the summers of 2022, 2023, and 2024 and a written plan guaranteeing no other campus activity or its participants will interfere with any Governor's School activity or student (13.01).

#### **Tentative Session Dates (4-week program)**

*\*We can be flexible depending on school calendars*

Summer 2022 Dates: June 5 – July 2

Summer 2023 Tentative Dates: June 4 – July 1

Summer 2024 Tentative Dates: June 2 – June 29

From our experience in recruiting and planning AGS and other summer programs, we believe that a June session allows more students to participate and reduces scheduling conflicts with athletic camps or practices, family trips, and other academic programs during the summer. Holding the program early also affords participants the opportunity for employment the remainder of the summer which is a common barrier for underrepresented students.

**Written plan guaranteeing no other campus activity or its participants will interfere with any Arkansas Governor’s School student activity or student:**

Hendrix offers use of the campus facilities described in this document for the full 4-week period of the AGS program and guarantees that no campus activities will interfere with AGS. The directors will work closely with Hendrix administration to coordinate facilities usage by the AGS program and any other programs that may be happening, giving AGS priority in all cases.

We fully recognize the importance of providing a safe environment for the participants, an environment reassuring to parents, and an environment in which the students are free to utilize all the facilities to optimize their AGS experience.

Hendrix does not host summer classes for its undergraduate or graduate students. Typically, no more than 100 students remain on campus during the summer for research projects, internships, and other summer employment positions. This arrangement offers a unique advantage in creating a safe and intensive atmosphere for youth attending the program. With lower density on campus, AGS students are easily identifiable from Hendrix students and visitors to campus.

The Hendrix campus, built for 1200 students, is large enough to accommodate the program but still small enough to minimize movement between buildings. The intimate campus setting encourages participants to have casual and natural interactions and reduces the number of buildings that need to be monitored for safety. While students are not free to leave the campus, they may take advantage of the grounds and move freely about the campus, safe in the knowledge that AGS faculty and staff members are always in very close proximity. At Hendrix, there is the unique advantage that AGS students can gain a sense of freedom, community, and autonomy in an environment that is safe and secure.

**C. Curriculum (4.04, 5.00, 9.00)**

The curriculum of the school will be designed in accordance with 4.01-4.04, 5.01-5.07, and 9.00 of Site Selection Rules.

The curriculum is not intended to be an acceleration of high school nor the anticipation of college curricula (4.04).

The curriculum will be designed to (1) focus on contemporary and futuristic topics and issues, and (2) provoke curiosity and inquiry from the students (5.01).

Investigation into current thought will be accomplished through suggested readings, lectures, individual studies, and small group discussions. In addition, great lectures, concerts, dramatic productions, exhibits, forums, films, and events in the school site community will expose students to contemporary culture (5.02).

The curriculum for the school will be divided into three areas of study and will maintain continuity through concerted efforts of all staff persons (5.03).

No credit or grades are given. Work at the Governor’s School will supplement, not supplant the general high school curriculum (9.00).

**Area I** - Academic and Arts Areas will include those fields of special talent whereby the student was chosen to attend Governor's School. Visual Art, Choral Music, Drama, Instrumental Music, English/Language Arts, Mathematics, Natural Science, Social Science, Computer Science, and a Speciality Area if desired. The specialty area is for individual institutions applying for site selection to be able to offer an additional course unique to that institution and its resources (5.04). Materials will be chosen to acquaint students with the latest advances in each of these specialized fields (5.05).

Specific topics in each area will vary dependent upon the faculty selected for each AGS session. Share a general curriculum plan for the nine required fields. If desired, describe the general curriculum plan for an additional specialty area.

Our comprehensive model indicates that co-curricular and extra-curricular activities are as important as the curriculum to the students' development. Thus, students are taught the importance of service to community, responsibility to self and to community, and the importance of learning to form a quality social-cultural-academic environment with a diverse population. We encourage students to use technology responsibly and not let it become a distraction, especially social media, and engage fully in the experiences and discussions offered to them while at AGS. Discussions and content about technology will be present in all areas to emphasize thinking about the role of technology in students' lives. All courses will investigate the uses of technology to enhance exploration of the respective fields of study.

We do not arrange parties or dances for the students, except when these can be framed within a social and educational context (for example, building community or learning how to square dance to authentic Arkansas folk songs). We create space for more productive and meaningful social-cultural interactions within the community of learners. Hendrix-AGS alumni realize they have been a part of an ideal community that is often the goal but seldom achieved. Establishing this community with the diverse and free-spirited students selected annually is assuredly not an easy task and does not happen without extensive programmatic planning and experienced staff on a campus devoted exclusively to such a valuable enterprise. Hendrix has a history of successfully doing this, both with its current collegiate student body and through many years of AGS implementation.

Our curriculum places emphasis on student understanding of cutting-edge ideas within the major fields of academic and artistic endeavors. It focuses on the ability to integrate that knowledge into a coherent understanding of intellectual and artistic issues, and on the implications of adopting world views, both to the individual and to society. We measure the success of this curriculum in terms of increases in depth of understanding, increases in ability to logically analyze complex issues, and increases in willingness to take responsibility for one's personal views. The curriculum is unique and neither an acceleration of high school nor an anticipation of college. We take advantage of the unique conditions of the AGS program such as (a) highly select participants; (b) absence of grades or credits; (c) freedom from exams (d); and opportunities to integrate curriculum, speakers, films, cultural events, and social activities in a residential program.

Area I courses will be designed annually, utilizing the expertise of the best quality faculty members available. These faculty will be expected to expose the students to the great ideas in their fields, to the exciting potential of current developments, as well as to the limits of endeavors or knowledge in their disciplines. Ideally, the AGS students will be exposed to true "professionals" in the respective fields who are role models and great mentors. Many faculty members instruct at the college level and hold either master's degrees or doctorates in their respective areas; others are professionals, such as artists, writers, and medical professionals. Therefore, there are great opportunities for the high school seniors to interact with knowledgeable experts in a variety of fields.

One of the main goals of the speaker series is to bring in other professionals that represent the different Area I disciplines who are exceptionally good at relating their professions to teenagers with or without aspirations of becoming a professional in that area. For example, it is fantastic when a mathematician can explain to the student musician (and all others) how her field of endeavor impacts the individual and society. It will be inspirational to the students to hear professionals talk with passion about their fields of endeavor. Students will gain a theoretical understanding of the



fundamental nature and processes of their Area I field of study, whether it is in the arts or the sciences.

As Hendrix is a leader in the national conversation on student career competency development, we propose instead of a tenth specialty curricular area, an infusion of career readiness topics across the nine existing areas. These topics will provoke “curiosity and inquiry” as AGS students explore all areas of the curriculum. Hendrix’s leadership in career development stems from its implementation of the following six Career Competencies across all facets of the College (curricular, co-curricular, and extra-curricular): Critical Thinking and Problem Solving, Communication, Intercultural Collaboration, Leadership, Professionalism, and Career Management. As AGS students are exposed to contemporary and futuristic topics in their Area I courses, as they think about thinking in Area II, and as they develop personally and socially in Area III, career readiness themes will be woven in to help students grow their mindset to future career possibilities. We know that AGS at Hendrix instills in students the ability to ask the “big questions” about the problems of the world around them; adding the layer of career competency to the mix will help students move beyond just asking questions in the classroom to envision how they can take action to help solve these problems out in the world through their life’s work. Competencies, therefore, transcend the AGS experience, a senior year, a college choice and major, and even a given job or career; indeed, having a solid personal concept of these competencies will help AGS students build confidence and clarity about their future, helping them succeed in a wide variety of life endeavors: college, graduate/professional school, jobs, community engagement, and lifelong learning.

For an example of Hendrix College national leadership in Career Competencies:

<https://career.sites.clemson.edu/symposium/>

[https://career.sites.clemson.edu/symposium/pillar\\_2A\\_session.php](https://career.sites.clemson.edu/symposium/pillar_2A_session.php)

[Hendrix Career Competencies](#)

For a comprehensive look at past course descriptions and promotional materials, click the links below to view the full documents from the 2018 session. Included are the general descriptions of Area I goals and courses (specific examples of courses are dependent on which faculty are hired).

[2018 Course Descriptions](#)

[2018 Brochure](#)

**Area II** - General Conceptual Development will focus on thinking; on the ways we think; the assumptions that underlie our own thinking and the thinking that takes place within the various disciplines, on the twentieth century developments that have influenced our thinking about truth and knowledge and on means of thinking more effectively (5.06). Share a general curriculum plan for Area II.

Area II focuses on thinking: on the way we think, on the assumptions that underlie our own thinking, and on the thinking that takes place within the various disciplines at AGS. Area II also focuses on developments that have influenced our thinking about truth and knowledge, and on means of thinking more effectively. Since Area II brings together students from all Area I disciplines, instructors can help students explore connections and differences between the disciplines and help them understand various approaches to truth and reality; this interdisciplinary approach is so important for young students interested in the complicated world around them. Area II classes also draw on speakers, films, and readings as subjects for discussion. Students interact directly and frequently with leading figures in a variety of fields and learn to watch films, not simply as forms of entertainment, but as works of art open to critical examination. Area II begins by introducing students to thinking about thinking, teaching them to be more conscious of their assumptions, the soundness of their logic, and different points of view based on different assumptions. Students express their opinions but also learn about the importance of evidence, logical thinking, and clarity of definition and expression. As the course progresses, they confront new ideas and new ways of thinking, and they address complex moral and ethical questions, not in order to learn what they should think, but

in order to learn how to base decisions and actions on an informed consideration of appropriate issues and evidence. The course will also address the importance of technology in modern society and confront issues such as how to evaluate online information and sources, how has remote learning affected the way we think about information and use technology to access that information, and what is the responsibility of technology users to evaluate and think critically about digital information. By the end of the course, students will have a clearer understanding of their assumptions and of the thinking process in general. They will understand other points of view and have an awareness of complex issues, as well as an appreciation for well-informed and solidly supported ideas.

Courses will consist of no more than 25 students per section to allow for in-depth discussion in meetings. Students will stay with the same instructor for the duration of the program.

Sample Area II Reading List:

- The Allegory of the Cave (Plato)
- Discourse on Method (Descartes)
- Ontological Argument on the Existence of God (Anselm)
- Metaphysics of Language (Ames and Rosemont)
- Feminist Critique (Hooks)
- The Believing Game (Elbow)
- The Ones Who Walk Away from Omelas (Le Guin)
- In Closing (Rovelli)

**Area III - Personal and Social Development** will be designed to foster the personal and social development necessary for the students to fully benefit from their Area I and Area II classes and the comprehensive cultural and social events of the AGS program (5.07). Share a general curriculum plan for Area III.

Area III (Personal and Social Development) is an extremely important and historically a very successful component of the Hendrix Governor's School model. In fact, current news is filled with admonitions that this component has been lost from the standard high school curriculum, and it is used to help justify the implementation of Charter Schools. Discussion of the integration of all the current paradigms and academic, cultural, political, social, speaker, and film events occurs in these classes. It is in these classes that students discover the necessity for taking responsibility for one's personal ideas, artistic, or intellectual efforts. The students discuss the implications of their personal views in addition to an individual citizen's responsibility to society. A major goal of the Area III curriculum is to give the students insight into becoming more effective contributors to society, a society where people are judged on their individual merits rather than labels. Often alumni have rated these classes as the most valuable in the program. Our Area III curriculum will also place an emphasis on research-based strategies and skills that could help students succeed in the classroom, home, work, and in the community.

Courses will consist of no more than 25 students per section to allow for in-depth discussion in meetings. Students will stay with the same instructor for the duration of the program.

Sample Topics for Area III:

**Topics for study would include, among others:**

Technology's Role at School, Work, and Home

The Science of Well Being

Empathy and Gratitude

Goal Planning/Overcoming Obstacles

Creating Healthy Habits

Kindness - both to self and others

Cognitive regulation and empathy

Understanding the Other

Mindfulness



Clearly there is rich cross-fertilization between these topics and the career competencies developed in Area I. Thus, Area III classes will enhance further development of the skills important for success.

Sample List of Readings and Materials:

**Draw from media-rich curriculum, including:**

**SEL Curriculum**

Emory University's SEE (Social Emotional and Ethical Learning)

Dr. Laurie Santos - Psychology and the Good Life (high school curriculum)

**Podcasts**

The Happiness Lab (Dr. Laurie Santos)

Hidden Brain (Shankar Vedantam)

**Ted Talks**

Danger of a Single Story (Chimamanda Adichie)

When I Becomes We (Mina Cikara)

Sleep is Your Superpower (Matt Walker)

Flow: The Secret to Happiness (Mihaly Csikszentmihalyi)

In Praise of Slowness (Karl Orlson)

Can Money Buy You Happiness? (Michael Norton)

**Chapters/ideas from books on Positive Psychology (recent)**

Give and Take (Adam Grant)

Thinking Fast and Slow (Daniel Kahneman)

Blindspot (Mahzarin Banaji and Anthony Greenwald)

Good Habits/Bad Habits (Wendy Wood)

How Emotions are Made (Lisa Feldman Barrett)

The How of Happiness and The Myths of Happiness (Sonja Lyubomirsky)

Mindset (Carol Dweck)

Talking to Strangers (Malcolm Gladwell)

Thanks!: How Practicing Gratitude Can Make You Happier (Robert Emmons)

Rethinking Positive Thinking: Inside the New Science of Motivation (Gabriele Oettingen)

Mindwise: Why We Misunderstand What Others Think, Believe, Feel, and Want (Nicholas Epley)

How to Have Difficult Conversations (Bruce Patton and Sheila Heen- part of the Harvard Negotiation Project)

Share general plans for **comprehensive cultural and social events** (great lectures, concerts, dramatic productions, exhibits, forums, films, events, etc.) (5.02, 5.07).

The following cultural and social events have a history of success at past Hendrix AGS sessions as indicated by student, faculty, and staff evaluations:

- **Guest Speaker Series:** The AGS guest speaker series features a wide variety of locally, nationally, and/or internationally renowned lecturers. Speakers present on a variety of topics in the arts or sciences, answer questions from our students, and often visit classes for additional time with students. Students and faculty gather once a week to hear a presentation. These speakers contribute to the educational process of AGS in three ways: (1) students hear the original views of outstanding thinkers and well-known public figures; (2) students are able to engage these visitors in conversation; and (3) the topics dealt with by the speakers are integrated into classroom discussions. In these ways, these visits enrich the curriculum by communicating to students that community interaction is vital to a successful and productive life.
- **Area II Film Series:** The faculty of Area II select films that introduce interesting topics for classroom discussion. Many times, these films build upon themes or ideas presented during the Guest Speaker Series. For example, guest speaker Dr. Joseph Sebarenzi (former Head of the Rwandan Parliament) often presented to students the same week that the Area II Film was *Hotel Rwanda* (2004) in order to enhance understanding and student discussion.

- **Field Trips:** We have cultivated excellent relationships with the Clinton Library, Crystal Bridges Museum of American Art, the Arkansas Shakespeare Theatre, the Riddle Elephant Sanctuary, Heifer International, and many other state cultural centers to offer visits for students.
- **Student Art Shows/Exhibits:** Arts faculty dedicate time and materials in their courses to allow arts students to create and demonstrate their work to the AGS community during the session. Instrumental and vocal music students often rehearse and perform concerts together in addition to smaller concerts for other voluntary music groups such as jazz band or the AGS Community Choir (made up of non-vocal music students, faculty, and staff). The Visual art students present an art exhibition near the end of the session for the community where they discuss their work with viewers. Gallery space is available on campus. Drama students perform a live theater show for campus. In the past, drama instructors have challenged students to write, produce, and perform original work to introduce students to all aspects of the theater including playwriting, scene production, lights/sound, acting, etc.
- **Evening Lectures/Seminars (4:10/6:10 Seminars):** In keeping with the Hendrix AGS tradition, optional lectures/seminars will be offered in the evenings after class at 4:10 and 6:10 PM for the AGS community. Faculty and staff typically present these seminars on a variety of personal academic topics, hobbies, and interests. These seminars allow students to interact with faculty and staff outside of the classroom while also continuing the academic and personal pursuit of knowledge for its own sake.
- **Guest Performers/Artists:** There would be opportunities for guest performers/artists to visit campus and perform for campus such as the Natural State Brass Band, Arkansas Shakespeare Theatre, as well as a variety of other local performers and artists who are alumni of the Hendrix AGS program. For example, there are multiple Hendrix AGS alumni who are current professional recording artists, musicians, and actors or actresses.
- **Residential Life Activities:** Each Residential Life staff member will be expected to lead several activities—from their own areas of interest and expertise—for students in the evenings and on weekends. Activities will be coordinated via the AGS administrative staff to ensure facility scheduling, supplies, and safety measures. In past sessions, staff have led a variety of activities including book/movie discussion groups, cooking demonstrations, dance workshops, writing and painting classes, athletic games, and many other activities related to personal hobbies or pursuits. Staff will be recruited with an emphasis on a diversity of backgrounds and perspectives in order to enhance peer-to-peer discussions and learning through these activities. For example, staff will be encouraged to engage students in discussions about college, being away from home, making new friends, etc. within the framework of social and recreational activities.

Share general plans for **events in the school site community** (5.02, 5.07) (e.g. Opening Ceremony, Educators' Day, Legislators' Day, Ask the Governor, Family Day, Alumni Day, Closing Ceremony).

- **Opening Ceremony:** Following registration and move-in, students and their families are invited to an opening ceremony to officially welcome them to campus and start the session. The Governor is invited to speak as well as the Commissioner of Education, Director of Gifted & Talented and Advanced Placement, and the AGS Directors. Staples Auditorium can seat up to 800 and additional seating is available in the nearby Mills Center where the ceremony is live streamed.
- **Legislators'/Educators' Day:** Each session, students are asked to nominate an educator who has made a significant contribution to their lives. These educators are invited to spend a day at AGS with their students, attend classes, eat lunch, and join in any guest speaker series or other cultural events taking place that day. Educators are also individually recognized during a special ceremony and presented with a certificate that includes a letter from the nominating student. The Governor's Advisory Council for Talented and Gifted Education as well as all state legislators are invited to visit AGS on this day.

- **Ask the Governor:** The Governor is invited to visit campus and speak to students during the session. Typically, AETN (Arkansas Educational Television Network), which is headquartered in Conway, AR, helps coordinate this visit so the network can record and air the visit on television. In years where the Governor was unable to visit, AETN has helped identify local television personalities to moderate a student panel.
- **Alumni Day:** One of the Guest Speaker Series slots is typically reserved for an AGS alumni to present to students and reflect on their AGS experience. Alumni records are available to assist in the selection of speakers, and the Hendrix AGS program has nearly 15,000 alumni (see [Cumulative Alumni Statistics](#)). On this day, afternoon and evening seminars are also reserved for AGS alumni to present to students on a variety of topics. Alumni are invited to visit AGS and attend these lectures. A special meet and greet with AGS faculty and staff will also be arranged.
- **Family Day:** A day is reserved during the session for families of students to visit campus and attend classes with their child so that all families have an opportunity to meet their child's instructors, ask questions, and view their child's work. Typically, this event occurs midway through the session so as to allow students and instructors time to develop work and projects for the event.
- **Closing Ceremony:** On the last day of the session, all students, faculty, and staff will attend a Closing Ceremony in Staples Auditorium. They will end the session where they began for the Opening Ceremony. The AGS Directors and other leadership provide closing remarks and introduce a closing video/photo slideshow. Mementos such as yearbooks and t-shirts are distributed prior to this ceremony. Students depart campus immediately following the ceremony.
- **College Fair:** A variety of local and regional colleges and universities will be invited to participate in a college fair. Students will have an opportunity to visit with representatives and learn not only about the institutions but also be introduced to the application process and financial aid options via the fair and coordinated evening seminars. In 2018, more than 30 different higher education institutions attended the fair.

#### D. Office Operations (13.08)

Describe staff, facilities, and services that will be utilized for a minimum of part-time office operations (13.08). (e.g. maintaining a year-round Governor's School identity, recruiting students and faculty for AGS, hosting an online student application system, and delivering data to the DESE)

##### Staff:

We propose maintaining full-time, year-round administrative operations primarily through our two co-directors: A Director of Faculty & Curriculum and a Director of Operations. Both are full-time employees of the College and will be available to perform administrative tasks throughout the year. Additional, part-time professional and student staff will be hired to assist during critical times such as the processing of student applications. During the session, a part-time office staff of approximately 12-15 workers will be hired to assist the directors with the operation of the program.

##### Facilities:

A fully equipped office will be provided (as it has been) in the Student Life and Technology Center, which is the headquarters for AGS when it is in session. The office has an outside phone line (450-1279) and fax line (450-4579) linked with the internal phone system and switchboard. The office includes all the usual equipment, including two large filing cabinets, a desk, chairs, and shelves as well as PC computers, along with the printers and software to make this a state-of-the-art small office operation. All essential support services, such as photocopy machines, fax equipment, postal metering machine, mail delivery services, and business office services, are available. There is a mailing address and post office box: Arkansas Governor's School, Hendrix College, 1600

Washington Ave., Conway, Arkansas 72032. There is also a dedicated email address: [ags@hendrix.edu](mailto:ags@hendrix.edu).

Services:

The AGS Directors will coordinate with Hendrix offices and departments as needed to provide all administrative services required for the program including, but not limited to: Information Technology, Facilities, Residence Life, Dining Services, Public Safety, the Library, the Wellness and Athletic Center, Communications, Hendrix Medical Clinic, and the President's and Provost's Offices.

### E. Staff Development (11.00, 13.08)

Describe the faculty/staff development activities planned for all faculty/staff members (13.08). (e.g. philosophy and intent of AGS, characteristics and needs of gifted students, curriculum and teaching strategies for high ability learners, curriculum planning and collaboration, AGS procedures, and expectations of AGS faculty, students, and staff)

\*A representative of the Department will participate in faculty/staff training activities (11.00).

Staff development is only one of many components in a well-run program. Some detail will be provided in this area as an example of the attention given to all components of the efficient and effective running of the AGS program at Hendrix. The directors will work with personnel from the ADE Office of Gifted and Talented, the Governor's Advisory Council on Gifted Education, AGATE, the National Conference of Governor's Schools (NCoGS), National Association of Colleges and Employers (NACE), staff of similar programs in other states, and will read appropriate professional literature for their development.

On behalf of the ADE, advertisements for faculty and staff are posted on the Internet and sent to all secondary schools and colleges within the state. There is no tenure in the AGS program. The faculty are selected by a committee appointed by the ADE. In the past, 50% of the teaching staff held either a Ph.D or Master's degree and taught at the college level. Another 5% were professionals, and the rest were public and private school teachers. Special efforts are made to ensure that the selected staff are ethnically representative of the state and good role models for all participants. The office and residential staff are selected by the directors. The largest percentage of the budget, outside of direct student support services, goes to the faculty and staff salaries as this is necessary to obtain, train, and retain the highest quality people needed to work with our highest quality students.

Five faculty and staff coordinators are appointed by the directors to lead the various academic and administrative structures. The four faculty coordinators oversee the areas of Academics, Arts, Conceptual Development, and Personal and Social Development. The residential life coordinator oversees residential life. In consultation with the ADE, the directors will arrange for fall and spring meetings with the coordinators for their training, development, and the planning of the training for the faculty and staff, as well as the long-range planning of the Arkansas Governor's School program. The coordinators and directors also serve on the faculty interview panel with others appointed by the Arkansas Department of Education. In this way, orientation of prospective faculty will begin within the interview process. A Faculty/Staff Manual is available for review for a more in-depth look at training as well as policies regarding employment at Hendrix and AGS (see [Faculty/Staff Manual 2018](#)).

The coordinators will make personal contact with new faculty and staff members in the spring to provide more details to them and, if necessary, to coordinate a group meeting of the area faculty. Some training may be conducted remotely prior to the start of the session such as strategies for teaching talented and gifted students, mandated reporter and child maltreatment trainings, and general program orientation. The most intensive training occurs at the Faculty and Staff Orientation sessions (the week before the opening of Governor's School set aside for all faculty and staff to be on campus). A new training component, led by an expert in the field, will focus on integrating career competencies across the curriculum.

In general, there are three goals to be accomplished in these orientation and planning sessions: The first is to prepare all staff for the program. The second is to build enthusiasm and community. The third is to allow for individual planning in an atmosphere where there is plenty of opportunity to coordinate and integrate. Usually this involves a program of thematic presentations designed to aid the planning process, e.g., gifted and talented experts, Governor's School experts, creativity experts, past participants or parents or administrators. There will be activities designed to get the whole faculty and staff involved in evaluation of past programs and planning of the future program such that they will take personal responsibility for the current year's success. This will facilitate the making of positive adjustments and the fine tuning of the program from year to year. The coordinators will work in small groups for the integration of individual classes and the different areas.

It is during this time that the residential life staff members will undergo extensive training in several areas. A new and extensive residential life training and operating manual was developed specifically for AGS at Hendrix in 2008 and was revised in 2018. This resource enhances the ability for the residential life staff to be as effective and efficient as possible. During training they learn how to:

- Recognize and deal with, or refer to professionals, those students with emotional problems (homesickness, loneliness, roommate friction, race relations, family problems, death of relatives of students during the program, academic problems, social problems, personal relationships, etc.);
- Deal with medical problems, from the routine (allergy shots, colds, flu) to the serious (accidents requiring immediate attention);
- Provide special accommodations for the handicapped students selected to attend in a particular year (in the past this has included students who are blind, deaf, and wheelchair-bound, as well as those needing on-campus dialysis), who we feel must be accommodated as much as possible within the routine of the program;
- Apply discipline in a humane, caring, uniform, and fair manner while maintaining the mentor/role-model relationship we desire in the staff; this approach to discipline will require extensive planning and discussion;
- Carry out their residence hall duties (checking students in and out on Sundays, nightly bed checks at curfew, sick call, corridor social events, checking residence hall rooms for damage before and after students arrive, getting routine maintenance performed, working with security, etc.)
- Respond in the cases of emergencies or disasters, including evacuation procedures, etc.
- They will also be busy during this time helping with office work, making residence hall decorations, getting refreshments ready, making room assignments, etc.

After the students arrive, coordination and development will go on at several levels. The most important is in facilitating the daily individual and small group discussions of all staff. This is important for achieving maximum integration of the academic courses with each other and with all other aspects of the program (speakers, films, social program, etc.). The provision of a stimulating faculty and staff lounge is critical to this and also adds greatly to the general morale of people who are working in a very intense atmosphere. Meeting rooms will be set aside for Area II (Conceptual Development) and Area III (Personal and Social Development) faculty planning, since they must meet as a group daily to integrate their curriculum. Additional staff development will occur in weekly meetings throughout the session. It is very helpful for the coordinators and faculty to meet regularly as the discussions in which they participate often are critical to the fine tuning and integration of all the components of a successful program. Weekly pedagogy luncheons will be held to facilitate discussion of issues and sharing of ideas among faculty members, especially the newer ones. Meetings of the whole faculty and staff will be held weekly.

In order to facilitate planning for the next year's AGS, all participants, students, faculty and staff will submit a formal written evaluation, including suggestions for speakers and films as well as suggestions for programmatic changes, before they leave campus.

## **F. Food Services (13.02, 13.08, 14.03)**

Describe the plan to provide food services. This must include food services for 400 students (including three meals a day, seven days a week for the duration of the school). Food services may also include guests, faculty, staff, and special meals (13.02, 13.08, 14.03).

Hendrix College will provide food services for 400 students and all residential faculty and staff at three meals a day, seven days a week for the full session.

Each lunch and dinner will include at least one entree (regular) and one vegetarian entree option plus additional grill items (hamburgers, hot dogs, french fries), one starchy vegetable, two other vegetables, rolls and/or corn bread, light bread, a variety of hot and cold drinks, and a choice of at least two desserts. In addition, there will be an “all-you-can-eat” salad bar with one meat salad, fresh fruit, a variety of side salads, and a tossed green salad with a variety of toppings and dressings. Alternative selections will be provided for vegetarians and vegans. The Food Services Director, Dawn Hearne, has a history of working with AGS and closely with parents and students concerned about special nutritional needs.

Breakfast will include at least one meat, eggs (fried or scrambled), biscuits, toast, fresh fruit, hash browns, grits, pancakes, and French toast or sweet rolls. Cereals are also available.

The meal schedule and other details will be structured to meet the needs of the Arkansas Governor’s School. Box lunches will be provided for students on field trips. Several private dining rooms are available for mealtime meetings such as when the Governor’s Advisory Council wishes to meet on campus. Special meals (some for fun such as cookouts and picnics, and some for celebration) are worked out between the AGS director and the food services director.

## **G. Library (13.04, 13.08)**

Describe how the institution plans to employ librarians and library assistants as needed to provide adequate services and make its total library collection available for the duration of the school (13.04, 13.08).

The Hendrix College Bailey Library will be fully available for use by the Governor’s School faculty, staff, and students. Without summer collegiate classes, this facility is utilized almost exclusively by the AGS community. There are currently almost 200,000 book volumes, 40,000 ebooks, 36,000 bound periodical volumes, 3,600 videos available (DVD and streaming), and 15 bikes available for checkout through the library’s Bikeshare program 27,000 government documents, 7,000 rolls of microfilm, and 21,000 microfiche. The library subscribes to 160 print magazines and journals and has access to 98,000 journal titles online. Most of the library’s electronic resources can be accessed from the library’s web page. The library also brings in therapy dogs as a means of stress relief for students, and has a hot beverage dispenser, charging stations, and inviting young adult reading section.

The collection is tailored to the needs of undergraduate instruction in the humanities, the natural sciences, and the social sciences in a liberal arts college. Its holdings include extensive literary collections in the major European languages, both ancient and modern, a large reference collection, and biographies. There is also a rotating browsing collection of contemporary fiction and non-fiction. In addition to the online catalog and research databases, the library’s online and computing services include public access computers, free printing, online reference services, a mobile catalog interface, and a digital archive of Hendrix images and videos. Two professional librarians are available during the summer to support searching the library’s holdings and databases, or any other information needs AGS participants may have.



The library includes study spaces for about 300 students and has a number of rooms available for group study. During the Governor's School program, the library is open appropriate hours and employs an appropriate support staff to accommodate all the AGS participants.

#### H. Dormitories (13.03, 13.08)

Provide details regarding the separate air-conditioned dormitory spaces being made available for male and female students plus appropriate space for dormitory counselors and faculty (13.03, 13.08).

Hendrix is committed to providing residence halls for the use of AGS participants. Separate residence halls for male and female students will be provided with double-occupancy rooms. Single occupancy rooms will be provided in each of these residence halls for the residential life staff including hall directors and the resident assistants (4 or 5 per residence hall). Each residence hall has a geothermal air conditioning system with controls in each room, and custodial and maintenance services will be provided. A full list of residence halls and detailed descriptions is available [here](#). Typically, AGS utilizes traditional residence halls to house students (Couch, Hardin, Galloway, Martin, Raney, or Veasey). A new residence hall opened on campus in Fall 2019, the [Miller Creative Quad](#), which houses creative arts facilities on the first floor and student rooms on the upper floors. This hall is now available for AGS. While resident assistants live with students in traditional residence halls, all other faculty and staff who require housing typically stay in the [Houses](#). The Houses are suite-style halls with shared full kitchens and private suites available to faculty with children.

A residence hall renewal project will begin in May 2021 to renovate Martin and Veasey Halls. Upgrades will enhance student living by updating HVAC and plumbing, reconfiguring study/lounge spaces to promote interaction among residents, adding ADA compliant entries and living arrangements, installing LED lighting, improving wireless connectivity, and many other aesthetic improvements to balance historical and modern design while also improving functionality. Renovations are expected to complete by the AGS 2023 session.

Housing with custodial service will also be made available to faculty and staff members who must live on campus in order to teach or work for the program. Special housing can also be arranged for faculty or staff members who have family members that must live with them during the session.

#### I. General Facilities (13.05, 13.08)

Describe the facilities being provided and made available by the institution during Governor's School including classrooms, laboratories, art and music studios, an auditorium, a theater, offices and other instructional and administrative facilities (13.05, 13.08).

##### Classrooms:

Adequate classroom space will be available to allow faculty preferences in classrooms to be generally honored by the directors. All classroom spaces will have appropriate furniture, audio/visual equipment, and blackboards/chalkboards. Some faculty may require specialized furniture, some a piano, some lined blackboards, computer hookups, equipment for PowerPoint presentations, some large blackboards, etc. The Hendrix Media Center will work closely with the AGS directors to ensure that all classrooms are properly equipped. Hendrix will make all facilities utilized in a particular year accessible to handicapped students who are enrolled. Hendrix has a consistent history of making suitable accommodations for students who are blind, deaf, wheelchair bound, or who require transfusions or dialysis.

Each faculty member will be assigned one classroom for exclusive use during her or his two class periods of each day. All classroom buildings are easily accessible to the handicapped and within easy walking distance of the dorms and each other. There are six small auditoriums available simultaneously for various groups or for special presentations (e.g. all 80 students in a single Area I or to accommodate parents and guests on visitation days). There is adequate space—e.g., empty classrooms, library carrels, and seminar rooms—available for all faculty to carry out their individual planning.

In preparation for the return of students to campus for in-person classes during the COVID-19 pandemic, Hendrix made a significant investment in classroom technology to allow students to meet and interact with instructors or presenters remotely. Currently, the College owns approximately 40 [Meeting Owl Pro](#) devices that are deployable to all meeting and classroom spaces across campus. These devices will not only enhance the flexibility of course delivery but also enable students and instructors to invite experts from across the world into the classroom for presentations and workshops.

Laboratories:

The Donald W. Reynolds Center for Life Sciences and the Charles D. Morgan Center for Physical Sciences/Axiom Hall house the College's science laboratories and research facilities. Laboratory space can be made available for experiments, demonstrations, and projects as needed. Computer lab spaces are also available in Bailey Library for instruction.

[Donald W. Reynolds Center for Life Sciences:](#)

The Donald W. Reynolds Center for Life Sciences is home to the Biology and Psychology Departments. It contains research laboratories including botany, zoology, cell and ecology, microbiology/immunology, genetics, and physiology. It also contains a variety of instructional spaces such as large lecture rooms, classrooms, and seminar rooms.

[Charles D. Morgan Center for Physical Science/Axiom Hall:](#)

The Charles D. Morgan Center for Physical Sciences and Axiom Hall (the two buildings are connected) house the Chemistry, Physics, Mathematics, and Computer Science departments and associated laboratory spaces. There are teaching, research, and computer labs including physics, robotics, general and organic chemistry, biochemistry, biophysics, electronics, and computing. There are a variety of traditional classrooms and small lecture rooms as well.

Studios (art and music):

The Art Complex, which consists of three buildings, includes classrooms and a 10,000 square foot building dedicated to two-dimensional art projects, which will be available to the Governor's School faculty and students. The building that houses dangerous equipment (such as wood working tools and kilns) and materials will not be available for AGS. In addition to the Art Complex work and teaching spaces, the [Windgate Museum of Art](#) opened on campus in October 2020. The museum is an 8,000 square-foot, environmentally controlled space that includes three exhibition galleries. With a vision to be the premier teaching art museum in Arkansas, the WMA will present outstanding art exhibitions, compelling educational programs, and invigorating social activities for students, faculty, staff, and visitors to campus. Galleries are available for AGS student art shows and exhibitions.

Music facilities on campus will be available including special acoustical studio space located in the Trieschmann Fine Arts and new practice rooms located in the Miller Creative Quad. Practice rooms for music students, storage for musical instruments, and even some large musical instruments, music stands, etc., will be available. Additionally, the Miller Creative Quad also houses a digital music classroom with piano digital workstations and the Hundley-Shell Film Room setup for film screenings and teaching. Staples Auditorium with seating for approximately 900 is available for

student music performances as well as Greene Chapel (250 capacity) and Reves Recital Hall (180 capacity) for smaller musical performances.

**Theater/Auditorium:**

The Cabe Theater with thrust stage, contemporary sound and lighting systems, attached greenroom (dressing room), and some stage woodworking tools, will be available for theatre classes and performances.

**Additional Spaces:**

The Trieschmann Dance Studio is available for optional workshops in classic or contemporary dance. Often, faculty, staff, or community partners offer workshops in dance to students in the evenings and on weekends. In the past, dance recitals and showcases have been popular musical events for students.

## **J. Recreational Facilities (7.00, 13.06, 13.08)**

A well-rounded program of athletic activities will be planned as a part of the total school program. Participation will be on a volunteer basis (7.00).

Provide a description of recreational facilities (tennis courts, gymnasium, playing fields, etc.) that will be made available to students (13.06, 13.08). Outline planned recreational activities (7.00).

**Recreational Facilities available to Governor's School students:**

An outstanding array of facilities will be available. These include all of the following:

**Wellness and Athletic Center**

2 full-court basketball (4 goals) courts in Recreation Gym

2 volleyball courts in Recreation Gym

**Indoor Climbing Wall**

Approximately 5,500 square foot fitness facility featuring free weights, cardiovascular machines and weight-lifting equipment

25 yard x 25 meter indoor pool with separate areas for both recreational and lap swimming with lifeguards at appointed times

4 outdoor tennis courts are available.

400 meter all-weather, synthetic, 8 lane outdoor track

Synthetic turf playing field for soccer, flag football, kickball, ultimate frisbee, etc. with equipment and lights.

International size competition soccer and softball fields with equipment and scoreboard

Campus Center and Residence Hall Lobbies have board games, pool tables, ping-pong tables, etc., for informal recreation.

All recreational facilities will be available for use by the 400 Arkansas Governor's School students as long as the staff provides adequate supervision and maintenance. The program employs staff specifically dedicated to monitoring students' safe use of the exercise and athletic facilities.

Residential Life staff will lead activities for students in the evenings and on weekends. Activities will be coordinated via the AGS administrative staff to ensure facility scheduling, supplies, and safety measures.

### Planned Recreational Activities:

In the 38-year history of AGS at Hendrix, a vast assortment of recreational and cultural activities have been planned and supplies were purchased and stored for use from year-to-year. Many of these plans are stored digitally in Hendrix administrative records and supplies are safely stored on campus. For a detailed look at activities offered in 2018, a copy of the 2018 Weekly Activities is available (see [2018 Weekly Activities](#)).

Traditionally, Hendrix has emphasized offering a balance of athletic and non-athletic (cultural) activities in order to meet the wide array of interests from students. Some popular examples are as follows:

#### Athletic/Exercise

- Volleyball (Indoor, outdoor, and beach)
- Yoga
- Pickleball
- Indoor Hockey
- Dodgeball
- Basketball
- Soccer
- Frisbee Golf
- Table Tennis
- Badminton
- Flag Football
- Quidditch

#### Cultural

- STEM Workshops (programming with Arduino processors, rocketry, etc.)
- Knitting (teaching of basics and donation of caps to Arkansas Children's Hospital)
- Dance Workshops (Hip-hop, Latin, Swing)
- Karaoke/Open Mic Nights
- Board/Card Game Nights
- Trivia
- Reading Groups
- Music Groups (jazz, brass, string quartets, band jam sessions, composition)

### **K. Maintenance and Security (13.06, 13.08)**

Explain the plan for maintenance (including custodians) and security (13.06, 13.08).

Two security persons will be on duty 24 hours a day during the period the Arkansas Governor's School is on campus. This is one more person per shift than would ordinarily be on duty during the summer. Their responsibilities will include patrolling the campus and buildings to help assure the safety of students and faculty and to assist with any emergencies that may arise. The AGS residential life coordinator will work closely with security, will live on campus, and will be available by cell phone at all times. The coordinator will thus be aware of, and responsive to, all significant events, such as accidents on campus, threatening weather reports, emergency reports from the Conway Police Department or the Arkansas State Police, or emergency phone calls from family trying to contact participants. The director will also be available by cell phone at all times. Emergency phones are in place around the campus. The Conway Police Department headquarters is located less than 5 miles from campus in the event of an emergency.

At least one custodian will be assigned to each building being used by the Arkansas Governor's School for eight hours per day, five days per week. Maintenance personnel will be on call 24 hours a day, seven days a week, to address emergency situations.

Hendrix College has long held to the philosophy that its buildings and grounds provide an important ingredient of academic life, and it strives to maintain them in a manner that provides an enhanced environment for the teaching/learning process. We are proud of our beautiful campus grounds and facilities and invite you to visit the campus at any time to make a judgment of their quality. We believe them to be an essential ingredient in the successful operation of the AGS.

#### L. Health Services (13.08)

Describe the health services being made available to participants (13.08). (Mental and physical health should be addressed. Include procedures for monitoring and follow up when students present health related concerns.)

##### **Hendrix Medical Clinic (Conway Regional Health System)**

In 2019, Hendrix and Conway Regional Health System (CRHS) partnered to open and run a new, state-of-the-art, health clinic on campus. The [Hendrix Medical Clinic](#) is a primary care clinic operated by CRHS that serves Hendrix students, faculty, staff, and the public. There are experienced advanced practice nurses and a physician assistant available for in-person and telemedicine appointments. The clinic contains four exam rooms, laboratory services, a procedure room, and office and work spaces for staff. In addition to the clinic's in-house capabilities, the clinic has access to an acute care facility within 5 miles and any higher level of care or service not available in the clinic is easily accessible via an internal transfer to the medical center.

The residential hall staff will have first aid equipment and training to recognize when a student needs medical attention. The Governor's School acceptance forms ask parents to provide information on any medical problem the student has, along with a list of people with phone numbers to reach in an emergency. The forms also request a signed "permission to treat student" form, a signed "emergency consent to surgery" form, and the student's health insurance number (if he or she has one).

In emergency situations, there is an ambulance EMT service run by the local hospital which services the campus. The patient will be billed for all emergency services privately and not through the Governor's School, ADE, or Hendrix offices. The Arkansas Governor's School will carry liability insurance covering field trips and campus activities for all students, faculty, and staff.

While an occasional student may come to the program with significant personal or emotional problems, we do not propose that a state funded academic summer program commit to providing any therapy services. AGS maintains relationships with a number of area ministers and counselors who can provide help to students with less severe problems. They will also provide referrals to those in a student's hometown, in cases where sustained treatment is required.

#### M. Student Rules of Conduct (13.08)

Include the detailed rules of conduct (13.08). (Disciplinary procedures should be included.)

It is our understanding that the students are guests of the state of Arkansas and of Hendrix College. They are, therefore, held to the very highest standards of conduct and an honor code while at the Arkansas Governor's School. We hope to instill in the students a feeling of community, a sense of pride, and a sense of responsibility. We expect a degree of self-control such that little staff disciplinary action will be necessary.

The literature sent to students before the Governor's School opens emphasizes the rules and requires the return of a signed form indicating that students are familiar with all the rules and agree to abide by them (parents also must sign these). The first set of meetings with the students will be designed to set expectations about behavior as well as get them oriented to the mechanics of the program. The attitude we propose is that any transgressions of the rules could result in dismissal. Unfortunately, in a program of such brief duration, we do not feel there will be time for redemptive disciplinary procedures to work (e.g., with student courts, behavior modification contracts, etc.), and thus we feel it is best to be very firm and very consistent from the outset.

Students who transgress the rules will be subject to 1) early curfews, 2) confinement to their residence hall rooms outside of required activities time, and 3) dismissal. We will never threaten or use physical punishment. In all cases but very routine problems (e.g. being in the residence hall but failing to sign in at curfew), the student will be required to meet with at least two staff persons. In more serious matters, the student will be required to meet with the residential life coordinator and the directors.

The ADE-G/T office will be kept informed of any disciplinary problems and will be consulted when any students are dismissed from the program. Every attempt will be made to counsel with the student, his or her parents, and his or her local counselor for the betterment of the student.

Faculty and staff will be expected to set examples and, in fact, to supervise student conduct in a community setting, so that many of the behavior problems can be headed off through positive use of peer pressure. We feel that this non-authoritarian approach will be useful for teaching the students the rudiments of responsible living in an idealized but pluralistic community. Standards appropriate to the short, intense, and public nature of the program and the age of the participants will be enforced as necessary.

#### Detailed Guidelines for Living

The following rules govern and partly define the AGS community.

##### 1. Alcoholic Beverages/Tobacco/Illegal Drugs

Possession or use of alcoholic beverages, tobacco products, or other illegal drugs will result in immediate dismissal. Please note that medical cannabis is prohibited on the grounds of any school; therefore, any student with a valid medical marijuana ID card may not possess or use medical cannabis while on AGS campus.

##### Visitor Smoking Policy

Tobacco products are prohibited from use on the Hendrix College campus including parking lots, grounds adjacent to buildings, and athletic fields. AGS students are responsible for the behavior of their guests.

##### 2. Required Presence

Participants must attend all classes and other required activities. Participants must be in their residence halls by 10:30 p.m. each night. *Participants must not leave campus except as according to the leave policy.*

##### 3. College Property

Damage to college property will be replaced or repaired at the participant's expense. Window screens must not be removed. Nothing should be tacked or glued to walls or windows. Students may not post notes, announcements, or pictures in private or public spaces without permission from the Director. Furniture in residence rooms must not be moved or altered in any way.

##### 4. Avoiding Fire Safety Hazards and Unsafe Practices Policy Statement



• Fireworks, explosives, candles, incense, and items constituting an open flame, burning element hazard, or an unsupervised flammable object hazard are prohibited from campus. Unsafe usage of materials is also prohibited.

Materials and items that are acceptable in residence hall rooms unless specifically misused include:

- Electrical cords, connectors, or outlets containing a circuit breaker; hair dryers, and other personal hygiene items. “UL” approval on an item does not guarantee that the item will be allowed in residence hall rooms. Questions about the acceptability of a specific item should be directed to residence hall staff.

- Towels should never be hung over A/C unit vents to dry. Obstructing vents may cause damage to the unit.

Materials and items that are prohibited from residence hall rooms include:

- Flammable liquids and chemicals;
- Lighted or unlighted candles, incense, and combustible fluid lamps;
- All appliances employing open burning coils, toasters, toaster ovens, and pizza ovens;
- Halogen or quartz light bulbs and lamps requiring such bulbs;
- Extension cords, connectors or outlets that contain multiple outlets, are frayed, or overloaded.
- Extension cords, power strips or extension boxes that are not connected to a surge protector.
- Hoverboards

Fire Safety Hazards—prohibited practices include the following:

- Any modification of existing electrical equipment, such as outlets, light fixtures wiring, etc.;
- Running electrical cords under carpeting, a doorway, or window;
- Connecting high wattage appliances or other electronic equipment to outlets by extension cords that do not contain breaker switches;
- Decorating a student room by hanging tapestries, flags or posters on the ceiling, or in a way that covers vents on appliances or electronic equipment;
- Tampering with fire safety equipment, including smoke detectors, fire extinguishers, or fire alarms;
- Any other practice which constitutes a fire hazard.

#### 5. Honor

Stealing, lying, or cheating under any circumstances will result in immediate dismissal. Failure to inform AGS staff about others’ rule violations, or to cooperate with AGS staff investigating suspected rule violations, will result in immediate dismissal.

#### 6. ID Badges

Official ID badges must be worn at all times, unless instructed otherwise. ID badges are required for admittance into the student’s residence hall and the dining hall.

#### 7. Telephone Use

No calls - incoming or outgoing - are allowed during “Quiet Hours”, between 11:30 p.m. and 7:00 a.m. Additionally, students are not allowed to use cell phones while participating in AGS activities unless specifically instructed to do so as part of the activity.

#### 8. Cellphones, Multi-use Electronic Devices, and Computers

Students are not allowed to use cell phones, multi-use electronic devices (tablets, media players, gaming systems), or computers while participating in AGS activities unless specifically instructed to do so as part of the activity. All AGS participants, including students and staff, are expected to fully engage in the program’s activities while on campus; therefore, use of cellphones, electronic devices, and computers that create a distraction is strongly discouraged and use in residence halls will be restricted to specific times to encourage students to participate fully in campus activities.

Computers with internet access are provided in the computer lab. Participants must not use AGS computers to a) play or download games, music, movies, or other copyrighted material, b) view or download pornography, or c) engage in any sort of harmful or unauthorized programming.

#### 9. Bicycles, Unicycles, Hoverboards, Skateboards, Scooters, Roller blades, Skates.

No bicycles, unicycles, hoverboards, skateboards, scooters of any variety, roller blades, or skates are permitted at any time.

#### 11. Prescription Medications

Students must notify AGS of any prescription medications in their possession and update this information if medications change during the program. Any prescription medications in a student's possession must be in his or her name. Prescription medications are not to be transferred between students.

#### 12. Obedience

Students are expected to follow all instructions given to them by any members of the AGS faculty and staff.

#### 13. Online Classes/Projects

At AGS, students are encouraged to dedicate their time and focus to the many academic and social opportunities that will be offered. Furthermore, the academic and social challenges that students will encounter require intense concentration and effort. Therefore, in order to reduce distractions from the AGS curriculum and activities, students are not permitted to enroll in online coursework during the session. Additionally, students are strongly discouraged from participating in non-AGS projects or research that are intensive and may distract from one's AGS experience.

#### 14. Bullying and Cyberbullying

At all times, students are expected to treat each other and all AGS personnel with respect and contribute to the well-being of the AGS community. All forms of bullying (written, verbal, electronic, physical) will not be tolerated.

#### 15. Mandated Reporting

In accordance with Arkansas Child Maltreatment Act, AGS faculty and staff are required by law to report child maltreatment. Child maltreatment refers to any abuse, sexual abuse, neglect, sexual exploitation, or abandonment of a person under the age of 18. If any faculty or staff member has reasonable cause to suspect that a child has been subject to maltreatment or observes a child being subject to conditions or circumstances that would reasonably result in maltreatment, then a report must be made immediately to the Child Abuse Hotline (1-800-482-5964). Please be aware that any references to child maltreatment in class discussions, assignments, or conversations are subject to mandated reporting under the law.

#### Sexual Misconduct Policy

It is the intent of AGS to maintain an environment free from all types of sexual misconduct. No student should be subjected to sexual misconduct by other students or AGS personnel at any time. This policy will be enforced with the utmost seriousness and haste.

##### I. Definition of Sexual Misconduct

- A. Sexual Misconduct – any continued, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct (i.e. comments, jokes, gestures, messages, hugs, tickles, pokes, grabs, etc...) of a sexual nature that has the effect of:
  1. Unreasonably interfering with a student's participation in or benefit from the educational atmosphere.
  2. Creating a hostile environment by persistent conduct or by a single severe instance.
  3. Implying, whether implicitly or explicitly, that a student's presence at AGS or an activity or that program-related decisions related to the student are based upon submission to such conduct.
- B. Types of conduct considered to be forms of sexual misconduct and violate this policy include but are not limited to:
  - a. Sexual violence including rape and sexual assault
  - b. Sexual advances (physical and verbal)
  - c. Comments about inappropriately touching someone
  - d. Lewd or sexually suggestive comments, jokes, innuendoes, or gestures
  - e. Stalking
  - f. Inappropriate social media posts

I. Reporting

- A. All AGS students, staff, and faculty are protected from any form of retaliation for reporting potential violations of this policy or participating in any investigations under this policy. Any conduct reasonably considered to be retaliation against someone who submits a report of sexual misconduct or participates in any resulting investigation from a report is strictly prohibited. Such retaliation will be considered as an act of misconduct and will be handled in the same manner in accordance with this policy.
- B. All AGS community members including students, faculty, and staff are encouraged and expected to immediately report any knowledge of sexual misconduct and/or retaliation. This includes anyone who believes he or she is a victim, anyone who is a witness, and anyone who has reliable information about an incidence.
  - i. Students may submit an oral or written report of an alleged violation of this policy to any faculty or staff member including the Directors. Any AGS employee who receives a report of an alleged violation must immediately notify the Directors. In the case of an oral report, the AGS staff member should take careful notes and confirm that the recorded details are accurate.
  - ii. Reports of alleged sexual misconduct or retaliation violations should be clear and detailed. At a minimum, a report should include:
    - 1. The identity of the alleged victim
    - 2. The identity of the alleged offender
    - 3. The identity of the person submitting the report
    - 4. The identity of any witnesses, if any
    - 5. The date, time, and location of the alleged violation
    - 6. A detailed description of the alleged act in violation of this policy

I. Consequences

- A. The Directors will form a Behavioral Issues Committee to investigate alleged violations of this policy and determine resulting disciplinary actions, if any. Members of the committee will include the Directors, the Coordinator of Residence Life, and two faculty members. In choosing the committee members, the Directors will make reasonable considerations to ensure that its membership is diverse with regard to gender and ethnicity.
- B. All reports of alleged violations of this policy will be treated with seriousness and confidentiality. In a timely manner, the Behavioral Issues Committee will investigate all reported incidences of alleged sexual misconduct or retaliation. Members of the Behavioral Issues Committee will be expected to keep all related information confidential and will take reasonable measures to protect the anonymity of an accuser.
- C. Parents or legal guardians of the alleged victim and the alleged offender will be notified that a report of sexual misconduct or retaliation has been made.
- D. The alleged victim and alleged offender will be instructed to avoid any contact or communication immediately following any report of alleged violations to this policy. This action may require administrative changes to the class and residential assignments of the alleged victim or alleged offender. These changes may remain in place regardless of the outcome of the investigation.
- E. When an investigation is completed, the Directors will first notify the alleged victim and then the alleged offender of the findings and resulting consequences, if any. Disciplinary action is at the sole discretion of the Behavioral Issues Committee. Any student who is determined to have violated this policy may be subject to disciplinary action, up to and including dismissal from the program.

I. Prevention and Enforcement

- A. The AGS community as a whole has a responsibility to maintain an environment free from sexual misconduct. There are reasonable and practical steps that can be taken to ensure enforcement of this policy as well as help prevent incidences of sexual misconduct.
  - i. All students, faculty, and staff are expected to fully cooperate with any investigations under this policy. All parties included in any investigation under this policy are expected to respect the privacy of the alleged victim and alleged offender and keep related information confidential.

- ii. Any faculty or staff responsible for discipline of students are expected to enact any disciplinary action(s) decided upon by the Behavioral Issues Committee against any student determined to be in violation of this policy.
- iii. During faculty and staff orientation, the Directors will instruct all personnel on the sexual misconduct policy and procedures.
- iv. Within the first two (2) days of students' arrival to AGS, the Directors will ensure that all students are instructed on the sexual misconduct policy and procedures.
- v. The sexual misconduct policy and procedures will be available to all students, parents, and AGS personnel via:
  1. The student handbook.
  2. The AGS website.
  3. The AGS Office, which will provide a copy upon request.

#### AGS Leave Policy

Arkansas Governor's School is state funded, highly competitive, and interested in fostering a very strong sense of community among its participants. Therefore, it is believed to be inappropriate for students who have accepted a place at AGS to take temporary leaves from the program. Time away from the program has an undesired effect on student participation, both for the individual and for the Governor's School community at large. We know that gifted and talented students will have many quality opportunities during the summer. Although we hope that students invited to attend AGS will accept our invitation to attend for the full session, we understand that other choices are available and difficult decisions must be made. For students desiring to take advantage of other opportunities that coincide with AGS, students should decline the AGS invitation which will allow another student to be invited to benefit from the entire program.

Temporary leaves will be granted for certain situations and only these situations. Requests for special leaves of absence must be made in writing at least one (1) week in advance and include explicit justification for the leave. Documentation may be requested to verify listed justification. A form may be obtained from the AGS office once the session starts. A leave may be granted for the following situations:

- unplanned personal or family emergencies
- weddings of immediate family members
- extremely important events of major personal, regional, or national significance
- medical reasons

Please note:

- proper paperwork must be filled out and submitted at least one week in advance
- the student cannot miss more than 2 class days
- the leave cannot be during the first 3 days or the last 3 days of the program
- no student may be granted more than one leave of absence
- leaves granted for medical reasons may not exceed a total of six (6) class days
- proper documentation may be requested to verify the listed justification for the leave

#### N. Proposed Budget (8.00, 14.00)

Make a copy of the [AGS 2022-2024 Proposed Budget](#) (14.03) and rename it as "AGS 2022-2024 Proposed Budget <Institution Name>." (Adjust the share settings to add [Krystal.Nail@arkansas.gov](mailto:Krystal.Nail@arkansas.gov) as a viewer. The budget will be saved and shared with the site selection committee.)

Total budget must not exceed \$640,000 for a four week program or \$890,000 for a six week program.

Tuition, room and board, approved activity fees, instructional supplies, books, and school medical

services will be furnished for the students. Travel and personal expenses will be furnished by the student (8.00).

Hendrix is committed to hosting the best AGS session possible with available resources. Even though the AGS budget has not been increased in many years despite general increases in the cost of goods and services such as food and energy, Hendrix affirms its commitment to not only fit program expenses within the allotted budget but to continue to innovate and enhance the program just as we did during its first 38 years at Hendrix.

Link to Budget:

<https://drive.google.com/file/d/1RMtS6u7WZvtjV9MO3BrNcXdxFntKXKKE/view?usp=sharing>

## O. Additional Information

Include any additional information supporting or further defining the proposal. If links are included, adjust the share settings, as needed.

### **COVID-19 Response Plan**

Dr. Peter Gess and Timothy Purkiss both served in leadership roles in developing the Hendrix College COVID-19 Response Plan. Both serve on the College's Steering Committee which developed and implemented the College's [Reopening Plan](#) to safely resume in-person learning on campus in January 2021. Dr. Gess serves as the COVID Response Coordinator and is responsible for leading the Steering Committee, overseeing vaccinations, and coordinating the College's overall COVID policies, guidelines, and protocols. Timothy Purkiss serves as the COVID Contact Tracing and Testing Coordinator and is responsible for coordinating the College's contact tracing with the Arkansas Department of Health, testing protocols in partnership with Conway Regional Health System and Natural State Labs, and advising on general COVID policies, guidelines, and protocols. The College's reopening has been successful in that 87% of students returned to campus for in-person instruction and approximately 80% of our classes are taught in-person. Over 1,000 gateway tests were conducted upon student arrival to campus, and between 400-500 surveillance tests are conducted weekly under the supervision of Dr. Gess and Mr. Purkiss. Adherence to COVID protocols among students is high with very few sanctions and complaints. Additionally, the prevalence and positivity rates from routine testing remains consistently low.

The unique experience of both directors in responding to the challenges presented in an educational setting by the COVID-19 pandemic demonstrates their ability to work cooperatively together and with external partners to solve large institutional issues. They regularly meet and coordinate with partners such as the Arkansas Department of Health, Conway Regional Health System, the University of Central Arkansas, Central Baptist College, Conway Public Schools, the Associated Colleges of the South, and other state higher ed institutions. While we certainly hope COVID-19 is under control by summer 2022, Hendrix is well positioned to offer a residential AGS even if certain COVID restrictions (mask-wearing, social distancing) must remain in place. And if any public health or other emergency forces AGS to be an online program, Hendrix can easily pivot just as it did to offer remote instruction during Fall 2020.

### **Hendrix Offers a History of Success**

Hendrix successfully served as the host site of the program from 1980 - 2018. We would like to emphasize our continued enthusiasm for participation in this academically and culturally enriching program for the 400 very deserving high school students selected annually. Our goal is to provide the best possible resources for the participants at the best possible value to Arkansas taxpayers. We think we have been exceedingly successful at this over the 38-year period as documented in the annual evaluation reports, as well as informal and formal surveys of alumni. Outside independent evaluators (Ann Robinson, UALR, Jan. 1988, "[Challenging Talented Youth: The Impact of the Arkansas Governor's School on Selected Student Outcomes](#)") found that, "Students who attended

the AGS -- demonstrated more sophisticated views of the nature of knowledge, than an equally talented group of students who did not. These results are a strong indicator of the AGS program's effectiveness in the area of developing students' thinking." The extensive formal independent, outside evaluation was completed in 1995 (Carolyn Callahan, Tracy Cross, and Ann Robinson, 1995 "[Evaluation of the Arkansas Governor's School](#)"). The complete document, well over 100 pages and the Executive Summary are enclosed with this proposal. This study found an overwhelmingly positive response and documented personal testimonials in the letters returned with the surveys. They found that "Ninety-seven percent of the alumni," "Ninety-eight percent of the parents," and "ninety-one percent of (Arkansas secondary) school personnel" thought that the program was "valuable."

One study found remarkable statistically significant changes in the AGS participants during the program (Angela Belden, "Cognitive Preferences in Gifted and Talented Adolescents," 2000). Using pre-and post-testing of AGS students, Belden found positive gain in all cognitive skills tested and in 'internal locus of control.' She also found that AGS participants exceeded their outside control group peers (students nominated who declined) on these same scales. The non- attending peers tested at the end of summer were indistinguishable from the pre-attendees' scores but significantly below the post-attendees' scores. These results demonstrate that primary goals of Area II (increased cognitive abilities) and of Area III (increase in student ability to control their own destiny and to be of service to the community) are in fact occurring. The type of tests used are normed to undergraduate experiences over four years of college and are not generally used in secondary settings. It is really remarkable that such measurable change can and does occur in only a few weeks.

A recent study by an alum and former residential life staff member of AGS, Molly Reynolds, investigated the long term effects of AGS (Molly Reynolds, "[Lessons for a Lifetime: The Long Term Benefits of Arkansas Governor's School](#)", 2010.) Molly performed this research as part of her honors thesis at UCA. She surveyed AGS alumni and received responses from people from the classes of 1982 through 2010. A high majority of respondents indicated "quite a bit" or "very much" on the topics that AGS helped their transition into college, improved their social skills, and improved their academic abilities over the long run. In addition, open-ended responses included comments indicating that AGS "opens minds to other viewpoints, cultures, and religions", that students learned to listen to new ideas and have respect for others, and that they learned to use "intuition and information to make decisions [that] still informs the way [they] make decisions." She concludes that Arkansas still benefits greatly because of its investment in AGS.

In 2014, AGS developed a partnership with the Clinton School of Public Service through the capstone project of a CSPS student. This student developed a contact list of alumni and performed a survey on their perceptions of the benefits they received while they were students at AGS. This capstone report was completed in the spring of 2015 and is available online at the Hendrix website: [Alumni Report](#).

We would like to continue our history of working cooperatively and congenially with the Arkansas Department of Education, Administrator of Gifted and Talented Programs, and all the others involved in making the AGS a nationally recognized model in comprehensive liberal arts summer residential programs for deserving students.

Full copies of the 2018 [Year End Report](#) and [Yearbook](#) are available for review for a more detailed look at the program's history at Hendrix.

#### **Hendrix's Location Offers Great Advantages**

Hendrix College offers several advantages to the AGS participants. First of all, our central Arkansas location makes it easier for parents from all corners of the state to visit the campus on weekends and to attend AGS events. On average, well over 80% of the students will have visitors on weekends. It is easy for the ADE Administrator to attend events, participate in planning and evaluation and to coordinate efforts with the AGS staff since the distance from the Hendrix campus to Little Rock is only 35 miles.



Central location enables easy transport of guest speakers in and out of the airport. It also provides easy scheduling of field trips to cultural events (e.g., Arts Center, Arkansas Shakespeare Theater) and other learning sites (such as The Clinton Presidential Library, and the Heifer International Ranch in Little Rock). It will be easier to gather staff and faculty for in-service training and coordination with a central location. The central location also provides a larger pool of potential faculty and staff applicants since there are more professionals within the central Arkansas area than in more distant communities.

Conway is located in a dry county and has a reputation for a low crime rate. This will increase parental comfort with leaving their underage student on campus. Since Hendrix has no Greek social organizations, there are no fraternity or sorority houses on or near campus to serve as a potential distraction to the AGS students. There are many recreational sites such as lakes, rivers, parks, and a large consumer service area with convenience stores, restaurants, shopping centers, motels, and movie theaters to accommodate weekend visitors as well as restaurants and other services located conveniently in the Hendrix Village. Conway also has a high quality medical and emergency services very convenient to campus. There are over 100 churches of various denominations. We are pleased to transport student participants to churches of their choice for Sunday morning services. Conway is small enough to maintain a community atmosphere but large enough to offer all services that participants and their families desire including easy access from the interstate and from anywhere in the state.

### **Hendrix Offers Other Advantages**

There will be other advantages to situating the publicly funded AGS program on a Methodist-related, private, liberal arts campus. Hendrix holds the public trust as a nationally ranked academic institution. This reputation enhances the public confidence in the quality of the Governor's School program. Hendrix is sensitive to issues of religion and values in a pluralistic society and thus can assure the public that the participants will not be indoctrinated or proselytized. Hendrix has a 38-year history of being a good steward of the public interest and is therefore extremely careful not to exploit the AGS program for institutional advantage. For example, Hendrix does not mention AGS or its programs in the College's literature. Hendrix does not link the College's name with the AGS name or logo via sales of artifacts in the bookstore. Hendrix adds no charges to the students, parents, guests, or faculty and staff for any services provided during the program.

Most significantly, Hendrix will not actively recruit students during the program. An independent study (Ann Robinson, 1988, "Choosing Schools: College Plans of Arkansas Talented Youth") has shown that Hendrix is deserving of this public trust. To quote from the study (page 6), "Attendance at AGS did not significantly affect the choice of Hendrix, either when considered individually or simultaneously with other factors," and "no evidence was found in this study that (Hendrix) disproportionately enrolled (AGS alumni)."

The Hendrix College Admissions Officers are not permitted to show the residence halls or other facilities when they are in use by AGS students except under special circumstances and by permission of the directors. With permission of the ADE, we have hosted a "college day" program in which admissions officers of all state colleges, including Hendrix, are invited to set up individual recruitment booths and to be a part of a panel of admissions experts to provide general college selection information to the students.

Hendrix attempts to treat all the participants and their guests as it treats its own students, faculty, and guests. Hendrix welcomes the fullest utilization of its resources for the benefit of student participants.

## **ASSURANCES**

**By submitting this proposal your institution is aware of and agrees to the following:**

1. The Governor's School is under the jurisdiction of the State Board of Education and the Division of Elementary and Secondary Education and falls under the immediate administration of the Program Director for the Office of Gifted and Talented Education (1.03).
2. Faculty Selection (6.00), Student Selection (10.00), Site Selection (13.00), and AGS operations will be in accordance with the Rules Governing Arkansas Governor's School Site Selection.
3. Recruitment activities by the host campus may not be conducted during Arkansas Governor's School (13.10). (Recruitment activities, e.g. College Fairs, are allowable if other institutions are also invited to participate.)
4. An annual evaluation report must be submitted to the Department after the close of the school. This report must include a detailed summary or syllabus of Area I, Area II, and Area III including specific works read (12.00, 13.11).
5. Site selection will be for a period of three years contingent upon successful annual evaluations (13.11).

Questions related to proposals may be directed to Krystal Nail, Program Coordinator, Office of Gifted and Talented and Advanced Placement, Division of Elementary and Secondary Education, Arkansas Department of Education, [krystal.nail@arkansas.gov](mailto:krystal.nail@arkansas.gov), (501) 682-4224.