

The Board of Trustees of the University of Central Arkansas convened in regular meeting Friday, October 4, 1996, at 2:00 p.m. in the Fireplace Room in McCastlain Hall with the following officers and members present, to-wit:

Chair:	Mr. Rush F. Harding III
Vice Chair:	Dr. Harold H. Chakales
Secretary:	Mrs. Elaine W. Goode
	Mr. Rickey H. Hicks
	Mr. Joe M. White
	Mr. Dalda F. Womack

and with the following absent, to-wit:

Mr. Madison P. Aydelott III

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

Minutes of the August 9, 1996, Meeting were approved as circulated upon motion by Mr. White with a second by Mr. Hicks.

#### ACTION AGENDA

***Faculty Handbook*** - At meetings on August 13, 1993, November 5, 1993, May 6, 1994, and May 12, 1995, the University of Central Arkansas Board of Trustees approved sections of the *Faculty Handbook*. We now submit the remaining sections of the handbook (see attached). The most critical sections to be reviewed include those dealing with tenure, promotion, terminations and non-reappointments, and appeals processes. This section contains the criteria for appointment and promotion to the academic ranks of lecturer/clinical/laboratory instructor I and II. Much of the language for these sections is taken directly from the 1983 version of the *Faculty Handbook*. There have been editorial changes to make the language reflect the current structure and personnel of the university. Other changes more clearly indicate that the Board of Trustees grants tenure and promotion through the actions of the University President. In the May 1986 revisions to the 1983 *Faculty Handbook*, the Board voted that the President would make the final decision on all promotion and tenure appeals. The proposed section recognizes the 1986 Board action and clarifies that the President reports to the Board the final actions that have been taken. These sections have been reviewed by representatives of the Faculty Senate, the Council of Deans, and the Provost.

The following resolution was adopted upon motion by Mr. White with a second by Mrs. Goode:

**“BE IT RESOLVED: THAT THE UNIVERSITY OF CENTRAL ARKANSAS BOARD OF TRUSTEES HEREBY ADOPTS THE REMAINING SECTIONS OF THE *FACULTY HANDBOOK*, PROVIDED, HOWEVER, THAT THE ADMINISTRATION IS AUTHORIZED TO MAKE CORRECTIONS AND CHANGES OF A CLERICAL NATURE.”**

## FACULTY POLICIES, PROCEDURES, AND GUIDELINES

In addition to the policies, procedures, and guidelines contained in this handbook, other university publications are available to assist in explaining certain institutional policies and procedures. These publications are on file in departmental offices, or copies may be obtained from the appropriate issuing office. This handbook does not attempt to duplicate that information. These publications include:

*University of Central Arkansas Board Policies Book:* The policies book contains a variety of policies applicable to the university community.

*University of Central Arkansas Undergraduate Bulletin:* The undergraduate university catalog contains information on all undergraduate policies, programs, and courses. It is issued biennially, even years.

*University of Central Arkansas Graduate Bulletin:* This publication details graduate programs and courses. It is issued biennially, odd years.

*University of Central Arkansas Student Handbook:* This publication describes services, activities, opportunities and other matters that are of particular interest to undergraduate and graduate students. It is issued annually.

*University of Central Arkansas Staff Handbook:* This publication is a policy and procedure handbook for all university personnel not holding academic rank. Faculty members who supervise secretarial or clerical personnel should be familiar with its contents.

*University of Central Arkansas Affirmative Action Plan:* This publication contains a five-year plan for recruiting minority faculty, staff, and students, and includes recruitment goals as well as strategies for achieving those goals.

*Instructions for Purchasing:* This publication is issued by the university business office and provides useful information on purchasing, travel regulations, contract services, obtaining storeroom supplies, metered mail, and other business related activities. Included are instruction and sample forms. This publication is available in departmental offices.

*Travel Procedures:* Instructions for the proper forms and procedures related to travel on official university business are presented in this publication available from the accounts payable office.

*Traffic and Parking Regulations:* A copy of these regulations is provided with the purchase of the annual parking permit. The regulations apply to both faculty and students.

*Student Publications:* The university student newspaper, *The Echo*, is published each week during the academic year except during final examination periods. *Scroll*, the student yearbook, is published each spring. Faculty and staff are encouraged to have their pictures included in the yearbook.

The purpose of this statement is to promote understanding and support of academic freedom and tenure. Additionally, the intent is to establish procedures for assuring that these goals are met by the University of Central Arkansas. Institutions of higher education are established for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the uninhibited search for truth and its exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. The teaching aspect of academic freedom is fundamental to freedom in learning. Academic freedom carries with it duties correlative with rights.

Tenure is a means to certain ends, specifically: (1) freedom of teaching and research, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and reasonable economic security are indispensable to the success of an institution in fulfilling its obligations to its students and society.

## **I. Academic Freedom**

A faculty member is entitled to freedom in research and in the publication of the results, subject to the adequate performance of other academic duties; research for pecuniary return, however, should be based upon an understanding with the university administration.

A faculty member is entitled to freedom in the classroom in discussing the subject material of the course, but care should be taken in introducing controversial matters that have no relation to the subject.

The university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When speaking or writing as a citizen, the teacher should be free

from institutional censorship or discipline, but the teacher's special position in the community imposes special obligations. As a person of learning and an educational officer, the faculty member should remember that the public may judge the profession and the institution by the faculty member's utterances, and should make every effort to indicate that the faculty member is not a voice for the institution.

All grievances that fall within the parameters of academic freedom as defined above will be submitted to the academic freedom committee, composed of two faculty members from each college tenure committee selected at random under the supervision of the provost. The committee will elect its own chair, who will be non-voting. The provost will organize the committee within an appropriate time period.

## **II. Appointment, Reappointment, Promotion, and Award of Tenure**

### **Categories of University Faculty Personnel**

#### **1. Faculty Personnel: Tenurable**

- a. Tenurable faculty are those employees who hold a full-time appointment to a tenured or tenure track position in an academic department.
- b. Tenurable academic ranks are those of assistant professor, associate professor, and professor. In certain cases of institutional programmatic, or departmental need, however, the provost may recommend special consideration of an instructor for tenured status upon receipt of a written positive recommendation of a majority of the tenurable departmental faculty and the college dean.

Faculty shall be notified in their initial letters of appointment whether their appointment is on a tenured, tenure track, or non-tenure track basis. Any credit toward tenure or rank must be specified in initial letters of appointment.

- c. Tenurable faculty are eligible for all privileges extended by the university to regular professional personnel, including such programs as retirement and other fringe benefits, leaves of absence, professional travel, and other privileges outlined in this handbook.

- d. Tenurable faculty are eligible for full participation in the affairs of the university, its component institutions, and its departments and administrative units in accordance with university policy.

2. Faculty Personnel: Non-tenurable

- a. The university recognizes that there are specific and limited conditions that justify special appointment to non-tenurable. Non-tenurable faculty may be hired for circumstances including, but not limited to, those enumerated below:

1. To temporarily replace tenurable faculty on sabbaticals, leaves of absence, or who are ill;
2. To meet temporary increases in enrollment;
3. For graduate assistants as part of their professional preparation;
4. To meet special programmatic needs;
5. For visiting professors; or
6. For contract researchers who do not engage in classroom instruction.

Faculty personnel selected to serve in specified non-tenurable assignments may be appointed on either a semester or academic year basis. The appointment may be either for part-time or full-time work.

- b. The appointments of non-tenurable faculty, like those of tenurable faculty members, may be terminated for cause prior to the expiration of the original contract period.
- c. Non-tenurable faculty may be appointed to tenurable faculty status, in accordance with the needs of the university. The searches will conform with departmental, college, and university search and selection procedures as well as equal opportunity/affirmative action

policies. The time a faculty member serves in a non-tenurable full-time appointment may at the discretion of the university be considered as part of the probationary period for those who are subsequently placed on tenurable faculty appointment. Any credit toward fulfilling the probationary period must be stated in the initial letter of appointment to tenurable faculty status.

- d. All full-time, non-tenurable faculty at UCA will be eligible for consideration with respect to merit raises, travel funds, operating funds, grant awards, and other funding.

### 3. Faculty Personnel: Lecturer/Clinical/Laboratory Instructor Appointments and Promotions

The lecturer/clinical/laboratory instructor appointment is a non-tenure track position that may be renewed on an annual basis. Duties involve responsibilities in clinical, laboratory, didactic, or transitional courses, and/or clinical or field supervision/coordination. Renewal decisions are based upon evidence of successful performance in assigned duties, scholarship/practice, service, and documented programmatic need. All lecturer/clinical/laboratory instructors are eligible for consideration with respect to merit raises, travel funds, operating funds, grant awards, and other funding. Regulations prohibit issuance of multiple-year contracts. However, for those who are being retained after the fourth year of successful performance, the university may make a commitment that carries a presumption of a three-year term, provided that programmatic need is anticipated for that period.

- a. Lecturer/Clinical/Laboratory Instructor I
  1. A minimum of a masters degree in an appropriate discipline or equivalent training;
  2. Evidence of mastery of skill, content, and current research in the area of assigned duties;
  3. Demonstrated competency; and

4. Current certifications and appropriate credentials (where required).
- b. Lecturer/Clinical/Laboratory Instructor II
1. Four years service as a Lecturer/Clinical/Laboratory Instructor I, or teaching/supervisory experience in an area that is equivalent in knowledge, skill, and responsibility;
  2. A minimum of a master's degree in an appropriate discipline and/or other evidence of mastery of skill, content, and current research in specialty area;
  3. Demonstrated knowledge and skills in course development, implementation, and evaluation; and
  4. Current certifications and appropriate credentials (where required).

### III. Recruiting Policies

- A. All recruiting for faculty will conform to the university policy concerning affirmative action. The information in this section is intended to be a summary of recruiting practices and is not intended as a comprehensive policy statement.

The hiring of faculty members into tenurable positions will be the result of national searches that involve faculty search committees at the departmental level. Such searches are likewise required when converting non-tenurable positions into tenurable positions, regardless of any search that may have been done to fill the non-tenurable position.

- B. Recruiting is done primarily by the immediate superior. Department chairs will complete a file on the prospective faculty member, including an official transcript received directly from the granting institution, experience, and references. Other files will be maintained by the affirmative action officer.
- C. A prospective faculty member is ordinarily brought to the campus for interviews with faculty, students, and administrators. Every effort should be made to

interview a sufficient number of prospects in order to identify candidates meeting high standards of quality.

- D. Offers of employment are to be made only after advice to the chair from the department faculty and recommendations by the appropriate chair, dean, and the provost. Any offer of employment should be in writing and should contain the conditions and terms of employment. The university cannot be bound by oral representations about the terms of employment.

#### **IV. Types of Academic Appointment**

An academic appointment covers full-time members of the faculty, part-time members of the faculty, tenurable and non-tenurable faculty, and administrators directly engaged full-time in the administration of academic programs and/or teaching.

##### **A. Term Appointments and Tenured Appointments**

Faculty members may receive a term appointment or a tenured appointment. A term appointment is for a specified period as defined in the letter of appointment.

Tenable faculty members serving their probationary period of employment receive term appointments.

A tenured appointment is a commitment by the university to a sequence of annual appointments, such sequence being terminable only by a resignation, retirement, removal for cause, financial exigency, or discontinuance of program (see "Termination," Section XIV, below). Although no contract for more than one year can be made between any members of the faculty and the university, the principle of tenure shall be observed as an act of good faith on the part of the university.

Academic employees may be tenured only with respect to their academic rank and not with respect to administrative titles or assignments.

##### **B. Definitions of Academic Appointments**

All references to degrees in the handbook refer to earned degrees from regionally accredited institutions.

1. Instructor

Instructor is ordinarily a non-tenurable rank. This rank should be given only to persons with advanced training who have demonstrated scholarly, pedagogical, or creative ability. An instructor must have knowledge of the particular course materials and should have intellectual vision, but the instructor need not be expected to have acquired a total integration or philosophy of the entire discipline. In some technical fields, professional experience may bear considerable weight; in other areas, teaching experience is essential. Reappointment depends upon satisfactory performance as well as scholarly progress and a demonstrated interest and ability to pursue an academic career.

An instructor must hold the masters degree (or its equivalent) in the discipline or in an appropriate discipline.

Initial appointment for faculty without the doctoral degree ordinarily will be at the instructor rank. Any instructor with a tenurable appointment will be promoted to assistant professor, effective with the next contract year, upon verification of completion of all requirements for the doctorate.\*

## 2. Assistant Professor

An assistant professor should show evidence of teaching ability, substantial experience in advanced study and research, or professional experience of a kind that would permit a comparable academic contribution. An assistant professor should exhibit promise of originality and excellence in some field connected with teaching, writing, research, or the creative arts, and should have demonstrated ability in guiding and counseling students. An assistant professor is expected to command the subject matter of some segment of the general field of the discipline, in addition to a comprehension of the whole.

An assistant professor must hold a masters degree (or its equivalent) and have earned at least thirty additional hours of graduate work in an appropriate discipline from an institution granting a doctorate in that or a related field. Faculty members whose teaching responsibility is primarily in a clinical, laboratory, or field experience area will be eligible for the position of assistant professor if they have earned a masters degree (or its

equivalent) and appropriate certification, as determined by their department and approved by the college dean and provost.\*

### 3. Associate Professor

Appointment or promotion to the rank of associate professor, as well as that of professor, should represent an implicit prediction on the part of the department, college, and the university that the individual so appointed will make sound contributions to teaching and learning. It should be made only after careful investigation of the candidate's promise in scholarship, teaching, research, leadership, and learning.

A candidate for an associate professorship is expected to have demonstrated excellence in the lower ranks and should offer evidence that teaching, creative activity, and research have kept abreast of times in method and subject matter; that a greater degree of maturity has been attained; and that there has been a retention of interest in competent teaching and research. A comprehension of a significant portion of the discipline is expected. Furthermore, evidence of productivity and competent scholarship beyond that completed for the doctoral degree is required.

An associate professor must hold an earned doctorate in the discipline or in an appropriate discipline.\*

### 4. Professor

Appointment of an individual to a professorship is a critical step in determining the future of the academic caliber of the university. A professor, through teaching, creative activity, research, and service, should have demonstrated substantial command of the whole field, sound scholarship, and a mature view of the discipline.

Promotion to professor should not be expected merely because of years of service to the university. A person being considered for a professorship will have maintained all of the qualities and conditions required for the associate professor rank. In addition, a professor should exhibit special stature in the discipline, leadership, and substantial strength in all areas -- teaching, creative activity, and professional service.

A professor must hold an earned doctorate in the discipline or in an appropriate discipline.\*

\*One who holds the sixty semester hour Master of Fine Arts degree with creative thesis in studio art or theatre or one who holds the MFA degree in creative writing is qualified to apply for promotion to each academic rank.

The university recognizes there may be instances when an individual, though not possessing the requisite academic credentials, may on the basis of recognized scholarship and/or professional accomplishment of extraordinary distinction merit faculty rank. In such exceptional cases, rank may be granted in the appropriate department subject to the following:

Upon receipt of a written positive recommendation, approved by a majority of regular departmental faculty and the college dean, the provost may recommend to the president that university requirements be waived in that instance for a particular rank.

The provost will place on file in the library, at the end of each academic year, a list of all persons and their respective departments for whom the university requirements for a particular rank were waived.

### **C. Criteria and Notice of Standards**

The faculty member is expected to know the substantive and procedural standards contained in this handbook generally employed in decisions affecting promotion and tenure. Any special standards adopted by the department or college should be brought to the individual's attention. Any specific criteria affecting the faculty member will be made part of the initial letter of appointment. The university will not be bound by conditions and terms not referred to in writing and approved by the appropriate university officials.

In the event of a revision of these standards, faculty will be eligible to apply for one promotion under the teaching, scholarship, and service requirements found in the *UCA Faculty Handbook* in effect when the faculty member was originally employed.

**V. Expiration of Term Appointment**

- A. Upon expiration of a term appointment, whether tenurable or non-tenurable, the employee is a free agent to whom the university has no obligation. The university may at its discretion, reappoint the employee to the same or a different position. Non-reappointment does not necessarily carry any implication as to the quality of the employee's work, conduct, or professional competence.
- B. When a tenurable faculty member is not to be reappointed, written notice to the faculty member will be provided in accordance with the following schedule:
  - 1. Not later than March 1 of the first academic year of service; or, if an initial one-year appointment terminates during an academic year, at least three months in advance of termination.
  - 2. Not later than December 15 of the second academic year of service; or, if the second year appointment terminates during an academic year, at least six months in advance of termination.
  - 3. At least twelve months before the expiration of an appointment after two or more years of service.
- C. If a tenurable faculty member on probationary appointment alleges in writing to the president, within ten working days of the receipt of written notice of non-reappointment, that considerations violative of academic freedom significantly contributed to the decision, the allegation will be referred to the academic freedom committee.
- A. When a non-tenurable faculty member is not to be reappointed, the university should act in a reasonable manner to provide timely notification where practicable. However, the university is not required to meet the schedule set out in paragraph B above.
- E. The appointments of tenurable as well as non-tenurable faculty may be terminated for cause prior to the expiration of the original contact period.
- F. Reappointment of a full-time faculty member, not receiving a tenured or tenurable appointment should normally be made no later than May 20.

## **VI. Academic Tenure: Purposes and Obligations**

### **A. Purposes**

Tenure is intended to assure the university that there will be continuity in its experienced faculty and in the academic functions for which they are responsible. Appointment to tenured rank constitutes recognition by the university that a person is qualified to be ranked among the members of the faculty engaged in scholarly endeavors: research, teaching, professional growth or creative intellectual activities. Appointment to tenure also recognizes a commitment by the faculty member to exemplify the highest professional and academic standards. By such recognition, the university pays homage to the worth of independence of the mind and freedom of inquiry; and the faculty member acknowledges an obligation to the institution and its students.

### **B. Obligations and Responsibilities**

The award of tenure entails special and important obligations. The primary responsibilities of tenured faculty are to cultivate their respective fields of learning and research, and to initiate others into these fields through creative and effective teaching.

It is the duty of all members of the faculty to seek the best qualified persons for appointment. This duty weighs most heavily on those tenured faculty members entrusted with responsibility for retention and promotion recommendations.

Faculty members who accept the rights of tenured appointment owe it to their colleagues to defend independence and freedom of mind in their discipline. The tenured faculty should create and sustain an intellectual environment where non-tenured colleagues can think, investigate, speak, write, and teach, secure in the knowledge that their intellectual vitality is both essential and welcome.

Appointment, whether term or tenured, implies a commitment to the university and to the ideal of an intellectual community. The right to membership on the faculty and academic freedom carry with them the correlative obligations to uphold academic freedom against invasion or abuse, not to violate the academic freedom of others, and to perform in a productive, professional fashion so as to deserve membership on the faculty. It is equally a responsibility of the officers of the

university administration and of the board of trustees to assure, to protect, and to defend academic freedom. The tenured faculty and those officers and board members should work together to that end.

## **VII. Award of Tenure**

Tenure is granted by the board of trustees upon the recommendation of the president. No other person shall have any authority to make any representation concerning tenure appointment.

Recommendations for tenure of eligible faculty shall originate from the department in which the faculty member is assigned and shall include appropriate participation in the recommendation by tenured faculty in the department. The president will furnish the faculty member timely written notice of the award or denial of tenure.

## **VIII. Terms of Tenure Appointment**

The total number of years that a faculty member in the tenure track may serve without tenure shall not exceed seven, including any years of credit awarded with the initial contract. Notification of termination must be made prior to the end of the sixth year (including any years of credit awarded with the initial contract). Applications for tenure should be made by October 15 of the sixth year. The letter of appointment following a tenure decision will indicate whether the appointment is a terminal one or whether it carries with it the award of tenure. Faculty hired at mid-year will be notified in the initial letter of appointment whether the initial period will count as credit toward tenure.

Under certain conditions tenure track faculty may receive approval for a leave of absence. Unless the leave approval letter from the president states that the term of probationary employment has been extended, the period while on leave will be counted (up to a maximum of one year) as part of the tenure probationary period.

If an individual joining the university has had successful faculty or post-doctoral experience at another regionally accredited college or university, the university may count a specified number of those years toward probationary service. Evidence of such successful professional performance will be submitted and evaluated prior to employment. Years to be counted toward probationary service must be indicated in the initial letter of appointment. Faculty members initially appointed at the rank of associate or full professor may be offered credit for up to three years of the six-year probationary term if they have

had the appropriate experience. Other faculty appointments may include credit for up to three years of the six-year probationary term.

The university may grant an initial appointment with tenure in a department in cases of exceptional individual merit and professional accomplishment subject to the following:

1. A person must have earned and hold tenure at a regionally or nationally accredited institution in a field appropriate to the appointment.
2. Upon receipt of a written positive recommendation from a majority of the tenured members of the appropriate department meeting *en bloc* and from the college dean, the provost, acting in conformity with university policy, may indicate tenure with the initial letter of appointment.
3. The provost will place on file in the library, at the end of each academic year, a list of all persons and their respective departments who were granted tenure with the initial letter of appointment.

#### **IX. Extension of Probationary Period**

A faculty member may request a one-year, good cause extension of the probationary period while continuing employment with the university. Good cause refers to personal circumstances that substantially interfere with the employee's ability to perform as a faculty member in one or more areas for a minimum of one semester. Good cause is normally restricted to serious illness or other disability and exceptional family care responsibilities such as pregnancy, childbirth, adoption, or being the primary caregiver of a minor child or other individual who requires extraordinary care and is dependent upon the employee for that care. The request must be made in writing, as soon as possible, but no later than September 1 of the year in which the employee would otherwise apply for tenure. The request is forwarded through the chair and dean, with recommendations, to the provost, who makes the final decision.

The provisions of this policy are independent of a leave of absence from the university.

#### **X. Relinquishment of Tenure**

A faculty member will relinquish or waive the right to tenure upon resignation or retirement from the institution, or upon willful failure to report for service at the

designated date of the beginning of any academic term, which will be deemed to be a resignation unless, in the opinion of the president, the faculty member has good cause for such failure to report. Where a tenured faculty member is transferred or reclassified to another department or division by the university, the transfer or reassignment will be with tenure. Tenure will not be relinquished during periods of approved leaves of absence or during periods of service in administrative positions at the institution.

## **XI. Criteria for Tenure and Promotion**

### **A. Effectiveness in Teaching**

The University of Central Arkansas is committed to offering the highest possible level of instruction to its students. Effectiveness in teaching is, therefore, of primary importance in evaluating faculty members for both tenure and promotion. Although no definition of effective teaching can be completely adequate, the university expects its faculty to bring knowledge, scholarship, dedication, and energy to the classroom and to present the various disciplines offered by the university in a manner that assists students to understand, to acquire intellectual discipline, and to develop as thinking human beings.

### **B. Scholarship, Research, and Creative Activity**

Neither good teaching nor the general health of the institution can be maintained without a faculty that continually seeks deeper understanding, higher levels of scholarship, and greater professional distinction. Faculty members, therefore, are expected to demonstrate significant achievement in scholarship, research or artistic creation and/or performance, and other important forms of professional activity appropriate to a given discipline. Although it is impossible to define the nature and limits of professional activity in general, published scholarship and research, grants activities, papers given at professional meetings, and artistic performance open to evaluation by competent professional judgment serve as examples of such activity.

### **C. Service to the University and Community**

The university is itself a community and a part of a larger community. For the university to function effectively as a community, every faculty member must be willing to make contributions beyond teaching and scholarship. Service on departmental, college, and university committees and other service to the university

that calls for faculty contributions beyond those covered in the first two criteria are expected and are to be considered in the evaluation of faculty for tenure and promotion. Moreover, since the university is part of the community in which it exists and has a responsibility to that community, faculty members may reasonably be expected to serve the larger community outside the university by making their professional abilities and expertise available through service, as opportunity offers. Such service, to be considered in tenure and/or promotion decisions, should involve intellectual, academic, or professional qualities or abilities appropriate to and characteristic of a professional academician.

#### **D. Additional Criteria for Promotion: Education and Service Requirements**

To be eligible for promotion to the tenurable ranks, the education requirements are as follows:

1. Assistant Professor

Masters degree and at least thirty additional hours of graduate work in an appropriate discipline from an institution granting a doctorate in that or a related field;

2. Associate Professor

A doctorate in an appropriate discipline.\*

3. Professor

A doctorate in an appropriate discipline.\*

\*One who holds the sixty semester hour Master of Fine Arts degree with creative thesis in studio art or theatre or one who holds the MFA degree in creative writing is qualified to apply for promotion to each academic rank.

To be eligible for promotion to assistant professor, a faculty member shall have been an instructor for at least one year. For promotion to associate professor, a faculty member ordinarily will have been an assistant professor for at least six years, including any years credit toward promotion granted with the initial appointment. Only in the most exceptional circumstances will a faculty member be

eligible for promotion to associate professor prior to receiving a recommendation for tenure. For promotion to professor, a faculty member will have been an associate professor for at least six years. Years in rank shall mean years served at UCA with the following exception: If an individual joining the university has had successful faculty or post-doctoral experience at another regionally accredited college or university, the university may count a specified number of those years toward promotion. Evidence of such successful professional performance will be submitted and evaluated at the time of employment and credit to be awarded must be indicated in the initial letter of appointment.

In the event that a faculty member would be eligible for promotion and tenure in the same year, the application for promotion must be delayed for one year.

#### **E. Application of Criteria in Tenure Decisions**

Although decisions regarding tenure are in general based on the same criteria as promotion decisions, the tenure decision has special significance for both the faculty member and the university. For the university, granting tenure involves not only an evaluation of past performance but an evaluation of potential for continued growth. Moreover, the granting of tenure means the acceptance of a new member into the university's permanent scholarly community. The tenure decision, therefore, must involve consideration of a faculty member's ability to work effectively in, and contribute significantly to, the department and the university community.

#### **F. Annual Conference with Tenurable Faculty**

The departmental chair will schedule, during the spring term, an annual individual conference for the purpose of assisting each tenurable faculty member. The chair will review with the faculty member the criteria, standards, and procedures existing at the department, college, and university levels as they apply to the faculty member's consideration for reappointment and tenure.

The chair will review existing information in the department records and will tell the faculty member in the conference, and subsequently in writing, the extent to which criteria and standards are being met. The faculty member will be given an opportunity to disagree in writing with the chair's written statement within ten

working days. A copy of the chair's evaluation and any response from the faculty member will be forwarded to the college dean.

During the third year, a similar conference will be conducted by the college dean and department chair. The dean will provide a written statement to the faculty member, and the faculty member will be given an opportunity to disagree in writing with the dean's written statement within ten working days. A copy of the dean's evaluation and any response from the faculty member will be forwarded to the appropriate department chair. These conferences will be conducted during the spring semester.

In cases where credit toward tenure has been granted with the initial contract, the conference with the dean and chair will be conducted two years prior to the year the tenure decision will be made.

In all of these conferences, the tenure track faculty member will be provided an opportunity to ask questions regarding criteria and standards or application of criteria and standards pertaining to reappointment and tenure.

## **XII. Procedures for Tenure and Promotion**

### **A. The Candidate**

#### **1. Application**

The procedure for tenure/promotion is initiated in every case by the candidate. It is the responsibility of every regular faculty member to be aware of the university, college, and departmental policies and procedures, and of the faculty member's own status regarding tenure/promotion. The candidate is responsible for preparing the initial application and ensuring that all relevant materials are included. The application should include documentation that the candidate has met all eligibility requirements for tenure/promotion, as outlined in Sections X and XI herein. The candidate will also submit the tenure application to the departmental tenure committee and the promotion application to the departmental promotion committee by October 15. The departmental committee has a responsibility to determine whether the candidate has included all necessary and relevant materials. Once a candidate's application has been submitted to the departmental committee, nothing

may be added to or removed from the file, except upon direct request from the relevant reviewing body and with the consent of the candidate.

## 2. File

Reviewing bodies may request or consider additional written information available from or submitted by sources other than the candidate. Any information presented to a reviewing body, along with the application submitted by the candidate, constitutes the candidate's file. The candidate's file will be forwarded along with the recommendation of each reviewing body. The confidentiality of the file will be maintained at each level of review, except when there is a formal faculty appeal of a particular decision.

## B. The Department Level

The major share of the responsibility for evaluating a candidate falls on the departmental committees and the department chair. They must determine not only present qualifications for tenure/promotion, but also potential for future development. The evaluation must be more than a cursory review of the candidate's activities in teaching, research, and service. It must be a thorough assessment of the quality of these activities, supported by substantial evidence provided by the candidate. The departmental committee and chair may request that the candidate secure any additional evidence deemed necessary. The responsibility of judgment is given to the professionals at the department level because of their familiarity with the candidate and the qualifications necessary for their particular discipline.

### 1. The Departmental Tenure Committee

Each department shall organize a departmental tenure committee that will consist of all the tenured full-time faculty members of the department except the chair. Each committee shall elect its own chair. The purpose of the committee is to receive and review all applications for tenure and make a written recommendation to the department chair. The committee will evaluate the candidate's accomplishments, applying to them all relevant criteria. Each application will be given a positive or negative

recommendation. In any department in which there are no tenured members, the first level of review will begin with the department chair.

2. The Departmental Promotion Committee

Each department shall elect a departmental promotion committee. Since there are variations in the size and make-up of departmental faculties, there will be no required number of members or methods of election. Each department will develop a written policy that will include the size of the committee, method of voting, eligibility for membership, and matters of procedure. The policy will be submitted to and approved by the college dean. Department chairs and any person who is to be considered for promotion will be ineligible to serve on the committee.

The purpose of the committee is to receive and review all applications for promotion and make a written recommendation to the department chair. The committee will evaluate the candidate's accomplishments, applying to them all relevant criteria. Each candidate will be given a positive or negative recommendation, with all positive recommendations being placed in priority order.

3. The Department Chair

The department chair will receive each candidate's file. Following an independent review of each file, the chair will make a positive or negative recommendation in writing, and forward the files of the candidates for tenure to the college tenure committee, and the files of the candidates for promotion to the college promotion committee. All positive recommendations for promotion will be placed in priority order. The department chair will meet with any candidate who has received a negative recommendation from a departmental committee or the department chair. The candidate may, at this point, withdraw the application; if not withdrawn, the file will be submitted to the appropriate college committee. In any case in which the department chair is a candidate for tenure, that file will be forwarded directly from the departmental tenure committee to the college tenure committee. If, however, the department chair is not recommended by the departmental tenure committee, the chair of the departmental committee will notify the chair so the candidate may have the

option of withdrawing the application. If the department chair is a candidate for promotion, that file will be forwarded directly from the departmental promotion committee to the college promotion committee. If, however, the department chair is not recommended by the departmental promotion committee, the chair of the departmental committee will notify the department chair so the candidate may have the option of withdrawing the application.

### C. The College Level

#### 1. College Tenure Committee

Each college will establish its own tenure committee, consisting of seven tenured full-time faculty members. Colleges will institute individual committee selection procedures approved by the college faculty and dean. No department may have more than one member serving on the committee, except colleges with fewer than eight departments and then only after all departments containing tenured faculty have a faculty member included in the committee membership. Members will serve three-year terms. Vacancies will be filled in the same method as initial appointments are made. Department chairs will be ineligible for service on the committee. The purpose of the committee is to review each file and make an independent written recommendation to the college dean. Its chief responsibilities are to evaluate the candidate's qualifications for tenure, check the file for consistency with the departmental, college, and university policies and procedures, and review the completeness of the information presented. Each candidate will be given a positive or negative recommendation.

#### 2. College Promotion Committee

Each college will establish its own promotion committee consisting of seven regular full-time, tenure track faculty members. Colleges will institute individual committee selection procedures approved by the college faculty and dean. No department may have more than one member serving on the committee, except colleges with fewer than eight departments and then only after all departments have a faculty member included in the committee membership. Any person who is to be considered for promotion

will be ineligible for service on the committee for that year. Members will serve three-year terms.

Vacancies will be filled in the same method as initial appointments are made. Department chairs and members of a departmental promotion committee will be ineligible for service on the committee.

The purpose of the committee is to evaluate each file, and make an independent written recommendation to the college dean. Its chief responsibilities are to review the candidate's qualifications for promotion, check the file for consistency with departmental, college, and university policies and procedures, and review the completeness of the information presented. Each candidate will be given a positive or negative recommendation, with all positive recommendations placed in priority order.

### 3. College Dean

The college dean will receive each file, and, following an independent review, the dean will make a positive or negative recommendation in writing. All positive recommendations for promotion will be placed in priority order and forwarded to the provost.

The dean's perspective should, of necessity, be broader than that of the department chair. The dean must consider such things as college-wide staffing plans, the department's enrollment trends, and the mission and goals of the college.

The dean will meet with any candidate who has received a negative recommendation from the college committee or the dean. At this point the candidate may withdraw the application; if not withdrawn, the entire record is sent to the provost before January 15.

In any case in which the dean is being considered for tenure, that file will be forwarded directly from the college tenure committee to the provost. If the dean is a candidate for promotion, that file will be forwarded directly from the college promotion committee to the provost.

## D. The University Level

### 1. Provost

The provost will receive each file. Following submission to the council of deans for advice, the provost will determine which candidates will be recommended to the president. Recommendations will be placed in priority order. In addition to and exclusive of individual qualifications and performance, consideration must be given to such matters as the number of tenured members within the department, potential of continued staff additions, prospective retirements and resignations, enrollment patterns, program changes, and other significant institutional considerations. In cases where programmatic needs may limit the number of faculty from a department to be granted tenure in a given year, the provost will give the departmental faculty the opportunity to rank its candidates.

The provost will notify by March 1 any candidate who has received a negative recommendation prior to submitting recommendations to the president. If requested by the candidate, the provost will meet to discuss the reasons for the negative recommendation. At this point the candidate may withdraw the application. If a candidate wishes to appeal, the candidate may submit an appeal to the university tenure appeals committee or the university promotion appeals committee (see Section XV herein). The appeal must be submitted to the president within seven working days of notification of the negative recommendation. The committee will notify the president of its decision with a copy going to the provost.

The provost will submit to the president each active candidate's file, including a complete report showing the action taken by each committee and administrator.

### 2. President and Board of Trustees

The president shall receive the report and recommendations of the provost, and when applicable, the university tenure appeals committee and the university promotion appeals committee. The president makes the final decision on each applicant and reports all positive decisions to the board. The board of trustees confirms those recommended for tenure by the

president. The board does not address cases in which tenure is denied by the president. The president also provides notification to each candidate.

### **XIII. Tenure and Promotion Appeals**

When a candidate receives notification from the provost of a negative recommendation to the president for tenure and/or promotion, a written appeal may be submitted to the appropriate appellate body specified herein within seven working days after receipt of the provost's notice. Appeals may be made on the following bases:

- A. Committee or administrative recommendations that are arbitrary and capricious. A decision is "arbitrary and capricious" where it appears that there is no rational basis to support it;
- B. Committee or administrative recommendations that are based on reasons that are constitutionally or statutorily prohibited, such as the candidate's age, race, sex, religion, or condition of disability;
- C. Committee or administrative recommendations that are the result of the exercise by the faculty member of a constitutionally protected right, such as the right of free speech or peaceable assembly;
- D. Committee or administrative recommendations that were rendered after failure to comply with the proper procedures as set forth in Section XII herein. The appellant must show that the proper procedures were not followed and that such error was a contributing factor to the negative recommendation;

Appeals from the tenure process will be heard by a university tenure appeals committee, which will consist of two members selected at random from each college. The selection, under the supervision of the provost, will be made from the college tenure committees excluding the college of the appellant. Appeals from the promotion process will be heard by a university promotion appeals committee, which will consist of two members selected at random from each college excluding the college of the appellant. The selection, under the supervision of the provost, will be made from the college promotion committees. The committees will elect their own chairs, who will be non-voting.

The purpose of the committees is not to determine the merits of the candidate's qualifications for tenure or promotion, but to determine whether any of the four bases for

appeal are proven by a preponderance of the evidence. The committees will file written reports of findings with the president. The operating procedures of the committee and the administration shall be consistent with those set forth in Section XV, pages 35-37.

#### **XIV. Termination**

##### **A. Termination of Faculty Members in Cases of Financial Exigency or Phasing Out of Program**

###### **1. Determination of Financial Exigency or Discontinuance of Academic Programs**

A financial exigency is a fiscal condition that requires and permits a reduction or elimination of a program or several programs even though it results in the termination or reassignment of tenured faculty. Determination by the university that a financial exigency exists or that academic programs should be discontinued (even though not mandated by financial exigency) will occur only after so decreed by the board of trustees, after consultation with the president, who will have consulted with appropriate administrators and the faculty senate. Notice that such action will be considered shall be given to appropriate faculty representatives at least thirty days prior to the date of the board meeting. All data that will be made available to the board will be provided to the faculty senate at the time of this notice.

A "financial exigency" may mean: (a) anticipated state appropriated and other funds for faculty salaries for the whole institution, or within particular academic programs, are insufficient to pay the faculty their contracted salaries; or (b) the occurrence of a reduction in the enrollment of any program or school of the university of such magnitude that requires an adjustment or reduction of the teaching faculty; or (c) an urgent need to reorganize the nature and magnitude of financial obligations in such a way as to restore or preserve the financial ability of the institution to provide a sound academic program. Financial ability means ability of the university to provide from current income the funds needed to meet current expenses, including debt payment, and sound reserves without depleting capital.

In recommending a state of financial exigency permitting retrenchment of program, departmental or college components, the administration should demonstrate to the trustees that a bona fide exigency exists and that the condition will likely persist without corrective action.

A discontinuance of an academic program permits the termination or reassignment of faculty in an academic program whether they be tenured or not. A decision to discontinue or phase out a program does not require a declaration that a condition of financial exigency exists, but such a decision must take due regard of annual contractual obligations to the faculty and the educational needs of the students.

## 2. Criteria for Identification of Faculty to be Terminated

### a. Procedure

The president, with the approval of the board of trustees, will determine whose appointments are to be terminated following the declaration of financial exigency or phasing out of program. When faculty dismissals are contemplated on grounds of financial exigency, a program reduction, or termination, there should be early, careful, and meaningful sharing of information and views with appropriate faculty and administrative representatives on the emergency, the need to terminate, or the need to reduce programs. Recommendations from such faculty and administrative representatives should be sought on alternatives available to the institution to ensure continuation of a strong academic program and to minimize the losses sustained by affected students and faculty members.

### b. Criteria

The criteria to be utilized by department chairs and deans in making specific recommendations regarding reductions in faculty in the event of a financial exigency declared by the board of trustees or phasing out of program shall be the following:

In the event of a reduction in the number of faculty within a given department, but not the elimination of that unit, the principal consideration in determining which faculty to retain and which to release should be the maintenance of viable and effective academic programs within that department. After faculty members, tenured and non-tenured, who are essential to a program's effective continuance have been identified, the remaining faculty within a department who can be retained, if any, should have priority in retention on the basis of the following criteria, stated in general order of importance:

1. Tenure

Tenure should be assigned major importance in retaining faculty within a department having both tenured and non-tenured faculty.

2. Comparative Faculty Evaluations

Comparative evaluations of faculty members by both faculty colleagues and administrators at several levels (paralleling the procedures for promotion recommendations) should be duly determined. These should be included in the determination of retention, but only if the differences between faculty members involved are substantial. If nearly equal, other criteria should take precedence.

3. Rank

Rank normally reflects the degree of teaching effectiveness and scholarly accomplishment by the faculty member, holding length of service constant.

4. Length of Demonstrated Professional Excellence

Extended service of high caliber is an important measure of the basic character and motivation of the faculty member and an indication as well of loyalty to the profession and

institution, intellectual stamina, and general stability. Such assets, demonstrated over an extended time, will be given considerable attention and credit.

3. Procedure for Termination

The statement of financial exigency or the phasing out of an institutional program as the reason for dismissal or non-reappointment of a faculty member should be supported in the notice of termination to the faculty member by a specific description of the financial exigency or the reason for phasing out of the institutional program involved. If the board of trustees has taken action with regard to the matter, the action taken by the board of trustees to declare the existence of a financial exigency or to terminate an academic program should be included in the notice of termination. Such a statement shall be *prima facie* showing of good cause for the dismissal or non-reappointment of the faculty member.

4. Personal Conference

After the faculty member has received notice in writing of the reasons for dismissal or non-reappointment, the appropriate administrative officer, at the request of the faculty member, will discuss the matter with the individual in a personal conference. If an understanding of the university's decision satisfactory to the faculty member does not result, the faculty member should be advised of the right to a formal hearing before the faculty hearing committee. (See Section XV, *Infra.*)

5. Responsibilities and Obligations of the University to Tenured Faculty Terminated Because of Financial Exigency or Discontinuance of Program

Tenured faculty members terminated because of financial exigency or discontinuance of program will (a) be given, except in most pressing circumstances, twelve-month's notice of termination; (b) be given opportunities for appointment, without jeopardy to other employees, in related areas provided they are qualified professionally to serve in such areas and such positions are available; (c) have the right to reappointment to the previous position if it is reestablished within two calendar years; and (d) be entitled to a hearing before the faculty hearing committee.

## 6. Right to Appeal

The faculty member involved may obtain a hearing before the faculty hearing committee and challenge a termination based upon financial exigency or discontinuance of program on the following bases:

- a. Decisions that are arbitrary or capricious. A decision is "arbitrary and capricious" where it appears that there is no rational basis for it;
- b. Decisions that are based on reasons that are constitutionally or statutorily prohibited, such as the faculty member's age, sex, race, religion, or condition of disability;
- c. Decisions that are the result of the exercise by the faculty member of a constitutionally protected right, such as the right of free speech or peaceable assembly;
- d. Decisions that were made after failure to comply with the proper procedures as set forth in this section. The faculty member must show that such error was or could have been a contributing factor to the decision.

Proceedings before the committee will be consistent with the procedures set forth in Section XV, pages 35-37. In the event that the faculty member is able to prove one of these claims, the faculty member will be recommended for reappointment to the position with compensation for any lost income. Otherwise, the decision of the university will be sustained.

## **B. Dismissal and Non-Reappointment of Tenured Faculty for Other than Financial Exigency or Phasing Out of Program**

### 1. Causes for Dismissal or Non-Reappointment

Adequate cause for dismissal or non-reappointment of a faculty member with tenure may be established through demonstration by the university of failure to meet professional responsibilities or personal misconduct.

a. Failure to Meet Professional Responsibilities:

Repeated failure to comply with official directives or established university policies; substantial and manifest neglect of faculty duties or substantial and manifest evidence of unsatisfactory performance of faculty duties; or demonstrated incompetence or dishonesty in teaching or research.

b. Misconduct:

Personal misconduct that substantially impairs fulfillment of faculty obligations.

2. Notice

Notice of non-reappointment or intention not to reappoint a tenured faculty member shall be given in writing. In both cases, notice shall state in writing the principal reasons for the dismissal or nonreappointment of the faculty member.

3. Personal Conference

The tenured faculty member may request a meeting with the appropriate administrators within 10 working days of such notification of dismissal. If an understanding satisfactory to the faculty member is not reached on the matter, he/she will be advised of his/her rights to a formal appeal before the faculty hearing committee.

4. Right to Appeal

The faculty member involved may obtain a hearing before the faculty hearing committee and challenge a termination based upon "cause" on the following bases:

- a. Determinations of cause as defined in section XIV B.1. that are not supported by a preponderance of the evidence.

- b. Decisions that are arbitrary and capricious. A decision is "arbitrary and capricious" when there is no rational basis for its support.
  - c. Decisions that are based on reasons that are constitutionally or statutorily prohibited, such as the faculty member's age, sex, race, religion, or condition of disability.
  - d. Decisions that are the result of the exercise by the faculty member of a constitutionally protected right, such as the right of free speech or peaceable assembly;
  - e. Decisions that were made after failure to comply with the proper procedures as set forth in this section. The faculty member must show that such error was a contributing factor to the decision.
5. Responsibilities and Obligations of the University to Tenured Faculty Terminated for Cause

If the faculty appointment is to be terminated, the faculty member (except in cases of misconduct) will receive a regular salary for no more than thirty calendar days. The faculty member will be continued in regular duties during the thirty calendar day period unless the faculty member's welfare or that of the institution or its students would be jeopardized by continuance.

**C. Faculty Hearing Committee: Membership and Procedures**

See Section XV below.

**XV. Procedures for Faculty Grievances and Appeals**

1. A faculty member having a grievance or appeal (grievant) to be submitted to the faculty grievance council, the academic freedom committee, the faculty hearing committee, or the tenure or promotion appeals committees should first ensure that an attempt has been made to resolve the dispute through the administrative process. The grievant should first schedule a conference with his or her immediate supervisor. Should the dispute remain unresolved, the grievant should pursue a satisfactory resolution with

each of his or her on-line supervisors through the office of the provost. The grievant may initiate a formal grievance action or appeal only after these administrative remedies have been exhausted. (See pp. 68-71 for procedures governing sexual harassment complaints.)

2. The grievant will submit to the university president a written statement that will include the factual basis for the complaint, a reference to the provision of the *Faculty Handbook* that gives the committee jurisdiction, a reference to the university policies and procedures involved, and a statement of the relief sought.
3. The president will present to the committee a copy of the complaint and give to the committee a charge of its responsibility. The complaint and all of the deliberations of the committee should be kept confidential.
4. Should the committee determine that the statement does not provide sufficient information or that, based upon the statement, the committee has no jurisdiction to hear the complaint, the complaint will be dismissed.
5. The committee will determine the number of members necessary to constitute a quorum for the transaction of business, provided that a quorum shall not be less than a majority of the members on the committee. Decisions must be reached by a majority vote of the members present. The number of yes, no, and abstention votes will be recorded, without designating the person who cast each vote.
6. After the committee considers the written complaint, the grievant and the person(s) charged with infringing the rights of the grievant will be invited to make presentations before the committee. The committee may solicit any further evidence it deems appropriate. Any and all oral testimony and any such documentary evidence necessary and relevant to make a proper determination may be accepted. All responsibility for questioning witnesses, securing evidence, and determining the order of proof will be vested in the committee.
7. Strict judicial rules of evidence will not be applied. The committee members may receive all evidence felt to be relevant and material to the issue.

8. The grievant and person(s) charged by the grievant may be accompanied by an advisor or attorney, but this person will only function in an advisory capacity. The advisor or attorney will not address the committee. The university counsel may also be present, but shall only act in an advisory capacity to the committee.
9. The grievant and person(s) charged by the grievant will have the right to be present at any time testimony is presented and to secure copies of all evidence considered by the committee. The grievant and person(s) charged by the grievant will not have the right to cross-examine witnesses.
10. A written record of the minutes of the proceedings and the recommendations of the committee will be presented to the president within 45 days from the initial filing of the grievance with the president. For the purpose of this paragraph, "days" will mean any day during the fall or spring term in which the university is open for instruction.
11. A copy of the minutes and the recommendation of the committee will be presented to the grievant and the person(s) charged by the grievant.
12. The president will make the final decision after considering the recommendation of the committee.

## **XVI. Adjunct Faculty**

The university may extend adjunct faculty appointments upon recommendation of a department and with support of the appropriate dean and the provost. These appointments are non-compensatory, but do not preclude offering a separate temporary faculty appointment. Appointments are extended at the rank consistent with the persons' credentials. Persons receiving such appointments may come either from outside the university or hold non-faculty appointments at UCA. Adjunct appointments may be granted for terms not to exceed three years, and significant contributions must be made to the university for reappointment. Adjunct faculty will be entitled to Torreyson Library privileges and to use the adjunct title with the rank bestowed for the period of appointment.

**XVII. Appointment to the Graduate Faculty**

The ultimate responsibility for the quality of the graduate program resides with the graduate faculty, the college deans, and the dean of the graduate school. The dean of the graduate school is responsible for the administration of the graduate school's policies, including the appointment of graduate faculty. Faculty members qualified to perform the functions of the graduate faculty are nominated by their department chair, with concurrence of the college dean, for recommendation by the graduate council to the council of deans. The university form entitled, "Graduate Faculty Application," details the classification, authority, and qualifications for appointment to the graduate faculty.

**XVIII. Summer Appointment**

The university offers regular summer sessions. Department chairs and faculty on twelve-month appointments may be assigned to summer teaching as part of their contracts. Otherwise, contracts for summer teaching are offered according to the needs of the university, its programs and students. The offer of a regular term appointment or of a regular tenured appointment involves no commitment on the part of the university to offer a summer appointment to the faculty member. The university will normally employ its own qualified faculty for summer appointments before employing faculty from outside the university. Among the criteria used in the selection of summer faculty are qualifications to teach scheduled offerings, performance records, and possession of the terminal degree. The university reserves the right to revise or cancel the summer contract depending on actual enrollment or other programmatic considerations.

**XIX. Nepotism**

The university does not permit the employment of closely related people, by blood or marriage, when one would supervise the work of the other. A relative is defined as anyone within the third degree of consanguinity (first cousin). No person shall participate, formally or informally, in decisions to appoint, retain, promote, grant tenure, resolve any appeal, or determine the salary of a relative. This policy applies to all faculty members, whether part-time or full-time, tenured or non-tenured.

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**Budget, Enrollment, and Retention Planning** - Developing the university's budget each year is a complicated process. State appropriations are often not finalized before the budget is developed; enrollments are uncertain until classes have already begun; costs are difficult to predict.

The difficulties are aggravated by the timetable which must be followed. The budget is customarily developed from January through March for Board of Trustees meetings scheduled in April or May for the fiscal year beginning July 1. Yet many of the decisions which are crucial to the development of the budget must be made much earlier. For example, if the university is to be successful in attracting outstanding new faculty members, advertisements need to be placed in national journals as early as possible in the fall term of the year preceding the one in which employment will begin. Commitments to new faculty members must often be made well before the Board considers the budget which provides the funding for the positions which have been contracted.

Although much of this complexity is unavoidable, we hope to improve and streamline our budgeting process and, by so doing, to improve our long-range and mid-term planning. The President has discussed with faculty representatives and others the possibility of accomplishing some of that planning by the development of an "institutional profile" that will help us define what kind of institution we want UCA to be and make it possible for us to evaluate how well we are achieving our goals.

Development of that institutional profile will take much discussion and work on campus. However, as a step in that direction, the Administration requested general board approval of goals in several areas that are crucial to budget development for next year: (1) freshman enrollment (2) retention and graduation rates, (3) faculty/student ratios and (4) faculty salaries.

### FRESHMAN ENROLLMENT

When admissions officers look at the incoming freshman class, they usually examine two elements first: the size of the class and the academic preparation of the class as judged by such measures as high school grade point averages and SAT or ACT scores.

Over the past decade, the qualifications of UCA's entering freshman class have significantly improved. Although our reliable data on high school grade point averages go back only two or three years, our ACT score summaries go back over a decade. Our average freshman ACT score improved from 20.7 in 1986 to 22.8 in 1996.

In size, our freshman class has varied over the past decade from a low of 1439 in 1987 to a high of 2114 in 1990. Our official count for 1996 is 1679. Enrollment figures for 1996 are included in the following "Official Enrollment Report for Fall 1996."

The increase in the academic qualifications of our students is a significant accomplishment for the university. However, the fluctuation in the numbers of students complicates the budgeting process and contributes to the frustrations students have with "closed" classes. It also makes it difficult for department chairmen to adequately and efficiently staff their freshman courses.

In an initial attempt to deal with this issue, the Board has authorized the Administration to establish deadlines for application. The development of the goals outlined below is an extension of that process.

Although it is impossible to predict precisely the size of the freshman class, our experience allows the admissions office to make reasonably accurate estimates. We know, for example, that between fifty and sixty percent of those who are admitted to UCA will enroll. We can also compare the number of applicants on any given date with the number who had applied by the same date in previous years.

With these factors in mind, the President requested Board approval of the following profile for the freshman class of 1997. (Statistics for the freshman class of 1996 are included in parentheses).

--Between 1500 and 1600 first-time entering freshmen  
(1679)

--Average ACT score at least 23  
(22.81)

--Average high school grade point average at least 3.3  
(3.32)

--Average high school rank in class at least the upper 25%  
(25.04)

## RETENTION AND GRADUATION RATES

Arkansas four-year universities have retention and graduation rates which are substantially below the averages for peer institutions nationally. The reasons for this disparity are not clear. It is clear, however, that retention and graduation rates have become prominent as measures of institutional quality and that, in the future, they will be used increasingly as bases for funding recommendations by legislatures. Moreover, low retention rates create budgetary difficulties by requiring a disproportionately high number of freshman and sophomore level classes, coupled with under-enrolled upper division courses.

For the past several years, our freshman-to-sophomore retention rate has averaged approximately 63%, and our four-year graduation rate has been approximately 30%.

We believe that we can and should improve upon this record. Our goal is to increase the rate next year at least 5% at each class level.

NOTE: The Administration projects that if our entering freshman class ranges from 1500 to 1600 and if we improve our retention rates at each class level by five to ten percent, UCA would grow to be an institution of 9500 - 10,000 students by the year 2000. Other projected figures are included in the following "Fall Term Headcount Enrollment Projections."

## FACULTY/STUDENT RATIOS

At some private colleges and universities, faculty/student ratios may be as low as one faculty member for each twelve to fifteen students. At a few public institutions the ratio may be as high as 1/24 or 1/25. For public universities such as UCA a faculty/student ratio of 1/17 would be considered quite good and 1/18 is reasonable. During the rapid growth of the late 1980's and early 1990's, UCA's ratio rose as high as 1/22, but recently has been more in the range of 1/19. The Administration hopes the Board of Trustees will support the goal of reducing that ratio to at least 1/18.

## FACULTY SALARIES

For many years, UCA's goal has been to bring our faculty salaries to the Southern Regional Education Board (SREB) averages for comparable institutions, and we now have a very good chance

of achieving that goal. In fact, our faculty salaries already equal SREB averages for full professors and for instructors. We hope that the Board of Trustees will support the goal of bringing the salaries of assistant professors and associate professors to the SREB averages also.

NOTE: The Administration projects that achieving a faculty/student ratio of 1/18 and meeting the SREB salary averages at all levels will require the faculty salary allocation for the budget in fiscal year 1997-98 to be increased by approximately five to ten percent.

President Thompson and Dr. Bill Berry, Provost, addressed several questions from the Board concerning projected enrollments, graduation and retention rates, and faculty/student ratios.

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

**“BE IT RESOLVED: THAT THE UNIVERSITY OF CENTRAL ARKANSAS BOARD OF TRUSTEES ENDORSES THE ABOVE STATED GOALS AND OBJECTIVES INTENDED AS GUIDELINES FOR THE DEVELOPMENT OF THE BUDGET FOR FISCAL YEAR 1997-98.”**

## OFFICIAL ENROLLMENT REPORT FOR FALL 1996

	<u>1996</u>	<u>1995</u>	<u>+ / - 1995</u>
Beginning Freshmen	1679	1527	+ 152
Other Undergraduates	6273	6351	- 78
Graduates	1042	1004	+ 38
<b>TOTAL</b>	<b><u>8994</u></b>	<b><u>8882</u></b>	<b><u>+ 112</u></b>

**Fall Term Headcount Enrollment Projections (1)**  
**(If Retention Is Increased By Five Percent At The Undergraduate Level)**

	1992 (2)	1993 (2)	1994 (2)	1995 (2)	1996		1997 (3)	1998 (3)	1999 (3)	2000 (3)
					Projected	Actual				
Entering Freshmen	2,024	1,856	1,574	1,527	1,650	1,679	1,550	1,550	1,550	1,550
Other Freshmen	1,459	1,400	1,307	1,167	1,167	1,099	1,343	1,262	1,262	1,262
Sophomores	1,800	1,820	1,758	1,538	1,509	1,566	1,718	1,765	1,715	1,715
Juniors	1,532	1,547	1,497	1,553	1,369	1,372	1,418	1,615	1,659	1,612
Seniors	1,451	1,671	1,795	1,843	1,848	1,945	1,629	1,688	1,922	1,974
Post Baccalaureate	196	227	226	250	275	291	320	352	387	426
Graduate	1,011	1,046	1,035	1,004	1,030	1,042	1,040	1,050	1,060	1,070
<b>Total</b>	<b>9,473</b>	<b>9,567</b>	<b>9,192</b>	<b>8,882</b>	<b>8,847</b>	<b>8,994</b>	<b>9,018</b>	<b>9,281</b>	<b>9,555</b>	<b>9,609</b>

(1) Assuming that post baccalaureate enrollment will increase ten percent, graduate enrollment will remain stable, and retention rate and the net number of transfer students remain at the current rate.

(2) Actual

(3) Projected

**Admission Policy (Board Policy #310)** - The Admission Policy for entering freshmen, which was adopted by the Board of Trustees on December 1, 1989, has been revised several times upon the recommendation of the University Admissions Committee. Most of the changes increased the standards for conditional admission. The higher admission requirements have contributed to the increased academic preparedness of recent freshmen classes (the GPA standard for both unconditional and conditional admission has been raised from 2.5 to 2.75).

The current policy allows an applicant who does not meet the criteria for conditional admission to successfully complete all remedial course requirements at another institution and reapply as an entering freshman. This provision of the policy has resulted in the admission of a significant number of students who do not meet the ACT, GPA or rank in class standard for conditional admission. In effect, it has created an unintended route for applicants to circumvent the admission requirements.

The University Admissions Committee studied this situation and determined that those students generally do not succeed academically. Because of these findings, the committee recommends that students in the category described above be required to successfully complete a minimum of 12 hours of college work with a C average before being admitted as a transfer student. The committee further recommends that the policy apply to all students who wish to transfer to UCA from another institution.

In addition to presenting these policy revisions, the proposal below provides for the inclusion of previous revisions and makes several editorial revisions in the current policy.

President Thompson and Dr. James Dombek, Vice President for Academic Services, addressed questions from the Board.

In response to a question from Joe White, Joe Darling, Director of Admissions, stated that the proposed policy revision is in line with other state institutions, Arkansas State University and University of Arkansas-Fayetteville, in particular.

In response to a question from Mrs. Goode, President Thompson stated that this agenda item is a part of UCA's total effort to respond to the state directive that the four-year institutions should minimize or eliminate remediation since it can be done less expensively at the two-year institutions.

Following some clarification of the proposed policy revisions, the following resolution was adopted as a modification to Board Policy No. 310, Admission Policy upon motion by Mr. Womack with a second by Mrs. Goode:

**“BE IT RESOLVED: THAT THE UNIVERSITY OF CENTRAL ARKANSAS BOARD OF TRUSTEES HEREBY APPROVES ADOPTION OF THE ADMISSION POLICY AS PRESENTED AS A REVISION TO BOARD POLICY NO. 310, PROVIDED HOWEVER, THAT THE ADMINISTRATION IS AUTHORIZED TO MAKE CORRECTIONS AND CHANGES OF A CLERICAL NATURE.”**

UNIVERSITY OF CENTRAL ARKANSAS  
BOARD POLICY

Policy Number: 310

Subject: Admission Policy

Page 1 of

Date Adopted 9/64 Revised 12/77, 8/82, 4/84, 3/85, 6/86,  
12/89, 4/92, 6/93\*, 3/94\*\*, 5/94  
5/95

ADMISSION TO UNDERGRADUATE STUDY

Entering Freshmen

To enroll as an undergraduate student at the University of Central Arkansas, an entering freshman must submit an application for admission and supply requested supplemental information, including academic transcripts, standardized test results, proof of residence and other information requested by the Office of Admissions. ~~and academic departments.~~ An entering freshman is defined as any student who has not previously enrolled in college level work, or whose college work was completed during concurrent enrollment in high school, or who ~~has completed is transferring from another institution with fewer than 24~~ 12 semester hours of college-level credit.

UNCONDITIONAL ADMISSION

An entering freshman applicant will ~~is eligible for admission~~ be unconditionally admitted to the University of Central Arkansas if the applicant has graduated from high school and ~~has earned~~ meets the following criteria:

- (a) 1. A cumulative grade point average of ~~2.50~~ 2.75 ~~or above~~ (on a 4.0 grading scale) ~~in at least~~

~~six semesters~~ on a minimum of six semesters of high school work; and

- (b) 2. A scores of 19 or above on the reading, mathematics, and English sections of the ACT (or equivalent.) ~~scores on the SAT or ASSET exams.)\*~~

#### CONDITIONAL ADMISSION

An entering freshman applicant may be admitted conditionally if the applicant has graduated from high school or has earned a General Education Certificate and meets at least one of the following criteria:

1. Composite ACT score of 19 or above (or equivalent); or
2. High school grade average of 2.75 or above on a 4.0 grading scale; or
3. Rank in the upper 40 percent of the high school graduating class. ~~, effective for the Fall of 1995.~~

~~\*\* The previous standard, rank at or above the 50th percentile, remains in effect for Fall 1994. The change was made by delegation under previous Board policy, after recommendation by appropriate university councils and approval by the President.~~

In addition to remediation requirements of the State of Arkansas, conditionally admitted students are subject to the university's assessment and placement policies and remediation guidelines.

~~An applicant Anyone not meeting any of the above conditional admission criteria may apply as a transfer student after satisfactorily completing all remedial requirements and twelve additional semester hours of transferrable college level credit, with a cumulative grade average of 2.0 or higher. will be required~~

~~to satisfactorily complete all remedial course requirements before beginning the freshman year at UCA.~~

### ~~ASSESSMENT AND PLACEMENT~~

#### ~~Criteria for Placement in Remedial Courses:~~

~~1. A score of 18 or less on the mathematics section of the ACT, 380 or less on the quantitative portion of the SAT or 42 or less on the ASSET Intermediate Algebra test.\*  
Remedial Course: Intermediate Algebra (UNIV 1340).~~

~~2. A score of 18 or less on the English section of the ACT, 39 or less on the TSWE, or 41 or less on the ASSET Language Usage test.\*~~

~~Remedial Course: Transitional Writing (UNIV 1300).~~

~~3. A score of 18 or less on the reading section of the ACT, 330 or less on the verbal section of the SAT, or 40 or less on the ASSET Reading Skills test.\*~~

~~Remedial Course: Transitional Reading (UNIV 1301).~~

~~\* The university is authorized to administratively reflect changes in these standards as they may be adopted by the Department of Higher Education.~~

### IMPLEMENTATION

The University strives to meet the educational needs of all its students and works continually to improve the quality and reputation of its academic programs. The allocation of resources to meet those goals may limit the number and variety of services and courses of study offered. The University reserves the right to allocate resources to meet academic goals and to limit, when

necessary, the number of remediation courses and services available to conditionally admitted students.

University councils, committees, and academic administrators develop, implement, and evaluate policies and programs for the orientation, advisement, enrollment and retention of conditionally admitted students. Those policies and programs are generally described in the current University of Central Arkansas Bulletins, and it is the responsibility of the student to be familiar and comply with program requirements.

#### Admission of International Students

All inquiries about international undergraduate admissions should be addressed to the Center for International Programs. This center receives and processes all international undergraduate applications and issues letters of admission and I-20 Forms (student visa forms) to all qualified candidates.

To be eligible for admission as an undergraduate, an international student must submit an Application Form, official transcripts of all secondary and university work (including English translation), a Confirmation of Financial Resources Form, and a non-refundable application fee of U.S. \$30.00 drawn from a U.S. bank or an international money order. In addition, any prospective international student whose first language is not English must present a minimum TOEFL (test of English as a Foreign Language) score of 500. Each applicant is asked to contact TOEFL, Educational Testing Services, P. O. Box 6151, Princeton, New Jersey 08541-6151, U.S.A., requesting a Bulletin of Information and registration form.

#### Admission of International Students to the Intensive English Program

Any applicant to the Intensive English Program (IEP) must submit all of the preceding documents, with the exception of the

TOEFL scores. A minimum TOEFL score is not required for students who will study ESL (English as Second Language) in the IEP before enrolling as an undergraduate student. All inquiries about admission to the Intensive English Program should be addressed to the Center for International Programs.

#### Admission from Secondary Schools

A prospective student should submit an application for admission at least thirty days before the time the student plans to enter. An application form may be obtained from the Office of Director of Admissions. The completed form is to be returned to the Director of Admissions. The application is to be filled out entirely by the candidate. ~~Parents must endorse the application if the applicant is under eighteen years of age.~~ Falsification of any record, including the Application for Admission, is cause for immediate dismissal. Each candidate must be eligible for a diploma from an accredited secondary school. The school record is required at the end of the school year and must be sent directly to the Director of Admissions by the school at the request of the candidate. Officials of the high schools will send an official transcript of credits to the Director of Admissions on request.

#### Early Admission (Full Time)

To be eligible for early admission (before high school graduation) to the University, a student must have:

- 1) a minimum ACT composite score of ~~23~~ 24 (or equivalent score on the SAT or ASSET exams);
- 2) completed six semesters of secondary school work;
- 3) a "B" or better average; and
- 4) the recommendation of the high school principal.

Early Admission (Part Time, Concurrent with High School Enrollment)

Act 57 of the 1983 Extraordinary Session of the Legislature provides that qualified students enrolled in high school may be admitted concurrently as part time students at the university. The criteria for admission under this program are:

- I. Recommendation by the high school principal.
- II. Satisfaction of the requirements under either A or B below:
  - A. Presentation of Standardized Test Scores and High School Grades.
    1. A score on the portion of the ACT, PSAT, or SAT in the subject matter area of the course(s) at the 80th percentile on national norms. (If the subject matter area is not related to a portion of one of these tests, the composite score at the 80th percentile is to be used.)  
and
    2. High School Grades of Either:
      - a. A grade point of 3.500 (on a 4 point system) in high school courses in the subject matter. For ninth grade students, courses in the previous two school years shall be included.
      - b. An overall grade point of 3.500 (on a 4 point system). For ninth grade students, courses in the previous two school years shall be included.
  - B. Individual Evaluation Based on Other Performance Criteria.

A student who does not meet the above standards may be recommended by the high school principal for admission to selected courses based upon other performance criteria (e.g., music, art, etc.). Such criteria must be performance based, appropriate for the desired course, and demonstrable to the university. To be admitted under this category, a student must have the recommendation of the appropriate university department and the

Dean of Undergraduate Studies and be approved by the Admissions Committee.

The university will review the admission and enrollment of each high school student each semester.

The university accepts transfer work from other institutions taken when the student was concurrently enrolled in high school, so long as the student met the criteria above at the time the work was taken.

#### Summer Study for High School Students

Students between their junior and senior years in high school are invited to attend summer school at the University of Central Arkansas.

This special program is an opportunity for all able students to find rewarding learning experiences and at the same time benefit from an early start in their college career.

Students are admitted to regular college courses, attend classes with other students in the University, and earn college credit applicable to a degree.

Upon the successful completion of the special summer program, students may elect to return to their high school for their senior year, or apply for the early admission plan that substitutes the freshman year in college for the fourth year in secondary school. It is understood that all of the requirements of the early admission program must be satisfied before the student is admitted under its provisions.

Admission to the summer program depends upon the satisfaction of the following requirements: completion of twelve (12) college preparatory units in high school, a grade average of "B," and recommendation of the high school principal or counselor.

### Admission on an Adult-Special Basis

The Adult-Special classification is for a person twenty-one years of age or older who desires to take undergraduate courses for no credit and who gives satisfactory evidence of preparedness to take these subjects. The special classification must have the consent of the instructor before the student is admitted. Satisfactory completion of the course is recognized by the award of a certificate and a permanent record maintained by the University. The student pays full registration fees.

### Admission from Other Colleges

An application for admission form may be obtained from the Office of the Director of Admissions and returned to that office with all required information completed. ~~A student who has attended another college or university will not be permitted to enroll as a beginning freshman, even though credits were not earned.~~ Falsification of any record, including Application for Admission, is cause for immediate dismissal.

An official transcript of record from each institution of college rank attended, must be sent directly to the Director of Admissions at the request of the candidate.

Students entering this University who have attended a college or university fully accredited by such agencies as the North Central Association of Colleges and Secondary Schools will receive credit on the basis of an official transcript of their records submitted. Work taken in such colleges not comparable to that offered in this institution will be evaluated for possible general elective credit. Credit earned by correspondence or extension from such schools will be accepted subject to the quantitative restrictions described in the Correspondence Study section of the catalog.

No transfer student will be admitted who is ineligible to return to the institution from which the student transfers, or who submits a record below minimum requirements of this University.

Entering transfer students must have at least a 2.0 cumulative GPA and a minimum of 12 semester hours of transferable college level credit. After enrollment at UCA, the GPA accumulated in residence at the university shall be the cumulative grade point average. Only credits with A, B, and C grades are transferable.

Credit for D grades will not transfer for the purpose of fulfilling degree requirements at the University of Central Arkansas.

If a student is readmitted to the University following a period of disqualification, the credit earned during the period of disqualification will be used as evidence that the student has made proper use of time during the period. The credit so earned will not count toward a degree at the University.

Upon acceptance for admission, the student will be sent an official notice of admission. Admission materials will not be released after receipt.

Anyone transferring to the University to pursue courses leading to graduation will be required to earn at least fifteen hours credit in the major and nine hours credit in the minor. In both instances the work must be taken in residence. This regulation is followed even though the student has sufficient hours of credit to meet the requirements of the major and minor. All standards with respect to transfer credit are binding and are not, therefore, subject to appeal.

#### Admission from a Two-year College

No more than sixty hours may be transferred to the University from a two-year college (exclusive of four activity hours in physical education) and be applicable toward a baccalaureate

degree. No more than twelve hours of such work may be transferred after the student has 60 hours of college credit. The student will be required to complete the equivalent of two full years' work of sixty hours in an approved senior college after enrolling as a senior college student.

At this point in the meeting President Thompson welcomed a group of doctoral students from the University of Arkansas at Little Rock.

**Bond Feasibility for Housing/Property Acquisitions** - In 1995-96, university housing had a capacity for 2,170 students on campus with an average annual occupancy of 1,473. In an effort to attract more upperclass students to campus housing, two residence halls were converted this year to guaranteed private rooms, reducing the capacity to 1,852. Because of an increase in the size of the freshman class, and more upperclass students choosing to live on campus, we currently have approximately 1,900 students living in the residence halls. The average annual occupancy for 1996-97 is projected to be 1,750.

If more guaranteed private rooms are added to our system and Wingo Hall is closed, we will need to consider constructing additional campus housing in order to maintain a strong residential community by providing housing for an appropriate percentage of our students. Currently, we have capacity for approximately 20% of our students, slightly lower than most other state institutions in Arkansas.

In addition to constructing another residence hall on campus, we need to consider obtaining or constructing apartments close to campus. The feasibility of purchasing Mansard Apartments on Bruce Street west of the Farris Center and other property in the vicinity of campus is under consideration.

Information on housing construction options, as well as property acquisitions, were presented for discussion at the Board meeting. Issues discussed included:

- Benefits/Purpose of a Residential Campus
- Housing Trends
- Priority for Property Purchases
- Funding Sources for Construction
- Privatized Housing
- Policy Issues (i.e., alcohol, visitation)
- Specialty Housing (i.e., Greek housing, family housing, residential college)
- Supervision and Policies for Apartment Housing
- Guaranteed Private Rooms
- Food Service

The employment of an architect is needed to perform preliminary planning and cost estimates for construction or renovation of housing facilities. If Board authorization is granted for the construction of a facility at a later time, this architect would then develop appropriate bid specifications and oversee construction. In addition, the economic feasibility of issuing bonds to fund the purchase of property and construction or renovation of facilities for housing needs to be investigated.

Dr. Chakales arrived at the meeting at this point.

At President Thompson's request, Dr. John Smith, Vice President for Administrative Services, discussed this agenda item and addressed questions from the Board. Dr. Smith distributed copies of and discussed several charts concerning housing capacity and a number of housing facilities options.

Dr. Chakales requested that a tour of housing facilities be scheduled for members of the Board who wish to do so.

Dr. Chakales suggested that a poll be taken to determine the types of housing facilities preferred by students.

Mr. Harding stated that he would like to see UCA pursue new ideas as related to housing facilities.

Dr. Smith introduced Dr. Tom Pilgreen, new director of housing.

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

**“BE IT RESOLVED: THAT THE PRESIDENT IS AUTHORIZED TO EMPLOY AN ARCHITECT TO DEVELOP PLANNING AND COST ESTIMATES FOR THE CONSTRUCTION AND/OR RENOVATION OF HOUSING FACILITIES; AND**

**BE IT FURTHER RESOLVED: THAT THE PRESIDENT IS AUTHORIZED TO REQUEST FROM THE DEPARTMENT OF HIGHER EDUCATION AN ECONOMIC FEASIBILITY STUDY TO ISSUE UP TO \$10,000,000 IN BONDS TO PURCHASE LAND AND CONSTRUCT, RENOVATE, OR**

**PURCHASE FACILITIES WHICH MIGHT BE USED FOR STUDENT, FACULTY, STAFF, AND/OR RETIREMENT HOUSING.”**

President Thompson briefly discussed UCA's projected growth area which has been identified as all that land lying north of Highway 286, south of College Avenue, west of Donaghey Avenue and east of Farris Road. Dr. Thompson deferred action on this item.

**Property Acquisitions:**

1. Hankins Property - 2329 College Avenue - Mr. and Mrs. Ivon Hankins have agreed to sell their property at 2329 College Avenue to the university. The property is approximately .34 acres and includes a three-bedroom house. The property is currently zoned MultiFamily-3. The house will be used for faculty and staff housing.

In response to a question from Mr. Womack, President Thompson stated that UCA does not have an option to purchase property adjacent to the Hankins property; however, a number of property owners in the area have agreed to give UCA rights of first refusal.

The following resolution was adopted upon motion by Mr. Hicks with a second by Mrs. Goode:

**“BE IT RESOLVED: THAT THE ADMINISTRATION IS AUTHORIZED TO PURCHASE THE PROPERTY AT 2329 COLLEGE AVENUE OWNED BY MR. AND MRS. IVON HANKINS FOR \$124,000 PLUS THE UNIVERSITY'S SHARE OF THE CLOSING COSTS.**

**THE PROPERTY IS DESCRIBED AS FOLLOWS:**

**LOCATED AT 2329 COLLEGE AVENUE, CONWAY, ARKANSAS. WEST 100' OF LOT 1, BLOCK 4, OF J.E. LITTLE SUBDIVISION, FAULKNER COUNTY, ARKANSAS.”**

2. 338 Augusta Avenue - The university has identified a piece of property located at 338 Augusta Avenue which would provide much needed student parking on the north side of campus. All existing parking in this area is fully utilized. The property is approximately 75 feet by 150 feet and is currently owned by Todd Townsell and others.

The university is attempting to negotiate with the owners for the purchase of the property and has requested two appraisals on the property.

The following resolution was adopted upon motion by Mrs. Goode with a second by Mrs. Hicks. Mr. White abstained since he owns "like property in the area of the university."

**"BE IT RESOLVED: THAT THE ACQUISITION OF THE PROPERTY AT 338 AUGUSTA AVENUE IS NECESSARY FOR THE USE AND BENEFIT OF UCA. THE LAND IS NECESSARY TO PROVIDE PARKING SPACE ON THE NORTH SIDE OF THE CAMPUS; AND,**

**BE IT FURTHER RESOLVED: THAT THE PRESIDENT IS HEREBY DIRECTED TO EXERCISE EVERY REASONABLE EFFORT TO OBTAIN THE PROPERTY AT A REASONABLE PRICE BY NEGOTIATION."**

At this point, President Thompson introduced Dr. Chuck Seifert, acting chairman of the computing science department, who was unable to attend the previous Board meeting.

#### EXECUTIVE SESSION

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

#### OPEN SESSION

The following resolution, as recommended by President Thompsom, was adopted upon motion by Mr. White with a second by Mr. Womack:

**"BE IS RESOLVED: THAT THE UCA BOARD OF TRUSTEES APPROVES THE FOLLOWING ADJUSTMENTS, APPOINTMENTS, ADDITIONAL ASSIGNMENTS/COMPENSATION, APPOINTMENTS FROM RESTRICTED/GRANT FUNDS, AND RESIGNATIONS, PROVIDED,**

**HOWEVER, THAT THE ADMINISTRATION IS AUTHORIZED TO MAKE CORRECTIONS AND CHANGES OF A CLERICAL NATURE."**

1. Pat Cantrell, change from Department Chairperson/Associate Professor to Associate Professor, Economics and Finance, effective August 15, 1996 through May 15, 1997 @ a salary of \$54,250.00.
2. Gail T. Fry, Instructor, Writing Program, effective Fall Semester @ a salary of \$4,000.00. CANCELLED.
3. William Kordsmeier, change from Associate Professor to Interim Department Chairperson/ Associate Professor, Economics and Finance, effective August 15, 1996 through June 30, 1997 @ a salary of \$55,235.00.
4. Leigh Maxwell, change from Instructor to Assistant Professor, Speech-Theatre-Mass Communication, Tenure Track, change salary from \$33,600.00 to \$34,600.00 due to completion of Ph.D.
5. Tami Phillips, Instructor, University Writing Program, effective Fall Semester, change salary from \$4,000.00 to \$6,000.00.
6. Deborah Walz, change from Associate Director to Director, Sponsored Programs, Non-Faculty Appointment, effective August 16, 1996 through June 30, 1997 @ a salary of \$46,156.00.

**APPOINTMENTS:**

Part-time:

1. Martha Antolik, Lecturer, Music, effective Fall Semester @ a salary of \$10,955.00.
2. Robert Anthony, Adjunct Instructor, Administration and Secondary Education, effective Fall Semester @ a salary of \$1,333.00.
3. David Bailin, Instructor, Art, effective Fall Semester @ a salary of \$4,000.00.
4. Theola Baker, Instructor, Intensive English, effective Fall Semester @ a salary of \$6,000.00.

5. Suzanne Banister, Instructor, Music, effective Fall Semester @ a salary of \$4,500.00.
6. Connie Bellinghausen, Instructor, University 1000 Program, effective Fall Semester @ a salary of \$720.00.
7. Pamela Bennett, Instructor, Family and Consumer Sciences, effective Fall Semester @ a salary of \$4,000.00.
8. Cecil Boothe, Adjunct Instructor, Administration and Secondary Education, effective Fall Semester @ a salary of \$1,333.00.
9. James Brent, Instructor, History, effective Fall Semester @ a salary of \$2,000.00.
10. Perry Brown, Instructor, Geography, Political Science and Sociology, effective Fall Semester @ a salary of \$4,000.00.
11. Becca Carr, Clinical Supervisor, Speech-Language Pathology, effective August 19, 1996 through May 13, 1997 @ a salary of \$13,600.00.
12. Susan Chambers, Instructor, Art, effective Fall Semester @ a salary of \$4,000.00.
13. Elizabeth Coffman, Instructor, Family and Consumer Sciences, effective Fall Semester @ a salary of \$2,000.00.
14. Will Counts, Journalist-in-Residence, Speech/Theatre/Mass Communication, effective Spring Semester @ a salary of \$3,000.00.
15. Bill Crow, Student Teacher Supervisor, Professional Field Services, effective Fall Semester @ a salary of \$4,000.00.
16. Debra Darnell, Instructor, Music, effective Fall Semester @ a salary of \$2,700.00.
17. Jerry Davidson, Instructor, Music, effective Fall Semester @ a salary of \$2,125.00.
18. Michael A. Davis, Instructor, History, effective Fall Semester @ a salary of \$2,000.00.
19. Jennifer Deering, Instructor, Intensive English, effective Fall Semester @ a salary of \$2,000.00.

20. Paul Dickinson, Lecturer, Music, effective Fall Semester @ a salary of \$6,800.00.
21. Felice Farrell, Instructor, Music, effective Fall Semester @ a salary of \$4,000.00.
22. Michael G. Feehan, Instructor, University Writing Program, effective Fall Semester @ a salary of \$4,000.00.
23. Rita Fielder, Instructor, University 1000 Program, effective Fall Semester @ a salary of \$1,080.00.
24. Rita Fielder, Instructor, Transitional Studies, effective Fall Semester @ a salary of \$2,000.00.
25. John Fincher, Student Teacher Supervisor, Professional Field Services, effective Fall Semester @ a salary of \$4,000.00.
26. Christine Franklin, Instructor, Music, effective Fall Semester @ a salary of \$10,008.00.
27. Ellen Frazier, Instructor, Family and Consumer Sciences, effective Fall Semester @ a salary of \$4,000.00.
28. Charlotte Frith, Instructor, Speech-Language Pathology, effective Spring Semester @ a salary of \$1,333.00.
29. Jan Wells Gaughan, Instructor, University Writing Program, effective Fall Semester @ a salary of \$6,000.00.
30. Gerry Gibson, Instructor, Music, effective Fall Semester @ a salary of \$1,000.00.
31. Paula Glasgow, Instructor, University Writing Program, effective Fall Semester @ a salary of \$4,000.00.
32. Carol Hambuchen, Instructor, Marketing and Management, effective Fall Semester @ a salary of \$6,000.00.
33. Michelle Hansard, Clinical Supervisor, Speech-Language Pathology, effective August 19, 1996 through May 13, 1997 @ a salary of \$4,800.00.

34. Jim Hatch, Instructor, Music, effective Fall Semester @ a salary of \$1,000.00.
35. Judith Hipp, Student Teacher Supervisor, Professional Field Services, effective Fall Semester @ a salary of \$4,000.00.
36. Barbara Lorince Hogan, Clinical Supervisor, Speech-Language Pathology, effective August 19, 1996 through May 13, 1997 @ a salary of \$4,000.00.
37. Jamie Holley, Clinical Supervisor, Speech-Language Pathology, effective August 19, 1996 through May 13, 1997 @ a salary of \$4,800.00.
38. Doyle Jackson, Instructor, Mathematics, effective Fall Semester @ a salary of \$2,000.00.
39. Sue Jones, Clinical Supervisor, Speech-Language Pathology, effective Fall Semester @ a salary of \$9,200.00.
40. Caroline Kinsey, Instructor, Music, effective Fall Semester @ a salary of \$3,375.00.
41. Joseph LaFace, Instructor, Economics and Finance, effective Fall Semester @ a salary of \$2,000.00.
42. Foy Lisenby, Instructor, History, effective Fall Semester @ a salary of \$4,000.00.
43. Karen Lock, Clinical Supervisor, Speech-Language Pathology, effective Fall Semester @ a salary of \$2,400.00.
44. Leslie Mangiamele, Instructor, Art, effective Fall Semester @ a salary of \$4,000.00.
45. Dorothy Mattison, Student Teacher Supervisor, Professional Field Services, effective Fall Semester @ a salary of \$4,000.00.
46. Vera McCulloch, Clinical Instructor, Occupational Therapy, effective Fall Semester @ a salary of \$4,480.00.
47. Marsha Meyers, Instructor, Physical Therapy, effective Fall Semester @ a salary of \$2,112.00.
48. Herbert Monoson, Instructor, Biology, effective Fall Semester @ a salary of \$4,000.00.

49. Sandy Moore, Instructor, University Writing Program, effective Fall Semester @ a salary of \$4,000.00.
50. Anna Mosbo, Student Teacher Supervisor, Professional Field Services, effective Fall Semester @ a salary of \$4,000.00.
51. Shawna Oliver, Instructor, History, effective Fall Semester @ a salary of \$4,000.00.
52. Momoro Ono, Lecturer, Music, effective Fall Semester @ a salary of \$8,000.00.
53. Beverly Oswald, Instructor, Marketing and Management, effective Fall Semester @ a salary of \$4,000.00.
54. Suzanne N. Patterson, Instructor, University Writing Program, effective Fall Semester @ a salary of \$4,000.00.
55. Tami Phillips, Instructor, Intensive English Program, effective Fall Semester @ a salary of \$2,000.00.
56. Tami Phillips, Instructor, University 1000 Program, effective Fall Semester @ a salary of \$720.00.
57. W. Travis Plumlee, Instructor, Geography, Political Science, and Sociology, effective Fall Semester @ a salary of \$4,000.00.
58. Kathy Poole, Instructor, Family and Consumer Sciences, effective Fall Semester @ a salary of \$4,000.00.
59. Mary S. Pruitt, Instructor, Family and Consumer Sciences, effective Fall Semester @ a salary of \$2,000.00.
60. Mitzi Pyland, Instructor, Family and Consumer Sciences, effective Fall Semester @ a salary of \$1,333.00.
61. Janet Rector, Instructor, Marketing and Management, effective Fall Semester @ a salary of \$2,000.00.

62. Lisa Ritchie, Instructor, Family and Consumer Sciences, effective Fall Semester @ a salary of \$2,000.00.
63. Leonor San Roman,, Instructor, Foreign Languages, effective Fall Semester @ a salary of \$4,000.00.
64. William Schlientz, Instructor, University Writing Program, effective Fall Semester @ a salary of \$4,000.00.
65. Frances Scroggins, Instructor, Accounting, effective Fall Semester @ a salary of \$2,000.00.
66. Hazel Seay, Student Teacher Supervisor, Professional Field Services, effective Fall Semester @ a salary of \$4,000.00.
67. Randy Sims, Instructor, Accounting, effective Fall Semester @ a salary of \$2,000.00.
68. Melody Smith, Instructor, Health Sciences, effective Fall Semester @ a salary of \$6,266.00.
69. Deedra Smith, Instructor, Health Sciences, effective Fall Semester @ a salary of \$1,333.00.
70. Kimberly Smith, Instructor, Family and Consumer Sciences, effective Fall Semester @ a salary of \$2,000.00.
71. Don Spitler, Instructor, University Writing Program, effective Fall Semester @ a salary of \$4,000.00.
72. Susan Standridge, Instructor, History, effective Fall Semester @ a salary of \$2,000.00.
73. Lynnette Stanley, Instructor, Music, effective Fall Semester @ a salary of \$1,800.00.
74. Jim Stone, Student Teacher Supervisor, Professional Field Services, effective Fall Semester @ a salary of \$4,000.00.
75. Frances Thomas, Lecturer, Music, effective Fall Semester @ a salary of \$6,060.00.
76. Margie Towery, Instructor, Health Sciences, effective Fall Semester @ a salary of \$4,000.00.

77. Elizabeth Tuck, Instructor, Marketing and Management, effective Fall Semester @ a salary of \$2,000.00.
78. Cathy Urwin, Instructor, History, effective Fall Semester @ a salary of \$4,000.00.
79. Jan Alice Watson, Instructor, University 1000 Program, effective Fall Semester @ a salary of \$360.00.
80. J. Fred Williams, Instructor, Music, effective Fall Semester @ a salary of \$4,125.00.
81. Ginny Wood, Instructor, Family and Consumer Sciences, effective Fall Semester @ a salary of \$4,000.00.
82. Karen Zipfel, Instructor, Art, effective Fall Semester @ a salary of \$4,000.00.

Full-time:

1. Jim Brock, Project Coordinator/Associate Director, Student Financial Aid, Non-faculty Appointment, effective October 1, 1996 to July 1, 1997 @ a salary of \$23,250.00.
2. Paul Crosmer, Director of Engineering Services, Physical Plant, effective September 3, 1996 through June 30, 1997 @ a salary of \$38,151.00.
3. Lynne Garrett, Instructor/Director of Accompanying, Music, Non-tenure Track, effective August 16, 1996 through May 15, 1997 @ a salary of \$26,000.00.
4. Deborah Gangluff, Instructor/Laboratory Supervisor, Occupational Therapy, Non-tenure Track, effective August 16, 1996 through May 15, 1997 @ a salary of \$35,556.00.
5. Twala Maresh, Instructor, Physical Therapy, Non-tenure Track, effective August 16, 1996 through May 15, 1997 @ a salary of \$37,000.00.
6. Lisa Maria Mongno, Instructor, University Writing Program, Non-tenure Track, effective August 16, 1996 through May 15, 1997 @ a salary of \$22,000.00.
7. George T. Pilgrien, Director of Housing/Assistant Dean, Housing Office, Non-faculty Appointment, effective September 23, 1996 through June 30, 1997 @ a salary of \$33,628.68.

**ADDITIONAL ASSIGNMENTS/COMPENSATION:**

1. Gilbert Baker, Assistant Professor, University 1000 Program, effective Fall Semester @ a salary of \$360.00.
2. Belinda Bernum, Instructor, University 1000 Program, effective Fall Semester @ a salary of \$360.00.
3. Rebecca Gatlin, Assistant Professor, University 1000 Program, effective Fall Semester @ a salary of \$360.00.
4. James Guinee, Instructor, Health Sciences, effective Fall Semester @ a salary of \$2,000.00.
5. Robin Hayes, Instructor, Health Sciences, effective Fall Semester @ a salary of \$2,666.00.
6. Barbara Holmes, University 1000 Program, effective Fall Semester @ a salary of \$360.00.
7. Carolyn J. Kelley, Instructor, University 1000 Program, effective Fall Semester @ a salary of \$460.00.
8. Dwight Pierce, Associate Professor, Health Sciences, effective August 10-11, 1996 @ a salary of \$200.00.
9. Clyde Reese, Professor, University 1000 Program, effective Fall Semester @ a salary of \$720.00.
10. Gerald Reynolds, Associate Professor, University 1000 Program, effective Fall Semester @ a salary of \$360.00.
11. Paulette H. Walter, Instructor, University 1000 Program, effective Fall Semester @ a salary of \$720.00.
12. Kathryn Sue Young, Assistant Professor, Univeristy 1000 Program, effective Fall Semester @ a salary of \$720.00.
13. Lisa Zuber, Instructor, University 1000 Program, effective Fall Semester @ a salary of \$360.00.

**APPOINTMENTS FROM RESTRICTED/GRANT FUNDS:**

1. Jacqueline Dyer, Instructor, Central Arkansas Business Education Partnership, Non-tenure Track, effective August 15, 1996 through June 30, 1997 @ a salary of \$35,007.00.
2. Don B. Bradley, III, Professor, Marketing, effective September 1, 1996 through August 31, 1997 @ a salary of \$4,600.00.
3. Richard I. Scott, Professor/Assistant Director, Honors College, Tenure Track, effective July 1, 1996 through March 31, 1997 @ a salary of \$11,700.00.

**RESIGNATIONS:**

1. Susan Boone Jackson, Professional Field Services, August 30, 1996.

**PRESIDENT'S REPORT**

**Separation of Mathematics and Computer Science into Two Departments** -Enrollments in the university's computer science courses, numbers of computer science majors, and graduates from the program have increased substantially over the past several years. Between 1990-91 and 1994-95, both the number of student credit hours generated by the program and the number of graduates have increased by over 40%. Job prospects for computer science graduates are excellent. Less than a year ago the *Monthly Labor Review* published ten-year projections for a wide range of jobs. Computer science and related disciplines were cited as being among the fastest growing.

UCA's computer science program, like most throughout the country, began as a subdiscipline of the mathematics department. During the past several years, the program has matured and developed into a separate discipline. Its curriculum follows the guidelines of the Association of Computing Machinery, the Association that accredits computer science programs.

The computer science faculty, a faculty committee from the College of Natural Sciences and Mathematics, the Council of Deans, and all appropriate administrators unanimously recommended forming separate departments of Computer Science and Mathematics. The university president has accepted the recommendations, and, effective July 16, 1996, the Department of Mathematics and the Department of Computer Science have been established.

**BS/MBA Program in Health Services Administration** - The College of Health and Applied Sciences and the College of Business Administration have developed a cooperative BS/MBA program, based on currently existing degree programs, that allows students to move directly from a four-year baccalaureate degree in health sciences to complete the MBA with one additional year of study. The successful student will earn two degrees. Together the degrees qualify the graduate for careers in management in the growing field of health care. The five-year program integrates the development of knowledge and understanding of the health care environment with skills and concepts in business administration. The degree is designed to meet the needs of high quality students preparing to engage in health care careers in strategic planning, management, implementation, and the evaluation of health care professionals, programs, and facilities.

**Litigation Report** - The following is a report on the status of litigation involving UCA as of September 11, 1996.

**Board of Trustees of UCA, et al v. State Board of Higher Education, et al**, No. CIV 95-201 (Faulkner County Circuit). On April 21, 1995, the UCA Board of Trustees filed a complaint in Faulkner County Circuit Court challenging the decision by the State Board of Higher Education to reject UCA's proposal to establish doctoral programs in physical therapy and school psychology. The UCA Board alleged that the State Board's decision violated Amendment 33 to the Arkansas Constitution. Amendment 33 prohibits the transfer of power from the UCA Board to any other entity, absent consolidation or abolition of the university itself. Because the UCA Board has had the power to determine the role and scope of UCA and to establish degree programs for the university, these powers may not lawfully be transferred to the State Board. UCA contends that the State Board rules regarding approval of new programs were outside its authority and violated the Administrative Procedure Act. UCA also asks for a declaratory judgment that the relevant statute and State Board rules are unconstitutional as applied to UCA and for a permanent injunction restraining the Board from enforcement of the statute. Both parties filed motions for summary judgment, and the case was set for hearing. On March 14, 1996, the circuit court ruled from the bench granting UCA's motion for summary judgment. On May 17, 1996, the court entered a written order finding that Amendment 33 gave the UCA Board the power to approve doctoral programs and that this power could not be transferred to the State Board. On May 20, 1996, the State Board appealed the decision to the Arkansas Supreme Court. A decision from the Supreme Court should be received in approximately one year from the appeal date.

Crawford v. Davis, et al., No. LR-C-95-092 (Federal District Court). Ms. Michelle Crawford, a UCA student, has filed this sexual harassment lawsuit in federal district court against Michael Davis, a former UCA instructor; Ronnie Williams; the University of Central Arkansas; and Winfred L. Thompson. Ms. Crawford alleges that Mr. Davis sexually harassed her during the part of a semester that she was a student in his class. She alleges that UCA's sexual harassment policy fails to provide adequate protection, that UCA faculty and staff were not properly educated concerning the policy, and that Mr. Williams and Dr. Thompson applied the policy in a manner that deprived the plaintiff of her federally protected rights. The plaintiff is asking for an unspecified amount of damages, attorney's fees, and costs. The Attorney General's Office is representing UCA, Dr. Thompson and Mr. Williams and has filed an answer denying the allegations. Mr. Davis, acting as his own attorney, has also denied the allegations. Court granted partial summary judgment in favor of UCA, and UCA has appealed the remaining issues to the Eighth Circuit Court of Appeals.

Crawford v. UCA, et al., No. LR-C-96-334 (Federal District Court). Ms. Michelle Crawford has filed a complaint challenging the validity of UCA's traffic and parking regulations, seeking to certify a class action to contest the regulations, and alleging that she was denied due process in the appeal of her parking tickets. The University has filed an answer denying the complaint. UCA General Counsel has taken over representation of the University defendants in this matter. Discovery is under way.

Dickson v. Board of Trustees of UCA, et al., No. LR-C-96-148 (Federal District Court). Dr. Betty Dickson was an assistant professor in the Department of Childhood and Special Education. Dr. Dickson has filed a race and age discrimination suit against the UCA Board of Trustees, the board members in their official capacities only; Winfred Thompson, President; William Berry, Provost; Jim Bowman, Dean of the College of Education, and Freddie Litton, Dr. Dickson's department chair. Dr. Dickson claims that she was denied tenure and promotion to associate professor based on age and race. UCA has filed an answer denying the allegations and intends to vigorously defend the lawsuit. Discovery is under way. A non-jury trial is set for May 5, 1997.

Michael W. Brown v. UCA, EEOC No. 251-96-1102. Mr. Brown, who was working part-time, contends that he was denied full-time position as a laborer because of his race. The EEOC dismissed the charge and issued a right-to-sue letter without requiring UCA to respond. Mr. Brown has 90 days to file a lawsuit. His right-to-sue letter was issued on July 25, 1996.

Earl Croston, Jr., v. UCA, EEOC No. 251-96-1229. Mr. Croston, a temporary employee/groundskeeper, alleges that he was harassed by his supervisor because of his race. The

EEOC dismissed the charge and issued a right-to-sue letter without requiring UCA to respond. Mr. Croston has 90 days to file a lawsuit. His right-to-sue letter was issued on August 14, 1996.

**Board Training** - Arkansas law requires Boards of Trustees of institutions of higher learning to receive at least eight (8) hours of training annually in order to retain their board appointments. The next board training event will be held on December 7, 1996, in Little Rock (location to be announced). The primary focus of this training will be in the area of higher education budgeting and finance. Dr. Caspa Harris, former president and chief executive officer of the National Association of College and University Business Officers (NACUBO), has agreed to be the facilitator for this training. Dr. Harris has a background in college and university financial affairs with formal training in accounting and law, and served for a number of years as chief executive officer of NACUBO. From this experience, he has both detailed and comprehensive knowledge and perspective of the role of higher education in American society and also knows the "Washington scene."

Dr. Harris will be available to visit with board members on Friday evening and will facilitate the training session which will last through Saturday evening.

Board members should come prepared to stay in Little Rock after the board meeting on Friday, December 6th and be available for the entire day on Saturday. Board members may wish to remain in Little Rock on Saturday evening and have breakfast together on Sunday morning, December 8th.

#### **STATEMENTS FROM THE PRESIDENTS OF THE STUDENT GOVERNMENT ASSOCIATION, STAFF SENATE, AND FACULTY SENATE**

Copies of the statements from the presidents of the Student Government Association, Staff Senate, and Faculty Senate are attached.

In response to comments made by Matt Jordan:

President Thompson reminded the Board that, as always, anyone has a right to request to be recognized and the Board chairman has the right to recognize that person.

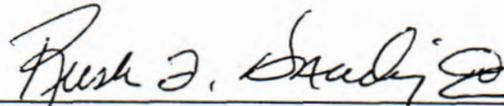
Mr. Harding requested Dr. John Smith to obtain student input regarding housing issues.

Dr. Chakales expressed his concern about over-crowding in residence halls at the beginning of the fall semester.

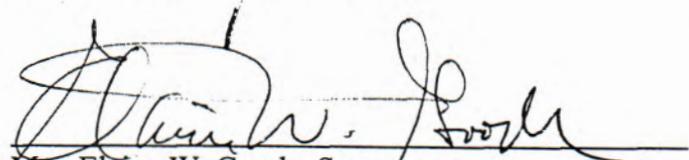
Dr. Smith explained that the over-crowding was a result of students applying for housing after the stated deadline. Dr. Smith stated that a number of students were placed in temporary housing as opposed to turning them away. Dr. Smith further stated that students who were placed in temporary housing were made aware of the situation prior to arriving on campus.

Mr. Hicks requested the administration to take a look at the cost of placing additional change and copy machines in residence halls and report back to the Board at its next meeting.

There being no further business to come before the Board, the meeting was adjourned upon motion by Mr. White with a second from Dr. Chakales.



Mr. Rush F. Harding III, Chairman



Mrs. Elaine W. Goode, Secretary

Good Afternoon Board Members, students, faculty, and staff. It is my pleasure to speak to you today on behalf of the students of UCA.

This semester the students have been able to accomplish much and I am proud to present the student voice.

However, it is very discouraging that you have chosen to allow this often overlooked voice to be ignored once again. I am very displeased that I am speaking at the end of the meeting, after all the imperative issues have been dealt with. You moved forward last year by recognizing the importance of student input on these issues. Now, with this move, you have chosen to set our opinions aside until they are nonessential because the decisions have already been made. You have effectively negated real student input. (Congratulations).

Regardless of the effect of my talking to you now, I will continue and address some other student concerns.

I hope this semester the positive changes in the University will continue. The landscaping of the grounds and building of new structures is exciting. However, if the resources for a quality education aren't inside these structures, the students will leave UCA at a disadvantage to other graduates. I continue, in my fifth year here, to note the frustration of students at the lack of spending on student resources. A student at UCA can commonly be found waiting in line for a copy machine which is often broken down when it is finally reached. RHA struggles to find money for ice machines for on campus residents. If a resident needs change to buy a midnight snack they must travel to the dorm that houses the only change machine. Our library does well with its resources however, there is always room for more information centers and computers. I, as a Student Orientation Staff member, can easily recall the complaints from parents during the first day of move-in to the residence halls. They had to leave their sons and daughters in

cramped living conditions, which included kitchens and television rooms. I hope reasonable and valued use of our tuition dollars will become a reality in the near future.

Another concern I have is the need for student unity. As the minority and international student population increase on our campus I hope you will recognize the need for resources on campus such as cultural programming and diversity educational resources. I believe the possibility of a multicultural center should be an important concern for your agenda of the year.

With the apparent increase of wealth of the University, I can in no way support a tuition increase this semester. I will however, be happy to see a rearrangement of the use of funds and am looking forward to working with the Budget Allocation Committee.

I would also like to remind you of the vote of No Confidence in President Thompson that has continued to overshadow this administration during the past 3 years.

I look forward to positive change and would hope that during my presidency, I can be a part of that change.

Address to the Board of Trustees  
Velton Daves, Staff Senate President  
October 4, 1996

Mr. Chairman, Board Members, Dr. Thompson:

Thank you for the opportunity to speak to you on behalf of the university staff. The Staff Senate has gotten off to a good start. One of the major goals for this year is the timely orientation of all new staff. The orientation program has begun and is on the way to becoming a quality experience for new staff. The Staff Senate is providing all new hires with a welcome letter that introduces them to the staff senate and encourages their active involvement in the UCA community. Along with Dr. Graham Gillis, Assistant Vice President for Human Resources, we are looking into providing an orientation that will enable new employees to develop a lasting relationship with the university while increasing the quality of the services they provide.

Recently, staff members attended the university's customer service training seminars. Several good points were made at these sessions that can be implemented by the staff and faculty to improve our student retention. The Staff Senate would like to strongly encourage the administration to continue the training with emphasis on more specific skill-building workshops that will not only educate but also motivate the staff employees.

The Staff Senate Development Committee, in keeping with the customer service model, has scheduled an annual "Brown Bag" luncheon series to center around topics that will improve the staff's professional and personal development. These topics include: Stress Management, The Crucial Role of Staff in Student Success, Working and Dealing with Different Personalities, Wills/Living Wills/Living Trusts, and How Your Money Can Make Money. As with last year's series, UCA's own "experts" will be key presenters.

A Staff Senate ad hoc committee is making progress on a quick reference manual designed to help all university employees better assist students and visitors to our campus. We plan to complete the project in the coming year.

The Staff Senate is continuing its fund-raising efforts for Staff Senate scholarships and the Employee-of-the-Year Award. Along with money earned by staff members working at football and basketball games and the generous contributions of Mr. Alan Garrett, a private supporter of the scholarship fund, the Staff Senate is well on its way to endowing five Staff Senate scholarships.

Last summer, the Staff Senate sponsored President Thompson's annual "Address to the Staff." This well-attended forum not only educated the staff concerning the state of the university, but it also gave us a chance to discuss specific concerns and issues with the President.

As our university continues to grow and improve, the staff is being asked to do more and serve more. We welcome the challenge. However, please keep in mind that one of the best ways to have a "satisfied customer" is to give excellent service. That service **must** be provided by motivated and well-informed staff. We ask that you continue your support of the staff by providing us the opportunities to grow professionally and personally and by continuing to acknowledge the valuable contribution the staff makes to the university.

Again, I appreciate the opportunity to speak to you today and share with you the progress, accomplishments, and concerns of the university staff. The staff looks forward to working with the faculty, the administration, and the Board of Trustees as we all redouble our efforts to help make the University of Central Arkansas the best university it can be.

Thank you.

Velton Daves, Staff Senate President

## ADDRESS TO THE UCA BOARD OF TRUSTEES

Jerry Manion -- October 4, 1996

On behalf of the UCA faculty and its representative body, the Faculty Senate, I thank you for this opportunity to speak.

At the beginning of his second year on this campus, Dr. Thompson observed that UCA was the public higher education institution of choice for Arkansas high school seniors. The size and composition of this year's freshman class indicates that this statement continues to be true. One might postulate a number of possible reasons for our enviable position: We are centrally located in the state, we offer several unique academic programs, we have a beautiful and well-appointed campus. But I am satisfied that Dr. Thompson identified the most important factor in our success during his address to the faculty at the beginning of this school year. Referring to the future, he said that "good students will be drawn to those institutions that provide the greatest value for a reasonable cost." I think that this statement has always been true. And, given the small differences in matriculation costs at Arkansas public institutions, it must then be the quality of educational programs that attract students, particularly good students, to an institution. Consequently, I am convinced that our present success in attracting good students is largely due to their perception that quality educational opportunities await them on the UCA campus.

The primary architects of these educational opportunities are the faculty of this institution. Individually and collectively faculty members are proud of what has been fashioned at this University and we want to be involved in the broadest sense in its continued development. Members of the faculty have a wide range of opinions and express a variety of concerns, so it is sometimes difficult or even impossible to arrive at a single faculty consensus on many issues. However, in order for UCA to reach its full potential as a educational institution, the faculty must have a significant voice in the fundamental decisions that will shape its future. The Faculty Senate provides an important avenue for that faculty involvement and is presently involved in a number of projects aimed at applying that faculty perspective to current campus issues. Let me describe some of these for you.

- 1) Last spring the Senate created a committee to develop a plan for post-tenure review of senior faculty members. Such plans are becoming commonplace across the country, generally are more formalized than our present annual reviews of faculty performance and usually include some measure of peer review. That committee seems to be progressing well and we may have a policy in place by the end of the year. For post-tenure review to be productive, faculty committees must generate honest, realistic evaluations of the performance of their peers. Also, the results of the evaluations must then be used to assist faculty in the improvement of that performance and not as a basis for punitive action toward the faculty member. Obviously, the implementation of such a post-tenure review plan will require a great deal of cooperation and trust between faculty and administration.

2) The Senate has initiated a study of faculty salary adjustments. We are concerned that the recent practice of awarding merit salary adjustments as **bonuses** rather than increases in base pay may lead to a future situation in which long-time, highly productive faculty members are compensated at a level only slightly higher than junior members of the faculty. If we hope to retain these most productive members of the faculty, there must be some promise of commensurate rewards. A survey of the compensation practices of similar institutions is now being conducted. Based on this survey we hope propose salary guidelines that would provide the incentives needed to maintain the experienced, high-quality faculty that will be necessary for the future success of the University.

3) Presently, the Senate constitution defines the faculty association as consisting of only those who hold tenured or tenure-track appointments. Dr. Thompson has asked that the Senate consider the question of representation for nontenure track faculty. This is not a simple issue, for there are several different types of faculty members on the campus. In addition to the traditional tenured and tenure track faculty, we have part-time faculty hired for their special expertise, part-timers to meet temporary needs, full-time faculty members with only one year contracts, and full-time faculty members to which the University expects to make a semipermanent commitment in the form of multi-year contracts. An amendment is presently under consideration by the Senate, that, if approved by a vote of the faculty, would broaden the membership in the faculty association to include all full-time employees whose responsibilities include a significant amount of classroom teaching.

4) Dr. Thompson has charged the Council of Deans with the responsibility of recommending changes in how summer school is administered. These changes will apparently deal with the way courses are scheduled and the way faculty are compensated. A primary objective is to reduce the cost of summer school. It is a matter of considerable faculty concern that administratively the summer instructional program is treated differently from the traditional academic year. In fact, summer instruction in many disciplines is an integral part of the overall program. Due to this concern, the Faculty Senate has asked to be involved as these discussions develop. Our salary survey is also generating information on how summer teaching salaries are determined at peer institutions. Preliminary survey results indicate that UCA is already near the bottom in compensation for summer teaching.

Time does not allow me to mention other issues on the Senate agenda, but it promises to be a busy year. The faculty handbook approved earlier in this meeting illustrates that progress is possible on issues such as these. The fact that the revision of that document required seven years also demonstrates that progress may not come easily. A great deal of effort will be required, but positive results should make that effort worthwhile. We look forward to a productive year and we appreciate your support of our work.