

The Board of Trustees of the University of Central Arkansas convened in regular meeting Friday, January 22, 1999, at 3:00 p.m. in the Fireplace Room in McCastlain Hall with the following officers and members present, to-wit:

Chair:	Mrs. Elaine Goode
Vice Chair:	Mr. Rickey Hicks
Secretary:	Mr. Dalda Womack
	Mr. Madison P. Aydelott III
	Mr. Rush Harding III
	Mr. Randy Sims

and with the following absent, to-wit:

Dr. Harold Chakales

constituting a quorum of said Board, at which meeting the following business was transacted, to-wit:

MINUTES

Minutes of the October 16, 1998, meeting; minutes of the December 8, 1998, teleconference and confirmation of action taken; and minutes of the December 15, 1998, teleconference and confirmation of action taken were unanimously approved as circulated upon motion by Mr. Harding with a second by Mr. Hicks.

INTRODUCTIONS/ANNOUNCEMENTS

Introduction - President Thompson introduced and congratulated Coach Richard Martin and the women's cross-country team who recently brought UCA its first Gulf South Conference championship.

Mr. Harding observed that the women's cross-country team had the highest grade point average of all athletic teams for fall 1998.

Announcement - President Thompson announced that Dr. Maurice A. Lee, has accepted the position of Dean of the College of Liberal Arts. He comes to UCA from the University of Northern Iowa where he is professor of English, teaching courses in American, Caribbean, and African-American Literature. During the 1970s he directed a team of researchers working under the late Dr. Alex Haley, author of "Roots." Dr. Lee earned the Ph.D. degree from the University of Wisconsin-Madison, and has served in several administrative roles, including Provost/Center Dean of Antioch University in Philadelphia. Dr. Lee will arrive on campus this summer. (Copies of Dr. Lee's resumé were made available.)

PRESIDENT'S REPORT

Construction Report - At President Thompson's request, Dr. John Smith, Vice President for Administrative Services, presented the following report:

Conference Center - (See action agenda item).

Harrin Hall - Construction is approximately 75% complete. Because of a delay in receiving the roof tile, the new completion date is estimated to be April 12, 1999.

HPER - Bids on the HPER building will open on February 9, 1999.

Mass Communication Building - Drawings and Specifications for the Second Plan Review were submitted to State Building Services on December 7, 1998. The estimated bid date is April 1999.

New Residence Hall - The residence hall is approximately 50% complete. The building still is on schedule to be finished in July 1999 and be ready for the Fall semester.

Performance Hall - Construction began in December and all drilled piers have been completed. The facility should be completed in early 2000.

Physical Therapy Building - Construction began in late September and most of the slab has been poured. The building should be completed in early 2000.

Athletic Teams Grade Point Averages for Fall 1998:

Women's Cross-Country	3.49
Baseball	3.39
Tennis	3.23
Softball	3.17
Volleyball	3.07
Women's Basketball	2.90
Men's Soccer	2.81
Women's Soccer	2.79
Football	2.15
Men's Basketball	1.86

Average GPA for all UCA student athletes for fall 1998: 2.70

Fifteen student athletes had a 4.00 GPA for fall 1998:

Football	4
Women's cross-country	4
Men's soccer	3
Softball	3
Baseball	1

Legislative Recommendations for Higher Education Funding for 1999-2001 Biennium -

President Thompson discussed the following two charts which show legislative recommendations for institutions of higher education to date. Discussion regarding possible equity funding followed during which President Thompson addressed questions from Board members.

**Arkansas Institutions Compared to SREB Averages by Category of Institution 1997-98 and 1998-99
and Legislative Recommendation for 1999-01 Biennium**

Arkansas Four-Year Institutions	1997-98 SREB CATEGORY	Calendar 1998 FTE	1998-99				1999-00		2000-01	
			General Revenue	General Revenue Per FTE	SREB AVERAGE By CATEGORY	Institution Percent Of SREB AVERAGE	General Revenue	General Revenue Per FTE	General Revenue	General Revenue Per FTE
University of Arkansas Main Campus	1	13,527	87,829,636	6,493	6,697	97.0%	91,953,711	6,798	97,048,920	7,174
Arkansas State University	3	9,040	43,356,066	4,796	4,719	101.6%	45,389,312	5,021	47,911,506	5,300
University of Arkansas at Little Rock	3	7,913	39,596,023	5,004	4,719	106.0%	41,173,410	5,203	43,308,939	5,473
University of Central Arkansas	3	8,237	37,334,268	4,533	4,719	96.0%	39,437,793	4,788	41,816,901	5,077
Total for Category		25,190	120,286,357	4,775	4,719	101.2%	126,000,515	5,002	133,037,346	5,281
Arkansas Tech University	5	4,048	18,324,721	4,527	4,606	98.3%	18,988,379	4,691	19,935,248	4,925
Henderson State University	5	3,429	15,432,811	4,501	4,606	97.7%	16,057,232	4,683	16,895,856	4,927
Southern Arkansas University	5	2,520	11,827,640	4,694	4,606	101.9%	12,381,362	4,913	13,067,110	5,185
Total for Category		9,997	45,585,172	4,560	4,606	99.0%	47,426,973	4,744	49,898,214	4,991
University of Arkansas at Monticello	6	1,955	10,100,761	5,167	4,630	111.6%	10,469,282	5,355	10,992,938	5,623
University of Arkansas at Pine Bluff	6	2,827	17,789,417	6,293	4,630	135.9%	18,359,376	6,494	19,234,471	6,804
Total for Category		4,782	27,890,178	5,832	4,630	126.0%	28,828,658	6,029	30,227,409	6,321

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Note 1: Calendar 1998 FTE includes Fall 1997 off schedule, Spring 1998 on/off schedule, Summer I 1998 on/off schedule, Summer II 1998 on/off schedule and Fall 1998 on schedule FTE.

Note 2: UALR general revenue includes law school, excludes GIT/RAPS.

Note 3: General revenue includes RSA, Merit Adjustment and EETF. 1999-00 and 2000-01 general revenue is legislative recommendation for RSA and EETF (Falness Budget II).

Note 4: 1998-99 SREB average by category is inflated by three year average increase per category.

SREB Projection	SREB Projection				compound Increase	Projection 1998-99
	1994-95	1995-96	1996-97	1997-98		
Type I	0,143	0,047	0,290	6,554	2.18221%	6,697
Type III	4,340	4,221	4,418	4,621	2.11325%	4,719
Type V	3,732	3,911	4,096	4,370	5.40145%	4,606
Type VI	3,848	4,093	4,304	4,421	4.73580%	4,630

**Arkansas Institutions Compared to SREB Averages by Category of Institution 1997-98 and 1998-99
and Legislative Recommendation for 1999-01 Biennium**

1997-98 SREB CATEGORY	Calendar 1998 FTE	1998-99					1999-00		2000-01		
		Pass Through Dollars	General Revenue less Pass Through	General Revenue Per FTE	SREB AVERAGE By CATEGORY	Institution Percent Of SREB AVERAGE	General Revenue less Pass Through	General Revenue Per FTE	General Revenue less Pass Through	General Revenue Per FTE	
SUB	7	1,905	209,189	7,950,309	4,173	3,835	108.84%	8,554,349	4,490	9,163,353	4,810
SUN	7	368		2,370,029	6,440	3,835	167.96%	2,455,458	6,672	2,579,446	7,009
SU-MH	7	546		2,556,957	4,683	3,835	122.13%	2,922,279	5,352	3,219,393	5,896
RTC	7	852	1,123,000	4,608,557	5,409	3,835	141.06%	4,827,988	5,667	5,140,739	6,034
TC	7	494		3,089,632	6,254	3,835	163.11%	3,217,530	6,513	3,392,285	6,867
ACC	7	1,051		5,479,570	5,214	3,835	135.97%	5,665,376	5,390	5,941,943	5,654
CCC	7	1,224		6,111,710	4,993	3,835	130.22%	6,375,541	5,209	6,719,122	5,489
ACCB	7	453	315,822	2,924,312	6,455	3,835	168.35%	3,024,346	6,676	3,184,593	7,030
ICCC	7	1,237		5,680,476	4,592	3,835	119.76%	6,060,701	4,900	6,458,721	5,221
ISCC	7	671		3,722,220	5,547	3,835	144.67%	3,924,519	5,849	4,166,750	6,210
AC	7	1,344		7,333,565	5,457	3,835	142.30%	7,570,030	5,632	7,933,135	5,903
WACC	7	2,028		4,793,554	2,364	3,835	61.64%	6,622,802	3,266	7,855,415	3,873
UTC	7	472		3,081,443	6,528	3,835	170.26%	3,201,589	6,783	3,370,594	7,141
ZTC	7	501	98,786	2,747,571	5,484	3,835	143.02%	2,874,338	5,737	3,040,828	6,070
CC/UA	7	1,295		8,359,147	6,455	3,835	168.34%	8,602,348	6,643	9,001,686	6,951
JC	7	731		4,025,141	5,506	3,835	143.60%	4,179,571	5,718	4,397,679	6,016
TC	7	2,121		6,162,687	2,906	3,835	75.77%	7,393,825	3,486	8,319,717	3,923
MCC	7	394		2,761,894	7,010	3,835	182.81%	2,829,108	7,180	2,952,142	7,493
ACC	7	818		5,694,519	6,962	3,835	181.55%	5,858,576	7,162	6,130,081	7,494
AUT	7	574		4,623,335	8,055	3,835	210.06%	4,703,256	8,194	4,882,794	8,507
EATC	7	1,115		5,002,677	4,487	3,835	117.01%	5,344,867	4,794	5,707,349	5,119
ACCH	7	957		4,613,944	4,821	3,835	125.73%	4,836,383	5,054	5,115,665	5,346
IC	7	3,503	556,424	15,594,713	4,452	3,835	116.10%	16,908,449	4,827	18,182,800	5,191
otal for Category		24,654	2,303,221	119,287,962	4,838	3,835	126.18%	127,953,229	5,190	136,856,230	5,551

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note 2: General revenue includes RSA, Merit Adjustment, EETF and WF2000. 1999-00 and 2000-01 general revenue is legislative recommendation for RSA (Fairness Budget II), EETF and WF2000.

note 3: 1998-99 SREB average by category is inflated by three year average increase per category.

SREB Projection	1994-95				compound Increase	Projection 1998-99
	1994-95	1995-96	1996-97	1997-98		
Type VII	3,302	3,343	3,470	3,716	3.18915%	3,835

Proposed Retirement Center - President Thompson briefly discussed the proposed retirement center by stating that there seemed to be disadvantages from a bond interest point-of-view in funding the center through a non-profit organization.

As a matter of information, copies of an article regarding Louisiana State University's proposed retirement community were distributed.

**STATEMENTS FROM THE PRESIDENTS OF THE STAFF SENATE
NON-TENURE TRACK FACULTY SENATE, FACULTY SENATE, AND
STUDENT GOVERNMENT ASSOCIATION**

Copies of the statements from the presidents of the Staff Senate, Cassandra McCuien-Smith; Non-Tenure Track Faculty Senate, Lorna Strong; Faculty Senate, Don Adlong; and Student Government Association, Doris Clark, are attached.

A discussion regarding the feasibility of a campus transit system followed the statement by Doris Clark. During the discussion, President Thompson briefly discussed the possibility of a parking garage for resident students as part of the housing system although it is not financially feasible at this time.

ACTION AGENDA

Conference Center - Conway Corporation is providing \$2,250,000 for the construction of an approximately 20,000 square foot Conference Center on the UCA campus. The Department of Continuing Education will move from its current location in McCastlain Hall to the new facility and be responsible for the scheduling and managing of the meeting space. This move will free up much needed office space in McCastlain Hall and allow the Registrar's Office and Cashiering to be relocated to an area of campus that currently houses most student services.

Because of increased construction costs, the architects estimate an additional \$500,000 and some minor reduction in square footage will be needed to construct the Conference Center. If these additional funds are not provided, most of the office space will be deleted from the facility and the Department of Continuing Education cannot be housed in it. Besides the problems this will create with the scheduling and management of the facility, space will not be available in McCastlain Hall for the Registrar's Office and Cashiering.

The Contingency Reserve or funds from the recent bond issue could be used to complete the Conference Center. If bond funds are used, approximately \$3,500,000 would remain from the bond issue to construct other academic facilities.

Following discussion, during which Dr. John Smith responded to questions from the Board, the following resolution was adopted unanimously upon motion by Mr. Aydelott with a second by Mr. Harding:

“BE IT RESOLVED: THE ADMINISTRATION IS AUTHORIZED TO USE THE CONTINGENCY RESERVE OR UP TO \$500,000 FROM THE STUDENT FEE REFUNDING AND CONSTRUCTION REVENUE BONDS, SERIES 1998, FOR CONSTRUCTION OF THE CONFERENCE CENTER.”

Minor in Writing - At President Thompson’s request, Dr. Sam Buchanan, Associate Provost, presented this item in Dr. Mosbo’s absence.

The College of Fine Arts and Communication proposes a minor program in writing. This 24-hour minor will give UCA students skills in an area sought by employers of college graduates. The president of a major employer of college graduates in Conway, for example, recently commented that his corporation needs college graduates proficient in writing. Ohio State University recently created a writing degree and reports that it has placed 100% of its graduates. It is anticipated that the minor in writing will be particularly attractive to students interested in careers in the professions, business, media, and technology.

The program has been reviewed and recommended for approval by all appropriate committees, councils, and administrators.

The following resolution was adopted unanimously upon motion by Mr. Aydelott with a second by Mr. Hicks:

“BE IT RESOLVED: THAT THE UNIVERSITY OF CENTRAL ARKANSAS BOARD OF TRUSTEES HEREBY APPROVES A MINOR IN WRITING.”

WRITING MINOR
24 Hours (8 courses)

CORE: 15 Hours (5 courses)

WRTG 2310 Introduction to Creative Writing
WRTG 3300 Creative Writing
WRTG 3301 Rhetoric and Composition
WRTG 3305 Advanced Composition
WRTG 3310 Technical Writing

ELECTIVES: 9 Hours (3 courses). Students will select in coordination with their advisors courses offered by the writing program and/or other departments or programs. Electives may be drawn from, but are not limited to, courses from the following list:

ENGL 3312 Modern Grammars
HIST 4371 History and Biography
SPTA 2302 Argumentation and Debate
SPTA 3312 Persuasion
SPTA 2380 Oral Interpretation I
SPTA 3300 Oral Interpretation II
SPTA 4311 Evolution of Rhetorical Theory
MCOM 2300 Reporting and Editing
MCOM 3310 Writing for Public Relations

Development of a Two-Year College -The administration recommends developing a two-year college distinct from but joined to the University of Central Arkansas. The College, possibly named Conway College, Faulkner College, or Arkansas College, will serve the needs of the following students: those not meeting the criteria for unconditional admission to UCA; those needing alternative academic programming, such as evening, early morning, and weekend classes; and those desiring alternative delivery systems, such as guided study or distance education.

The University's reputation and programs are attracting highly qualified students from across Arkansas, a number of other states, and several foreign countries. UCA provides these students with superior educational opportunities in the traditional, residential campus environment they need and expect. The institution also has a history and mandate of meeting the higher education requirements of students with varying backgrounds and skills, and non-traditional students from central Arkansas. These roles often conflict, and can be accommodated better by developing a separate two-year college.

Creating two distinct, but joined institutions, will allow the University to serve primarily traditional, residential students. The College will serve other groups of students. It will have the following initial characteristics.

Characteristics of the two-year College

- All associate degrees previously offered through UCA will be offered by the College. Upon completion of the associate degree or 62 semester hours of credit, those students who meet UCA transfer criteria and who want to pursue a baccalaureate degree may transfer to the University for completion of the baccalaureate degree.
- The College will take over UCA's responsibility for educational outreach, including continuing education, non-credit courses, camps, and conferences.
- The College will offer UCA-At-Night and transitional classes.
- The College will not field intercollegiate athletic teams.
- The College will set as its goal the inclusion of students who would have been admitted to UCA under the present conditional admissions standards. This group represents about 38% of a typical entering class, or around 15% of the total student population on campus.

- Students admitted into the College's academic programs will be able to meet any remediation requirements by taking transitional classes offered by the College.
- Students admitted to the College with a composite ACT score of 17 or higher may petition for admission to UCA at any time after graduation from high school provided they have at least a 2.00 grade point average at their last academic institution. Those who successfully petition may be required to complete remedial classes during their first semester.
- The College initially will be housed on the UCA campus.
- The College will be directed by a dean reporting directly to the UCA provost.
- Registration for classes by both College and University students will be coordinated by the University's registrar.
- The University registrar's office will maintain academic records for College students, though the records for the College students will be distinct from those of the University students.
- The University's academic advising center will accommodate the advising needs for entering College students by designating specific advisors.
- University and College classes will be distinct with the exception of some University students needing to enroll in a College transitional class.
- All classes leading to an associate degree will be taken through classes offered by either College faculty or University faculty members hired by the College on a part-time basis, and will be attended by College students only.
- Funding for the College initially will originate from two primary sources: student tuition and fees, and revenues generated by the Division of Continuing Education.

- College students will be assessed the same fees as University students for such services as student activities, facilities use, student center use, and athletic events.
- The College will be charged by the University for use of facilities and administrative services, including costs associated with running the business office, recreational programs, advising program, library and the registrar's office.
- As noted above, the College will set as its goal the admission of those students who would have met the current UCA conditional admission criteria; however, funding limitations may require a reconsideration of those standards.

Current revenues from tuition and state appropriations should allow the University and the College to continue serving approximately the student profile UCA has recently served. Additional revenue sources would allow the College to move toward more open admissions policies and reduced tuition, providing additional access to college and training for non-traditional and local students. As the College grows and funding allows, separate service functions and a distinct campus will be developed.

After lengthy discussion during which Mr. Harding and Mr. Sims requested additional information, Mr. Harding moved to table this item until the next Board meeting and requested that the administration provide detailed information regarding feasibility, cost, funding, etc., allowing adequate time for Board members to review the material prior to the meeting. The motion was seconded by Mr. Aydelott.

Prior to taking the vote, Mr. Hicks stated that he, too, has concerns and agrees that a closer look at feasibility and financing should be taken; however, he thinks that the proposal squarely fits with the mission of the university. Mr. Hicks further stated that, without a doubt, by raising UCA's standards, an enormous number of students, from both this area and Little Rock, do not have the opportunity to attend UCA and that the proposed two-year college is an excellent way in which to make UCA's educational opportunities available to a larger number of students.

Mr. Hicks stated that his biggest reservation about waiting a long period of time is that he expects enormous opposition from a number of other universities. Mr. Hicks further stated that if a two-year college is good for the community and for educational opportunities in the state, and is affordable, he would not like to give the opposition time to build forces against UCA's proposal. Therefore, he would like to move ahead as quickly as possible.

Mr. Sims stated that he would like to know the viewpoints of the Governor and the Arkansas Department of Higher Education.

Following discussion the above motion passed unanimously.

Tri-Partite Agreement with Bank of New York - At President Thompson's request, Dr. John Smith presented this item and responded to questions from the Board.

On August 25, 1997, the Bank of New York acquired the corporate trust business of NationsBank, formerly Boatmen's Bancshares. For almost a year, the Bank of New York has been serving as trustee for UCA's 1992A, 1974, and 1965 bond issues. They recently notified us that our bond indentures governing these debt issuances require the execution of a Tri-Partite Agreement to effect this appointment.

Following brief discussion the following resolutions were adopted unanimously upon motion by Mr. Aydelott with a second by Mr. Harding:

AGREEMENT OF RESIGNATION, APPOINTMENT AND ACCEPTANCE, dated as of 1-22-99 by Board of Trustees of the University of Central Arkansas (the "Board"), a State-supported educational institution duly organized and existing by virtue under the laws of the state of Arkansas and having its principal office at 201 Donaghey, Room 105 Conway, Arkansas 72032 and , NationsBank, N.A. (F/K/A Union National Bank of Little Rock, Arkansas), (the "Prior Trustee"), a national banking association duly organized and existing under the laws of the United States of America and having its principal corporate trust office at 510 Locust Street, St. Louis, Missouri 63101 and BNY Trust Company of Missouri, a banking corporation duly organized and existing under the laws of the State of Missouri and having its principal corporate trust office at 911 Washington Avenue, St. Louis, Missouri 63101 (the "Successor Trustee").

RECITALS:

WHEREAS, the Board and Prior Trustee entered into a Trust Indenture **see Exhibit A** by and between the Board and the Prior Trustee (the "Indenture");

WHEREAS, the **see Exhibit A** (the "Bonds") were originally authorized and issued under the Indenture;

WHEREAS, the Board desires to appoint Successor Trustee as Trustee, Paying Agent and Registrar to succeed Prior Trustee in such capacities under the Indenture; and

WHEREAS, Successor Trustee is willing to accept such appointment as Successor Trustee, Paying Agent and Registrar under the Indenture;

NOW, THEREFORE, the Board, Prior Trustee and Successor Trustee, for and in consideration of the premises of other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, hereby consent and agree as follows:

ARTICLE I

THE PRIOR TRUSTEE

SECTION 1.01 Prior Trustee hereby resigns as Trustee under the Indenture.

SECTION 1.02 Prior Trustee hereby assigns, transfers, delivers and confirms to Successor Trustee all right, title and interest of Prior Trustee in and to the trusts of the Trustee under the Indenture and all the rights, powers and trusts of the Trustee under the Indenture. Prior Trustee shall execute and deliver such further instruments and shall do such other things as Successor Trustee may reasonably require so as to more fully and certainly vest and confirm in Successor Trustee all the rights, powers and trust hereby assigned, transferred, delivered and confirmed to Successor Trustee as Trustee, Paying Agent and Registrar.

ARTICLE II

THE BOARD

SECTION 2.01 The Board hereby accepts the resignation of Prior Trustee as Trustee, Paying Agent and Registrar under the Indenture.

SECTION 2.02 All conditions relating to the appointment of BNY Trust Company of Missouri as Successor Trustee, Paying Agent and Registrar under the Indenture have been met by the Board, and the Board hereby appoints Successor Trustee as Trustee, Paying Agent and Registrar under the Indenture with like effect as if originally named as Trustee, Paying Agent and Registrar in the Indenture.

ARTICLE III

THE SUCCESSOR TRUSTEE

SECTION 3.01 Successor Trustee hereby represents and warrants to Prior Trustee and to the Board that Successor Trustee is not disqualified to act as Trustee under the Indenture.

SECTION 3.02 Successor Trustee hereby accepts its appointment as Successor Trustee, Paying Agent and Registrar under the Indenture and accepts the rights, powers, duties and obligations of Prior Trustee as Trustee, Paying Agent and Registrar under the Indenture, upon the terms and conditions set forth therein, with like effect as if originally named as Trustee, Paying Agent and Registrar under the Indenture.

ARTICLE IV

MISCELLANEOUS

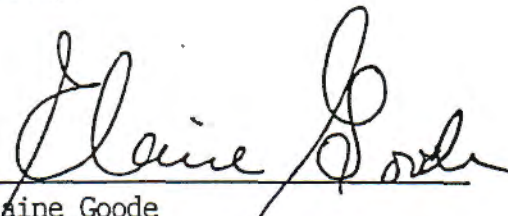
SECTION 4.01 This Agreement and the resignation, appointment and acceptance effected hereby shall be effective as of the opening of business on _____.

SECTION 4.02 This Agreement shall be governed by and construed in accordance with the laws of the State of Arkansas.

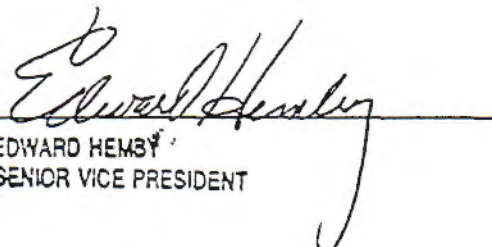
SECTION 4.03 This Agreement may be executed in any number of counterparts each of which shall be an original, but such counterparts shall together constitute but one and the same instrument.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement of Resignation Appointment and Acceptance to be duly executed and acknowledged all as of the day and year first above written.

Board of Trustees of the University of Central
Arkansas
as Board

By: 
Name: Elaine Goode
Title: Chair, Board of Trustees

NationsBank, N.A. (F/K/A Union National
Bank of Little Rock, Arkansas),
as Prior Trustee

By: 
Name: EDWARD HENSBY
Title: SENIOR VICE PRESIDENT

BNY Trust Company of Missouri,
as Successor Trustee

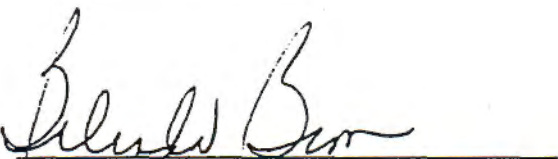
By: 
Name: BELINDA BROWN
Title: VICE PRESIDENT

EXHIBIT A

Account Number	Name of Bond Issue	Dated Date
485925	Board of Trustees of the University of Central Arkansas Academic Facilities Revenue Bonds Series 1992A	08/01/1992
482169	Board of Trustees of State College of Arkansas Academic Building Bonds Series 1974	05/01/1974

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THE PRIOR TRUSTEE

SECTION 1.01 Prior Trustee hereby resigns as Trustee under the Indenture.

SECTION 1.02 Prior Trustee hereby assigns, transfers, delivers and confirms to Successor Trustee all right, title and interest of Prior Trustee in and to the trusts of the Trustee under the Indenture and all the rights, powers and trusts of the Trustee under the Indenture. Prior Trustee shall execute and deliver such further instruments and shall do such other things as Successor Trustee may reasonably require so as to more fully and certainly vest and confirm in Successor Trustee all the rights, powers and trust hereby assigned, transferred, delivered and confirmed to Successor Trustee as Trustee, Paying Agent and Registrar.

ARTICLE II

THE BOARD

SECTION 2.01 The Board hereby accepts the resignation of Prior Trustee as Trustee, Paying Agent and Registrar under the Indenture.

SECTION 2.02 All conditions relating to the appointment of BNY Trust Company of Missouri as Successor Trustee, Paying Agent and Registrar under the Indenture have been met by the Board, and the Board hereby appoints Successor Trustee as Trustee, Paying and Registrar under the Indenture with like effect as if originally named as Trustee, Paying Agent and Registrar in the Indenture.

ARTICLE III

THE SUCCESSOR TRUSTEE

SECTION 3.01 Successor Trustee hereby represents and warrants to Prior Trustee and to the Board that Successor Trustee is not disqualified to act as Trustee under the Indenture.

SECTION 3.02 Successor Trustee hereby accepts its appointment as Successor Trustee, Paying Agent and Registrar under the Indenture and accepts the rights, powers, duties and obligations of Prior Trustee as Trustee, Paying Agent and Registrar under the Indenture, upon the terms and conditions set forth therein, with like effect as if originally named as Trustee, Paying Agent and Registrar under the Indenture.

ARTICLE IV

MISCELLANEOUS

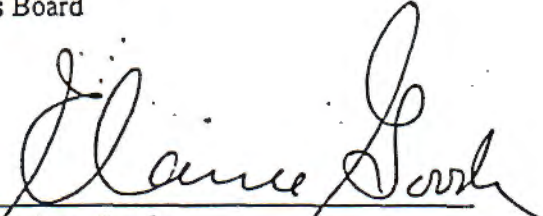
SECTION 4.01 This Agreement and the resignation, appointment and acceptance effected hereby shall be effective as of the opening of business on _____.

SECTION 4.02 This Agreement shall be governed by and construed in accordance with the laws of the State of Arkansas.

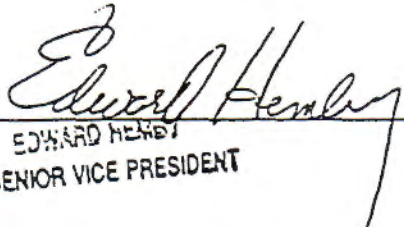
SECTION 4.03 This Agreement may be executed in any number of counterparts each of which shall be an original, but such counterparts shall together constitute but one and the same instrument.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement of Resignation Appointment and Acceptance to be duly executed and acknowledged all as of the day and year first above written.

Board of Trustees of the University of Central
Arkansas
as Board

By: 
Name: Elaine Goode
Title: Chair, Board of Trustees

NationsBank, N.A. (F/K/A Union National
Bank of Little Rock, Arkansas),
as Prior Trustee

By: 
Name: EDWARD HENRY
Title: SENIOR VICE PRESIDENT

BNY Trust Company of Missouri,
as Successor Trustee

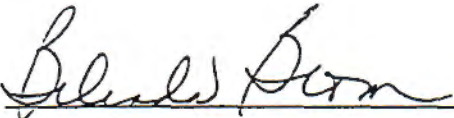
By: 
Name: BELINDA BROWN
Title: VICE PRESIDENT

EXHIBIT A

Account Number	Name of Bond Issue	Dated Date
465879	Board of Trustees of the University of Central Arkansas Academic Facilities Revenue Bonds Series 1965C	10/01/1965
465879	Board of Trustees of the University of Central Arkansas Academic Facilities Revenue Bonds Series 1965D	10/01/1965
465879	Board of Trustees of the University of Central Arkansas Academic Facilities Revenue Bonds Series 1965E	10/01/1965
465879	Board of Trustees of the University of Central Arkansas Academic Facilities Revenue Bonds Series 1965F	10/01/1965
465879	Series 1974 Board of Trustees of State College of Arkansas Academic Building Bonds Series 1965G	10/01/1965
465879	Board of Trustees of State College of Arkansas Academic Building Bonds Series 1965 H	10/01/1965
465879	Board of Trustees of the University of Central Arkansas Academic Facilities Revenue Bonds Series 1967A	10/01/1965

Reimbursement of Expenses for Official Board Duties - Act 250 of 1997 provides that boards and commissions may, during their first regularly scheduled meeting of each calendar year, authorize expense reimbursement for each board member for performing official board duties. The Act states that the expense reimbursement must not exceed the rate established for state employees for state travel regulations. The Act covers expense reimbursement for all official board functions. This action is consistent with Board Policy No. 211.

The following resolution was adopted unanimously upon motion by Mr. Harding with a second by Mr. Hicks:

“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES APPROVES THE FOLLOWING STATEMENT CONCERNING REIMBURSEMENT OF EXPENSES FOR OFFICIAL BOARD DUTIES FOR 1999:

THE UCA BOARD OF TRUSTEES AUTHORIZES REIMBURSEMENT OF EXPENSES FOR EACH OF ITS BOARD MEMBERS FOR PERFORMANCE OF OFFICIAL BOARD DUTIES, TO INCLUDE ATTENDANCE AT BOARD MEETINGS, FULFILLMENT OF BOARD TRAINING REQUIREMENTS, AND ANY OTHER OFFICIAL BOARD DUTIES. THE EXPENSE REIMBURSEMENT AUTHORIZED HEREIN MUST NOT EXCEED THE RATE ESTABLISHED FOR STATE EMPLOYEES FOR STATE TRAVEL REGULATIONS, INCLUDING SPECIAL TRAVEL AUTHORIZATION. THE BOARD ALSO AUTHORIZES THE PRESIDENT TO APPROVE THE REIMBURSEMENT OF TRAVEL EXPENSES OF BOARD MEMBERS THAT ARE IN CONFORMANCE WITH THIS POLICY.”

EXECUTIVE SESSION

Executive session was declared upon motion by Mr. Aydelott with a second by Mr. Hicks.

OPEN SESSION

The following resolution was adopted unanimously upon motion by Mr. Harding with a second by Mr. Hicks:

“BE IT RESOLVED: THAT THE UCA BOARD OF TRUSTEES APPROVES THE FOLLOWING ADJUSTMENTS, APPOINTMENTS, RESIGNATIONS, RETIREMENTS, AND SABBATICALS, PROVIDED HOWEVER, THAT THE ADMINISTRATION IS AUTHORIZED TO MAKE CORRECTIONS AND CHANGES OF A CLERICAL NATURE.”

ADJUSTMENTS:

1. Carla Barber, Information Technology, effective October 7, 1998, change title from Information Technology Specialist/Instructor to Assistant Director of Information Technology/Instructor of Information Systems, change salary from \$23,528.00 to \$30,434.00.
2. Terry James, Curriculum and Instruction, effective January 1, 1999, change from Professor to Interim Chair/Professor, change salary from \$50,297.00 to \$66,100.00.
3. Fred Litton, Interim Dean/Professor, College of Education, effective January 1, 1999 change salary from \$80,129.00 to \$85,000.00.
4. Henry Phelps, Associate Dean, Student Development, effective October 1, 1998, change salary from \$39,700.00 to \$45,000.00. due to additional duties.

APPOINTMENTS:

1. Sergei Andronikov, Assistant Professor, Geography, Political Science and Sociology, Tenure Track, effective Spring semester, @ an annual salary of \$35,000.00.
2. Dick Clough, Adjunct Instructor, Academic Technologies, Non-tenure Track, effective Spring Semester @ a salary of \$15,000.00.

3. Alison Sanchez Hall, Instructor, Geography, Political Science, and Sociology, Non-tenure Track, effective Spring Semester @ a salary of \$12,000.00.
4. Wendy Holbrook, Director of Disability Support Services/Asst. Dir. Minority Student Services, Non-academic Appointment, effective December 16, 1998 through June 30, 1999 @ an annual salary of \$28,000.00.
5. Cheryl Lyons, Director of Student Aid, Student Financial Aid, Non-academic Appointment, effective February 1, 1999 through June 30, 1999 @ an annual salary of \$52,000.00.
6. David Stephens, Visiting Assistant Professor, Chemistry, Non-tenure Track, effective Spring Semester @ a salary of \$16,500.00.
7. Mark Thessing, Information Technology Specialist/Instructor, Information Technology, Non-tenure Track, effective January 1, 1999 through June 30, 1999 @ an annual salary of \$25,000.00.

RESIGNATIONS:

- | | | |
|----|-------------------------------------|-------------------|
| 1. | Robert Bergen, Chemistry Department | December 31, 1998 |
| 2. | Dara Parker, Speech-Language Path | December 31, 1998 |

RETIREMENTS:

- | | | |
|----|-------------------------------------|-------------------|
| 1. | Sue Bagwell, Career Placement* | December 31, 1998 |
| 2. | James Dombek, President's Office | December 31, 1998 |
| 3. | Kenneth Jordan, Academic Technology | December 31, 1998 |
| 4. | Tom McAnally, Math | December 31, 1998 |
| 5. | Winnie McDonald, Switchboard* | December 31, 1998 |
| 6. | Jesse Rancifer, Academic Technology | December 31, 1998 |
| 7. | Michael Rapp, Chemistry | December 31, 1998 |

- | | | |
|-----|--------------------------------|-------------------|
| 8. | James Ed. Smith, Univ. Police* | December 31, 1998 |
| 9. | Robert Thompson, Art | December 31, 1998 |
| 10. | Sarah Palmer, Speech-Language* | December 31, 1998 |

* = Classified employees

SABBATICALS:

- | | | |
|----|---------------------------------------|------------|
| 1. | Roy Whitehead, Accounting, full pay | Fall, 1999 |
| 2. | Charles Harvey, Philosophy, full pay. | Fall, 1999 |

President Thompson stated that after discussion with members of the Board of Trustees regarding the status of the search for athletic director, it is his hope that he will be able to make an announcement early next week.

There being no further business to come before the Board, the meeting was adjourned upon motion by Mr. Aydelott with a second by Mr. Hicks.

Mrs. Elaine Goode, Chair

Mr. Dalda Womack, Secretary

Curran
McCain-Smith
Pres., Staff Sena

To the Chair, Board Members, and President Thompson.

I would like to thank you for this opportunity to speak on behalf of the Staff.

I will start with an update of completed activities, the Veteran's Day Ceremony was well attended and the program very emotional. We had approximately 309 people to attend our annual Christmas Feast, which seems to get everyone in the Christmas spirit.

4007

We currently, have several projects still in process:

1. Staff Senate Website and Suggestion boxes. The Senate voted to purchase the necessary software and the website should be up and running no later than March. The UCA Physical Plant is currently building two suggestions boxes to be placed in various areas on campus. We feel that this will allow employees to make anonymous comments and suggestions:
2. Revise and update the Staff Handbook, the current handbook is dated 1991. We have had complaints from employees regarding the inclement weather policy. Therefore, we feel that this policy and other clarifications are necessary to elevate future complaints. We have requested that a new handbook be distributed by the end of this fiscal year.
3. New employee orientation will be held on February 4th with approximately 30 employees attending.
4. We have a committee working on the selection of our "Employee of the Year".

I attended the Arkansas Staff Senate/Council Retreat in Jonesboro. The most interesting information was the Office of Personnel Management's proposal of CLIP which is a Career Ladder Incentive Program, this is a comprehensive approach to compensate classified employees within state agencies, institutions, colleges, and universities. Currently, this proposal is on hold due to some constitutional problems. The Arkansas State University of Jonesboro will be conducting a survey regarding a child care facility. We have requested to see the results of their study and conduct our own survey.

I wish I could stand before you and state that everything is o.k. and that everybody is happy. Unfortunately, this is not the case a "hate crime" of

cross burning was committed against the family of an employee of this University. The majority of the Staff Senate felt compelled to stand up against such acts of hatred. We decided to take donations to help increase the current \$100.00 reward. We received several positive responses and some negative responses. This campaign against hate crimes has allow faculty, staff and students to come together and make a difference in this community. And employees are not happy with the employee only health coverage which will now have a fee of \$27.00.

4008

Overall, I have enjoyed my term as Staff Senate President, I've grown a lot, it has taken me seven months to realize that I can't please everybody. I have become and stronger person in knowing how to handle difficult situations. Therefore, the Staff Senate will be presenting four workshops.

Number 1: A Service Panel (Student Health Services) to help keep the medical cost down.

Number 2: Coping with difficult people.

Number 3: How to simplify your life.

Number 4: Motivation in the workplace.

Address to the UCA Board of Trustees
January 22, 1999

Lorna R. Strong, MS, ATC, LAT
President of the Non Tenured Track Faculty Senate

4009

Madam Chair, members of the Board of Trustees, and President Thompson on behalf of the Non-Tenured Track Faculty Senate I thank you for the opportunity to speak to you today. As President I have worked with the belief that our charge as a Senate is ensuring representation of all Non-Tenured teaching faculty. I come today as a representative of the Senate that is responsible to represent the interests a very diverse group of constituents. My purpose is to provide each of you with a brief update on our activities since my last address.

I am happy to report that we have a full Senate of sixteen representatives with thirteen representing the academic colleges and three representing the part-time faculty across the university. We have carefully reviewed proposals on the restructuring of the University Planning and Assessment Committee, the Faculty Grievance Council, and Procedures for Faculty Grievances and Appeal and provided support and recommendations when the interest of the Non-Tenured Faculty warranted. We have asked to be included with equal representation to the University Council and were provided feedback that our request will be reviewed early this semester. Internally, we have committees working diligently to finalize our By-laws and to investigate other areas where Non-Tenured representation is needed.

As President of the newest of the senates, I have been greeted with respect and professionalism from many people who I would not otherwise had any contact. For that I wish to commend the university community. I would once again like to thank Dr. Mosbo and his staff for providing support and direction in the Senate's efforts. I recognize that we, the Non-Tenured Track Faculty Senate, are charting new ground, but I feel very confident to report that each of the Senators will continue to work to make the University of Central Arkansas the best that it can be for all faculty and students.

Thank You.

Chair Goode, other members of the Board, President Thompson, and other members of the university community. This past semester, the focus of the Faculty Senate has primarily been on the development of a Post Tenure Review policy, revision of the Faculty Handbook concerning the appeals process for a terminated tenured faculty member, and revision of the structure of the Faculty Grievance Council. Many hours were spent in deliberation and negotiation between the faculty and administration that produced policies concerning these issues which were presented to you, the Board of Trustees, for approval. These issues are very important to both the faculty and administration and the resulting policies, which you approved, were a cooperative effort.

4010

Implementation of the Post Tenure Review policy has begun. As the faculty of academic departments begin to develop guidelines to assist departmental chairs in the determination as to whether an individual faculty member's performance is "satisfactory" or "unsatisfactory", every effort must be made to accomplish the purpose of the policy. As stated in the Post Tenure Policy recently approved by this Board, from which I quote,

"The purpose of post-tenure review should be understood as an integral part of the purpose of tenure: to build and maintain an effective

and engaged faculty and to ensure academic freedom for that faculty in the pursuit of the goals of the university. Faculty members are effective and engaged insofar as they contribute to the stated mission of their academic departments and thereby to the overall mission of the university. This definition of an effective or engaged faculty assumes that: (a) great variability is possible among the career profiles of successful faculty members; (b) academic departments have the responsibility of defining their expectations for individual faculty members within the department's stated mission and consistent with the "Criteria for Tenure" established in the Faculty Handbook; and (c) the university is committed to provide faculty members with the administrative support and academic resources they need to successfully perform the teaching, scholarly, and service roles expected of tenured faculty.

4011

An effective evaluation of tenured faculty will identify faculty members who have become ineffective or disengaged in order to provide support, assistance, and encouragement necessary to again become contributing members of the university community. The post-tenure review process is designed to maintain a faculty capable of effectively

fulfilling the university's mission. The evaluation of tenured faculty must serve that process by making every effort to bring ineffective or disengaged faculty back into the active community of scholars." End of quote. 4012

Under no circumstance does this policy provide a vehicle to be used by the administration solely for the purpose of terminating a tenured faculty member. Understanding that expectations of any individual faculty member's performance may change during their years of service, unreasonable changes in expectations by the administration must not occur.

In regards to the recent revision of the appeals process, dismissal of a tenured faculty member is a very serious matter and should be treated as such. Every effort must always be made to insure that a terminated tenured faculty member has been provided due process, regardless of the reasons for dismissal. As a member of the Association of Governing Boards of Universities and Colleges, this Board and this university have publicly endorsed the Joint Statement on Government of Colleges and Universities as stated in the American Association of University Professors Red Book. I have prepared copies of this statement for your perusal. Establishment of policies and execution of such policies should be consistent with the stated guidelines of the

aforementioned statement, especially as pertaining to personnel matters.

During this semester the Faculty Senate will, among other things, consider amending the Faculty Senate Constitution in an effort to broaden representation on the Faculty Senate. Furthermore, Faculty Handbook language will be developed to establish faculty status for some librarians. 4013

Since this is the last time I will have the opportunity to address this Board, I now take the liberty to express some personal viewpoints. This is my 32nd year at UCA and I have seen many changes, and as one would expect, some for the better and some for the worse. I personally represent a dying breed, a person with "only" a masters degree not only teaching at a university, but also one in a position of faculty leadership. I realize that not only would I not be tenured under present standards, I would not even be considered for a teaching appointment. Yet, somehow I still think I have made significant contributions to this university, to the students I have taught, and to the community.

What have I learned over the years and what are my "dreams" for UCA? A university is not just about buildings, parking lots, or even programs, but ultimately a university is about people. Of all places a true university must be a sanctuary where freedom of thought and expression of ideas is not only

protected but encouraged. Students, staff, faculty, and administration should perform because of a self commitment to excellence. The best university atmosphere is one permeated with compassion and understanding, not one of fear or intimidation. What is needed, is an atmosphere which freely encourages all to strive for excellence. Some would say that I am naive and these notions are utopian and unattainable. **I disagree!** I believe these dreams must become reality if we are to achieve any permanent success in our common quest for furthering knowledge, which, after all, is the true mission of the university and all its component parts. I have freely devoted my life to this quest and I pray those who follow me will embrace these same dreams.

4014

In closing I want to express my personal appreciation to Board members for their expressed respect and encouragement given to me during both my terms as Faculty Senate president.

Thank you.

Don Adlong, President
Faculty Senate

Joint Statement on Government of Colleges and Universities

Editorial Note: The Statement which follows is directed to governing board members, administrators, faculty members, students, and other persons in the belief that the colleges and universities of the United States have reached a stage calling for appropriately shared responsibility and cooperative action among the components of the academic institution. The Statement is intended to foster constructive joint thought and action, both within the institutional structure and in protection of its integrity against improper intrusions.

It is not intended that the Statement serve as a blueprint for government on a specific campus or as a manual for the regulation of controversy among the components of an academic institution, although it is to be hoped that the principles asserted will lead to the correction of existing weaknesses and assist in the establishment of sound structure and procedures. The Statement does not attempt to cover relations with those outside agencies which increasingly are controlling the resources and influencing the patterns of education in our institutions of higher learning; e.g., the United States government, the state legislatures, state commissions, interstate associations or compacts, and other interinstitutional arrangements. However, it is hoped that the Statement will be helpful to these agencies in their consideration of educational matters.

Students are referred to in this Statement as an institutional component coordinate in importance with trustees, administrators, and faculty. There is, however, no main section on students. The omission has two causes: (1) the changes now occurring in the status of American students have plainly outdistanced the analysis by the educational community, and an attempt to define the situation without thorough study might prove unfair to student interests, and (2) students do not in fact at present have a significant voice in the government of colleges and universities; it would be unseemly to obscure, by superficial equality of length of statement, what may be a serious lag entitled to separate and full confrontation. The concern for student status felt by the organizations issuing this Statement is embodied in a note, "On Student Status," intended to stimulate the educational community to turn its attention to an important need.

This Statement was jointly formulated by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges. In October 1966, the Board of Directors of the ACE took action by which the Council "recognizes the Statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations," and "commends it to the institutions which are members of the Council." The Council of the AAUP adopted the Statement in October 1966, and it was endorsed by the Fifty-third Annual Meeting in April 1967. In November 1966, the Executive Committee of the AGB took action by which that organization also "recognizes the Statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations," and "commends it to the governing boards which are members of the Association." In April 1990, the Council of the AAUP adopted several changes in language in order to remove gender-specific references from the original text.

4015

I. INTRODUCTION

This *Statement* is a call to mutual understanding regarding the government of colleges and universities. Understanding, based on community of interest, and producing joint effort, is essential for at least three reasons. First, the academic institution, public or private, often has become less autonomous; buildings, research, and student tuition are supported by funds over which the college or university exercises a diminishing control. Legislative and executive governmental authorities, at all levels, play a part in the making of important decisions in academic policy. If these voices and forces are to be successfully heard and integrated, the academic institution must be in a position to meet them with its own generally unified view. Second, regard for the welfare of the institution remains important despite the mobility and interchange of scholars. Third, a college or university in which all the components are aware of the interdependence, of the usefulness of communication among themselves, and of the force of joint action will enjoy increased capacity to solve educational problems.

4016

II. THE ACADEMIC INSTITUTION: JOINT EFFORT

A. Preliminary Considerations

The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort.

Joint effort in an academic institution will take a variety of forms appropriate to the kinds of situations encountered. In some instances, an initial exploration or recommendation will be made by the president with consideration by the faculty at a later stage; in other instances, a first and essentially definitive recommendation will be made by the faculty, subject to the endorsement of the president and the governing board. In still others, a substantive contribution can be made when student leaders are responsibly involved in the process. Although the variety of such approaches may be wide, at least two general conclusions regarding joint effort seem clearly warranted: (1) important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components, and (2) differences in the weight of each voice, from one point to the next, should be determined by reference to the responsibility of each component for the particular matter at hand, as developed hereinafter.

B. Determination of General Educational Policy

The general educational policy, i.e., the objectives of an institution and the nature, range, and pace of its efforts, is shaped by the institutional charter or by law, by tradition and historical development, by the present needs of the community of the institution, and by the professional aspirations and standards of those directly involved in its work. Every board will wish to go beyond its formal trustee obligation to conserve the accomplishment of the past and to engage seriously with the future; every faculty will seek to conduct an operation worthy of scholarly standards of learning; every administrative officer will strive to meet his or her charge and to attain the goals of the institution. The interests of all are coordinate and related, and unilateral effort can lead to confusion or conflict. Essential to a solution is a reasonably explicit statement on general educational policy. Operating responsibility and authority, and procedures for continuing review, should be clearly defined in official regulations.

When an educational goal has been established, it becomes the responsibility primarily of the faculty to determine appropriate curriculum and procedures of student instruction.

Special considerations may require particular accommodations: (1) a publicly supported institution may be regulated by statutory provisions, and (2) a church-controlled institution may be limited by its charter or bylaws. When such external requirements influence course content and manner of instruction or research, they impair the educational effectiveness of the institution.

Such matters as major changes in the size or composition of the student body and the relative emphasis to be given to the various elements of the educational and research program should involve participation of governing board, administration, and faculty prior to final decision.

C. Internal Operations of the Institution

The framing and execution of long-range plans, one of the most important aspects of institutional responsibility, should be a central and continuing concern in the academic community.

Effective planning demands that the broadest possible exchange of information and opinion should be the rule for communication among the components of a college or university. The channels of communication should be established and maintained by joint endeavor. Distinction should be observed between the institutional system of communication and the system of responsibility for the making of decisions.

A second area calling for joint effort in internal operation is that of decisions regarding existing or prospective physical resources. The board, president, and faculty should all seek agreement on basic decisions regarding buildings and other facilities to be used in the educational work of the institution.

A third area is budgeting. The allocation of resources among competing demands is central in the formal responsibility of the governing board, in the administrative authority of the president, and in the educational function of the faculty. Each component should therefore have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long-range budgetary projections. The function of each component in budgetary matters should be understood by all; the allocation of authority will determine the flow of information and the scope of participation in decisions.

Joint effort of a most critical kind must be taken when an institution chooses a new president. The selection of a chief administrative officer should follow upon cooperative search by the governing board and the faculty, taking into consideration the opinions of others who are appropriately interested. The president should be equally qualified to serve both as the executive officer of the governing board and as the chief academic officer of the institution and the faculty. The president's dual role requires an ability to interpret to board and faculty the educational views and concepts of institutional government of the other. The president should have the confidence of the board and the faculty.

The selection of academic deans and other chief academic officers should be the responsibility of the president with the advice of, and in consultation with, the appropriate faculty.

Determinations of faculty status, normally based on the recommendations of the faculty groups involved, are discussed in Part V of this *Statement*; but it should here be noted that the building of a strong faculty requires careful joint effort in such actions as staff selection and promotion and the granting of tenure. Joint action should also govern dismissals; the applicable principles and procedures in these matters are well established.¹

D. External Relations of the Institution

Anyone—a member of the governing board, the president or other member of the administration, a member of the faculty, or a member of the student body or the alumni—affects the institution when speaking of it in public. An individual who speaks unofficially should so indicate. An individual who speaks officially for the institution, the board, the administration, the faculty, or the student body should be guided by established policy.

It should be noted that only the board speaks legally for the whole institution, although it may delegate responsibility to an agent.

¹See the 1940 *Statement of Principles on Academic Freedom and Tenure* (*Academe* 76 [May-June 1990]:38) and the 1958 *Statement on Procedural Standards in Faculty Dismissal Proceedings* (*ibid.*, 44). These statements have been jointly adopted by the Association of American Colleges and the American Association of University Professors; the 1940 *Statement* has been endorsed by numerous learned and scientific societies and educational associations.

4017

The right of a board member, an administrative officer, a faculty member, or a student to speak on general educational questions or about the administration and operations of the individual's own institution is a part of that person's right as a citizen and should not be abridged by the institution.² There exist, of course, legal bounds relating to defamation of character, and there are questions of propriety.

III. THE ACADEMIC INSTITUTION: THE GOVERNING BOARD

The governing board has a special obligation to ensure that the history of the college or university shall serve as a prelude and inspiration to the future. The board helps relate the institution to its chief community: e.g., the community college to serve the educational needs of a defined population area or group, the church-controlled college to be cognizant of the announced position of its denomination, and the comprehensive university to discharge the many duties and to accept the appropriate new challenges which are its concern at the several levels of higher education.

The governing board of an institution of higher education in the United States operates, with few exceptions, as the final institutional authority. Private institutions are established by charters; public institutions are established by constitutional or statutory provisions. In private institutions the board is frequently self-perpetuating; in public colleges and universities the present membership of a board may be asked to suggest candidates for appointment. As a whole and individually, when the governing board confronts the problem of succession, serious attention should be given to obtaining properly qualified persons. Where public law calls for election of governing board members, means should be found to ensure the nomination of fully suited persons, and the electorate should be informed of the relevant criteria for board membership.

Since the membership of the board may embrace both individual and collective competence of recognized weight, its advice or help may be sought through established channels by other components of the academic community. The governing board of an institution of higher education, while maintaining a general overview, entrusts the conduct of administration to the administrative officers, the president and the deans, and the conduct of teaching and research to the faculty. The board should undertake appropriate self-limitation.

One of the governing board's important tasks is to ensure the publication of codified statements that define the over-all policies and procedures of the institution under its jurisdiction.

The board plays a central role in relating the likely needs of the future to predictable resources; it has the responsibility for husbanding the endowment; it is responsible for obtaining needed capital and operating funds; and in the broadest sense of the term it should pay attention to personnel policy. In order to fulfill these duties, the board should be aided by, and may insist upon, the development of long-range planning by the administration and faculty.

When ignorance or ill-will threatens the institution or any part of it, the governing board must be available for support. In grave crises it will be expected to serve as a champion. Although the action to be taken by it will usually be on behalf of the president, the faculty, or the student body, the board should make clear that the protection it offers to an individual or a group is, in fact, a fundamental defense of the vested interests of society in the educational institution.³

²With respect to faculty members, the 1940 *Statement of Principles on Academic Freedom and Tenure* reads: "College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution."

³Traditionally, governing boards developed within the context of single-campus institutions. In more recent times, governing and coordinating boards have increasingly tended to develop at the multi-campus, regional, systemwide, or statewide levels. As influential components of the academic community, these supra-campus bodies bear particular responsibility for protecting the autonomy of individual campuses or institutions under their jurisdiction and for implementing policies of shared responsibility. The American Association of University Professors regards the objectives and practices recommended in the 1966 *Statement* as constituting equally appropriate guidelines for such supra-campus bodies, and looks toward continued development of practices that will facilitate application of such guidelines in this new context. [Preceding note adopted by the Council in June 1978.]

4018

IV. THE ACADEMIC INSTITUTION: THE PRESIDENT

The president, as the chief executive officer of an institution of higher education, is measured largely by his or her capacity for institutional leadership. The president shares responsibility for the definition and attainment of goals, for administrative action, and for operating the communications system which links the components of the academic community. The president represents the institution to its many publics. The president's leadership role is supported by delegated authority from the board and faculty.

As the chief planning officer of an institution, the president has a special obligation to innovate and initiate. The degree to which a president can envision new horizons for the institution, and can persuade others to see them and to work toward them, will often constitute the chief measure of the president's administration.

The president must at times, with or without support, infuse new life into a department; relatedly, the president may at times be required, working within the concept of tenure, to solve problems of obsolescence. The president will necessarily utilize the judgments of the faculty but may also, in the interest of academic standards, seek outside evaluations by scholars of acknowledged competence.

It is the duty of the president to see to it that the standards and procedures in operational use within the college or university conform to the policy established by the governing board and to the standards of sound academic practice. It is also incumbent on the president to ensure that faculty views, including dissenting views, are presented to the board in those areas and on those issues where responsibilities are shared. Similarly the faculty should be informed of the views of the board and the administration on like issues.

The president is largely responsible for the maintenance of existing institutional resources and the creation of new resources; has ultimate managerial responsibility for a large area of nonacademic activities; is responsible for public understanding; and by the nature of the office is the chief person who speaks for the institution. In these and other areas the president's work is to plan, to organize, to direct, and to represent. The presidential function should receive the general support of board and faculty.

V. THE ACADEMIC INSTITUTION: THE FACULTY

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of faculty advice.

The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

4019

The faculty should actively participate in the determination of policies and procedures governing salary increases.

The chair or head of a department, who serves as the chief representative of the department within an institution, should be selected either by departmental election or by appointment following consultation with members of the department and of related departments; appointments should normally be in conformity with department members' judgment. The chair or department head should not have tenure in office; tenure as a faculty member is a matter of separate right. The chair or head should serve for a stated term but without prejudice to reelection or to reappointment by procedures which involve appropriate faculty consultation. Board, administration, and faculty should all bear in mind that the department chair or head has a special obligation to build a department strong in scholarship and teaching capacity.

Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution. Faculty representatives should be selected by the faculty according to procedures determined by the faculty.⁴

The agencies may consist of meetings of all faculty members of a department, school, college, division, or university system, or may take the form of faculty-elected executive committees in departments and schools and a faculty-elected senate or council for larger divisions or the institution as a whole.

Among the means of communication among the faculty, administration, and governing board now in use are: (1) circulation of memoranda and reports by board committees, the administration, and faculty committees, (2) joint *ad hoc* committees, (3) standing liaison committees, (4) membership of faculty members on administrative bodies, and (5) membership of faculty members on governing boards. Whatever the channels of communication, they should be clearly understood and observed.

ON STUDENT STATUS

When students in American colleges and universities desire to participate responsibly in the government of the institution they attend, their wish should be recognized as a claim to opportunity both for educational experience and for involvement in the affairs of their college or university. Ways should be found to permit significant student participation within the limits of attainable effectiveness. The obstacles to such participation are large and should not be minimized: inexperience, untested capacity, a transitory status which means that present action does not carry with it subsequent responsibility, and the inescapable fact that the other components of the institution are in a position of judgment over the students. It is important to recognize that student needs are strongly related to educational experience, both formal and informal. Students expect, and have a right to expect, that the educational process will be structured, that they will be stimulated by it to become independent adults, and that they will have effectively transmitted to them the cultural heritage of the larger society. If institutional support is to have its fullest possible meaning it should incorporate the strength, freshness of view, and idealism of the student body.

The respect of students for their college or university can be enhanced if they are given at least these opportunities: (1) to be listened to in the classroom without fear of institutional reprisal for the substance of their views, (2) freedom to discuss questions of institutional policy and operation, (3) the right to academic due process when charged with serious violations of institutional regulations, and (4) the same right to hear speakers of their own choice as is enjoyed by other components of the institution.

⁴The American Association of University Professors regards collective bargaining, properly used, as another means of achieving sound academic government. Where there is faculty collective bargaining, the parties should seek to ensure appropriate institutional governance structures which will protect the right of all faculty to participate in institutional governance in accordance with the 1966 *Statement*. [Preceding note adopted by the Council in June 1978.]

**Board of Trustees
Annual Spring Address
January 22, 1999
Doris Clark, SGA Executive President**

4021

First, I would like to thank the Board for allowing the Student Government Association to come and speak this afternoon. This is a honor that SGA would like to see continued for many years to come.

At SGA's last appearance before the Board on October 16, 1998, a list of goals for the upcoming academic year was passed out amongst the members. As Executive President of SGA, I am proud to say that with the help of President Thompson and his administration we have been able to tackle most of those goals head on. There are three main goals that SGA will be working throughout this semester: creating a Radio Station standing committee, establishing a shuttle service for students, and promoting academic success here on campus.

The Student Government Association's student-ran radio station, KCON 1230AM, is on the air. SGA would like to thank Monty Rowell, Director of KCON and President Thompson and his administration for helping SGA attain their goal of starting a student-ran radio station here on the campus of the University of Central Arkansas. Without the help of our Administration many of our goals would not be accomplished. During the upcoming months, SGA would like to work with the department of Student Services, KCON, Administration, and the Department of Mass Communications to form a Student Radio Station standing committee. This committee will be responsible for creating rules and guidelines concerning the radio station ranging from setting live air

times to hiring student disc jockeys. Eventually, SGA would like to see KCON be able to offer work-study jobs, academic credit hours, and/or internships to any UCA student interested in working with the radio station.

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I would now like to revisit the idea of providing shuttle services for students and present some new descriptive information. Starting in the fall of 1999, most of the university's interior parking will be overcrowded. With the opening of the new residence hall east of Hughes Residential College, there will be an overflow of cars using the parking lot directly behind Hughes. You will have over 400 hundred students attempting to use this parking lot constructed to hold only 214 cars. The overflow of cars will be forced to park west of Mashburn and behind Estes Stadium. The off-campus students with classes in Mashburn or Snow Fine Arts will be forced to park by the Farris Center or behind the baseball field almost four blocks away. To compensate for this SGA would like to work with the administration in setting up a transit system. Several students have signed a petition requesting a transit system be offered. After reviewing the transit system of several schools, SGA has found the transit system similar to that of Valdosta State University in Valdosta, Georgia to be the most feasible for our university because of their student enrollment of approximately 9,500 students and their campus structure.

SGA has done much research in this area. This vans pictured are the different types of vans offered by Valdosta to their students. Jill Ferrell, Director of Parking and Transportation, has priced the van at the bottom of this page at roughly \$40,000. However, the van that SGA would like to see purchased for the UCA transit system is similar to the van at the top of the page which has been priced under \$32,000. If a transit

is put into place there will be a need for an approximately \$12 increase to the current price of our parking decal. Currently at Valdosta State parking decals are \$50 for students and \$60 for faculty and staff. Our new price will be exceed Valdosta's by two dollars. To accommodate for handicap students Valdosta State has a separate para-transit system. A student must register for this system at the time of registration. A quarterly schedule is developed for each student that is registered to ride the para-transit system. The cost of this para-transit van was approximately \$45,000. SGA realizes the effect that the new residence hall along with the upcoming construction will have on parking on campus here at the University of Central Arkansas. If implemented the main focus of this transit system would be to bring commuter students parked in the exterior and gravel parking lots onto campus dropping them off in front of Main.

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As a student here on campus, I would like to see the university continue to push its students and assure that its graduates will be able to compete with other graduates in business world. SGA would like to see Career Services and the Graduate office work together to provide more outlets for students. SGA would like to see the administration promote academics by giving the students opportunities to enroll in classes under published professors in their fields, by offering graduate admissions test study seminars, and offer more university funded academic scholarships. A university's greatest promotion ad is the quality of education that it offers to its students.

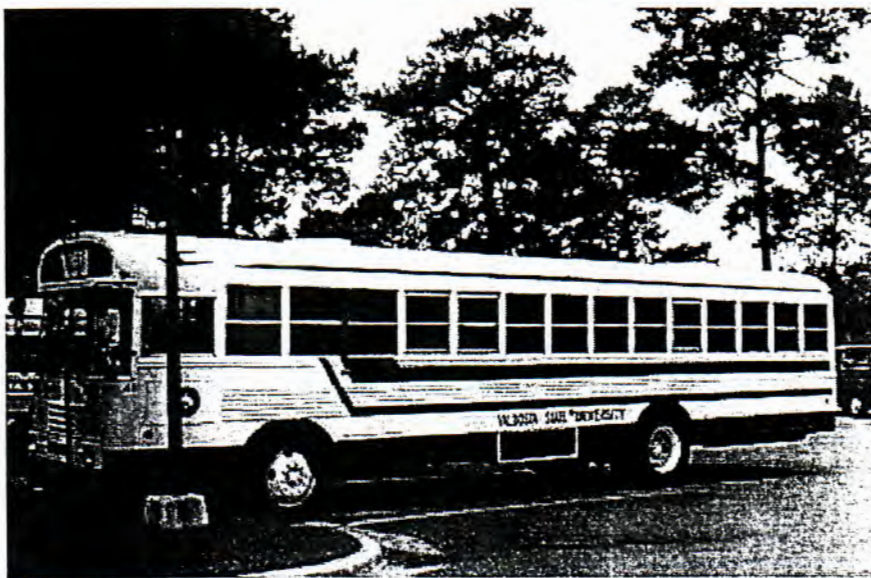
In closing, I would like to thank Mrs. Elaine Good and the Board of Trustees for giving the Student Government Association this opportunity to speak with you this afternoon. If any of you have any questions concerning the goals or expectations that I

have mentioned, I would be happy to address them at this time. Thank you again for your time.

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