

The Board of Trustees of the University of Central Arkansas convened in regular meeting Friday morning, February 24, 1984, at nine o'clock in the Mayfair Room at the Majestic Hotel in Hot Springs with the following officers and members of the Board present, to-wit:

Chairman:	Mrs. Charles E. Hammans
Chairman Elect:	Mr. Ben F. Burton
Secretary:	Dr. J. Albert Johnson
	Dr. John W. Sneed, Jr.
	Judge Henry L. Jones, Jr.
	Mr. James W. Ahlf
	Mr. Joe M. White

and with the following absent, to-wit: None

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

Mr. White was welcomed to the Board of Trustees.

Minutes of the last meeting were approved as distributed.

President Farris reported on:

- 1) student withdrawals during the Fall Semester, 1983,
- 2) status of capital projects financed from mineral lease funds,
- 3) textbook rental service, and
- 4) guidelines for set-aside funds.

Dean Carroll reported on the recent accreditation of the American Assembly of Collegiate Schools of Business and what this accreditation means to the College of Business Administration and to the University.

Dean Hodge reported on activities within the College of Education and future plans to take advantage of the state goals for Arkansas public education as recommended by the Education Standards Committee.

Mr. Horton, Vice President for Administration, presented the final blueprint for the Alumni Park.

The following "Quest for Quality: Goals for the 1980's" was adopted upon motion made by Mr. Ahlf, seconded by Mr. White, and passed:

#### THE QUEST FOR QUALITY: GOALS FOR THE 80's

The basic administrative unit of the university is the department. This is true in the academic area and in the other major divisions of the institution. It has been the practice in recent years to develop annual department plans which are reflected in annual individual plans developed by each faculty member. This planning at the basic level has now made possible the development of long-range goals and aims for the University of Central Arkansas.

This statement represents the university's quest for ever increasing quality as we move through the 1980's. The document will be reviewed annually. This review will represent an institutional evaluation. It will also provide for amendment or abandonment of goals which are no longer desirable nor appropriate and will give an opportunity to add to this statement of aims.

The plans presented here contain brief statements representing major institutional commitments. They are intended to set the direction and the priorities for the management of the university and its divisions. A companion report will contain more detailed goals and aims from each of the major administrative divisions. These will deal with more specific activities which will produce the broader institutional goals. Both parts will relate to and be reflected in divisional, departmental, and individual plans developed annually.

The plans and the goals presented here as our "Quest for Quality" are intended to guide the University of Central Arkansas through the 1980's. They anticipate little change in the basic role and mission of the school. Emphasis will be to improve those things we now do.

The primary mission of the university is to provide a sound educational experience based on a strong program of liberal studies, relevant professional preparation, and a meaningful program of student life. The university recognizes such a goal requires an outstanding faculty and professional staff devoted to serving students. The university is its people, and the quality of the educational experience depends primarily on those individuals' commitment to the students. The goals of this university are, therefore, student-centered goals. The students, the faculty, and the learning environment comprise the foundations of our goals for the 80's.

#### ASSUMPTIONS

In developing a university plan, there are certain basic assumptions which must be made about the university. Should any of these basic assumptions change, it would then be necessary to re-examine appropriate parts of the plan.

1) The basic purpose at the University of Central Arkansas has been and will continue to be to develop a strong general purpose university. The primary impetus for this development will be the delivery of superior quality instruction by a highly qualified faculty dedicated to scholarly achievement.

2) There is recognition that the future of higher education as a whole will involve increasingly new and different types of student clientele. This institution will do what it can to serve the people of this state by addressing appropriate clientele and programs. It is not, however, the intention of the institution to try to be all things to all people. The basic clientele for UCA has been and will remain the traditional college-age students with a degree orientation.

3) No great additional influx of resources is likely to be available during the next five years. The institution will be able to make substantial changes and additions only at cost to existing programs and budgets.

4) The first priority of our physical plant must be to maintain existing buildings and facilities in the best possible condition. New construction to be sought in the 1980's includes additions to the Lewis Science Center, to the Torreyson Library, to the Snow Fine Arts Center, and major renovation to Bernard Hall. Funding for a new general classroom building will also be sought.

5) The present governance structure of the University of Central Arkansas is expected to continue. There is no expectation of a major change in the role or mission of this university.

6) The faculty and administration of UCA believe that a sound undergraduate education is based on a strong program of general education and a comprehensive student life program.

7) The basic educational philosophy of the university is that students must be well prepared for their post-baccalaureate goals. For some, that means preparation for graduate or professional study. For others, it means preparation with specific job skills. These distinctions are made by the major field and/or career goals selected by the student.

#### QUALITY GOALS

It is common in institutional plans to spend a great deal of time talking in the abstract about quality. It is important that this plan for the University of Central Arkansas make a positive, concrete commitment to improving the already well-recognized level of quality available in student programs here. These specific quality-related goals will be of highest priority.

1) An important goal of the university has been to achieve the regional average in salary for our faculty and professional staff. That goal will be achieved during this period. The extended goal will be to exceed this regional average.

2) The library remains at the core of educational quality on any campus. The plan of the University of Central Arkansas will be to maintain a library budget equal to at least 5% of the education and general budget of the university.

3) The quality of programs is often judged through the achievement of accreditation by professional associations. It shall be the goal during the 1980's to retain those program accreditations which the university has earned and to add to that list other programs in which accreditation is deemed desirable and advantageous to our students.

4) It is not necessarily meaningful to discuss university-wide student-teacher ratios as a measure of educational quality. There are clearly certain programs that demand a much lower student-teacher ratio than would be acceptable as an institutional norm. Such an institutional ratio, however, is reasonable as a gross measure given confidence in the academic administrators to recognize the great variation which must be applied from program-to-program. To achieve a university-wide student-teacher ratio of something less than 20 to 1 when calculated on a full-time equivalent students and full-time equivalent faculty is our goal.

5) The university will assume responsibility for the following issues in each degree program offered: (A) a clear statement of student outcomes expected; (B) routine and periodic measurement of those outcomes as demonstrated by students who have completed the program; and, (C) regular institutional review and evaluation of each program based on the result of that measurement.

6) Graduate education and its quality will be important. Quality graduate education requires familiarity with relevant research and literature. Students also need exposure to research as it is conducted. The plan calls for the university to make increased commitment to faculty research by providing additional research funds, strengthening institutional support in acquiring

sponsored research, and a program of released time to encourage faculty research.

7) The university has a historic commitment to an effective affirmative action program. Diversity in our faculty and student body is seen as not only desirable but necessary. The achievement of that diversity remains a goal.

The following goals and objectives represent issues to be given particular attention in the Quest for Quality as the university moves through the eighties. These aims are divided into academics and faculty, students and enrollment, financing, and public service.

#### ACADEMICS AND FACULTY

1) The role of the summer session will be carefully studied. A major function of our summer program will continue to be to serve in-service teachers. Therefore, a summer program will be developed around a calendar which best serves that clientele. The enrollment goal of the summer program will be to produce approximately 20,000 student semester credit hours each summer.

2) It is not desirable to establish exact numbers of quotas in relation to faculty members who are tenured. The level of tenured faculty as a percent of the total faculty has remained fairly constant at UCA for some time. It will be a general goal of the university to consider this current level as a guide. This will (A) maintain the stability of the faculty, and (B) provide the "new blood" that is so important to maintaining institutional vitality. Tenure will be awarded as the result of quality performance.

3) This portion of the plan will not deal specifically with prospective new programs nor program adjustments. That sort of specificity will be found in the plans for the individual colleges. The university's plan does recognize that new programs or program adjustments should reflect one or more of the following factors: (A) preparation of students to work and live in the computer age; (B) changes in the health care delivery system; (D) the emerging new role of the school principal; (E) new demands for and on classroom teacher preparation; (F) increased emphasis on the role of liberal arts in preparation for life and work in a dynamic age of multiple-career changes (a renewed focus on learning to learn).

4) A goal of the university will be to retain the present staff benefit package provided to full-time university employees.

5) The university will establish as a budgetary goal a program in which an amount equal to 1% of the education and general budget of the university will be used for academic scholarships (ACT). An amount equal to 0.5% of the education and general budget will be assigned for performing scholarships. There will be an effort to increase by 50% the number of externally funded scholarships currently available. These externally funded scholarships will give added attention to upper division students working in their major fields of study.

#### STUDENTS AND ENROLLMENT

1) The goal of the University of Central Arkansas will be to retain a student body which represents a fall semester headcount enrollment between 5600 and 6000 and a full-year equivalent enrollment of 5400 (or approximately 170,000 full-year student semester credit hours produced).

2) The enrollment at UCA will be heavily freshmen dependent. This represents a particular challenge since the number of high school graduates in the State of Arkansas will decline significantly during this period. The university must provide the resources and support necessary to ensure an entering freshman class of approximately 1300 to 1400 students each fall.

3) Improved retention will be a high priority. This will require increased emphasis with appropriate resource allocation to orientation of new students, academic advising of all students, programs in residence halls, and other aspects of student life aimed at improved holding power.

4) Both the number and the percentage of graduate students in the total enrollment must increase. The present headcount enrollment percentage of graduate students is 9%. That should increase to 12% by the end of the 1980's. This change will require additional numbers of graduate assistants, increase in the value of the graduate assistantship, emphasis on graduate student recruitment, and recognition of basic elements of quality in the graduate program such as greater opportunities for faculty research and load reduction for graduate faculty.

5) The Arkansas percentage of high school graduates going to college has declined steadily in recent years from the low 40% to a current 37%. A part of this university's plan must be to give state leadership in increasing the college-going rate.

6) It is imperative that the University of Central Arkansas make some definite decisions regarding admission standards and admission requirements.

7) The university does not intend to reach its enrollment goals by recruiting and attempting to enroll students regardless of their aptitude or potential as college students. We do recognize that there will be students less prepared than others when they arrive. The historic position of the university has been that remedial courses have not been offered. This tradition will be continued, but additional emphasis will be placed on such items as student advising, reducing loads for certain individual students, departmental and individual tutorial programs, and establishment of a program for reading improvement.

8) A required orientation course for all students in their first semester at UCA will be instituted. This will be a pass-fail type course carrying no credit but which all students must successfully complete prior to graduation. Students transferring into the university with more than 45 hours of credit will be excused from this requirement.

9) The role of the University Counseling Center will be materially changed. Counseling Center personnel will become full-time as opposed to the practice of splitting time between the Counseling Center and teaching. The focus on the Counseling Center will be on outreach in attempting to assist students in adjusting personally, socially, emotionally, and academically to college life rather than the focus on remediation for students after problems have developed. The Counseling Center will serve only to refer those who develop serious problems very much as our Student Health Service currently serves as a referral service for those with physical difficulties.

10) A comprehensive program of student activities will be developed through Student Center programming. The Student Center will become a focus of social and recreational activities on the campus. Resources will be assigned to make possible this level of Student Center programming.

## FINANCING

1) Access to a university education in a relatively poor state will remain a major concern. Tuition must not reach the point that large numbers of students are denied that access. It will be the goal of the university to maintain a ratio of four to one between state appropriation and student tuition.

2) The university has recently been classified in the state appropriation process as one of the Group Two institutions. We expect to remain in that category and achieve full parity with the other two institutions in that category in our appropriations.

3) Much of the financial support of this university, whether it be state appropriation, attracting students who pay tuition, or raising private funds depends upon the public's perception of this university and its quality. The plan will be for increased awareness by the faculty and staff to the fact that our product must sell our several constituencies on the value of strong financial support for UCA.

4) The first intensive fund-raising effort by this university draws to a close as this five-year plan begins. It has been successful as an educational effort. The university has learned something about fund-raising; the constituencies of the university have been made aware of the need and importance of their support of UCA; and, the faculty and staff of the university have come to realize that they have an indispensable role in establishing the climate in which outside funds are raised. This recent educational experience will form the basis for the development efforts in fund-raising during the plan. University funds (state appropriations and student tuition) will be depended upon for those resources necessary for basic institutional operations. External funds will be used to strengthen, enrich, and enhance university programs.

#### PUBLIC SERVICE

The University of Central Arkansas supports industrial and economic development in Arkansas and shall develop a concentrated effort and involvement in becoming a full partner in this process. The Division of Continuing Education and the Center for Management Development will serve as the primary vehicles in addressing this goal.

2) The next few years will continue the recently increased emphasis on public education, public school teachers, and the quality of the educational enterprise in Grades K-12. This university will respond positively to that public concern. This response will take the form of a regional educational center serving public schools and public school faculties from throughout the state. This service will not be confined only to our College of Education. The content of public school curricula is a matter which will involve faculties from all departments of this university.

3) UCA will continue to be a university serving basically traditional college-age students with a degree orientation. It will, nonetheless, do everything possible to serve atypical students and those who desire educational experiences for reasons other than their contribution to a degree program. The priorities and the plans of the university dictate that this type of continuing education, adult education, and responses to special interest must remain a self-supporting function within the university. It will at the same time be conducted at a level of quality and integrity consistent with that which characterizes the regular academic program of the university. The only constraints on the university's attempts to meet these legitimate desires and needs of the state will be the ability to be self-supporting and consistent with the academic integrity of the university.

4) Public service, like charity, should probably begin at home. It will be a part of the plan for the university to provide staff development, faculty development, and programs of personal enrichment for the UCA community as primary components of our public service obligation.

The following University Calendars for 1984-85 and 1985-86 were approved upon motion made by Judge Jones, seconded by Mr. Ahlf, and passed:

#### \*Fall Semester 1984

August 20, 21, Monday, Tuesday	Orientation & Payment of Fees
August 22, Wednesday	Registration
August 23, Thursday	Instruction Begins
September 3, Monday	Labor Day Recess
September 7, Friday	Last Date to Register & Add Classes
October 17, Wednesday, 12:00 Noon	Mid-semester Grades Due in Registrar's Office
October 19, Friday	Final Date to Apply for Degree for Students Completing Work in December
October 26, Friday	Final Date to Drop a Course with WP if Passing Course
November 21, Wednesday, 12:00 Noon	Thanksgiving Recess Begins
November 26, Monday, 8:00 a.m.	Instruction Resumes
**December 10-14, Monday through Friday	Semester Examinations

\*Students are urged to consult the Semester Schedule of Class for additional critical dates and deadlines.

\*\*Students enrolled in Directed TEaching and assigned to an elementary or high school for this activity will observe the holidays of the school to which they are assigned.

**Spring Semester 1985\***

January 7, 8, Monday, Tuesday	Orientation & Payment of Fees
January 9, Wednesday	Registration
January 10, Thursday	Instruction Begins
January 24, Thursday	Last Day to Register & Change of Class
February 1, Friday	Final Date to Apply for Degree for Students Completing Work in May
March 6, Wednesday, 12:00 Noon	Mid-semester Grades Due in Regis- trar's Office
March 15, Friday	Final Date to Drop Course with WP if Passing Course
March 30, Saturday	Spring Recess Begins After Classes Saturday
April 8, Monday, 8:00 a.m.	Instruction Resumes
May 6-10, Monday through Friday	Semester Examinations
May 11, Saturday	Commencement

**Summer 1985\***

June 10, Monday	Registration for First Term
June 11, Tuesday	Instruction Begins
June 14, Friday	Final Date to Apply for August Graduation
July 7, Thursday	Independence Day Recess
July 12, Friday	First Term Examinations
July 15, Monday	Registration for Second Term
July 16, Tuesday	Instruction Begins
August 16, Friday	Second Term Examinations & Com- mencement

\*Students are urged to consult the Semester Schedule of Class for additional critical dates and deadlines.

**Fall Semester 1985**

August 26, 27, Monday, Tuesday	Orientation & Payment of Fees
August 28, Wednesday	Registration
August 29, Thursday	Instruction Begins
September 2, Monday	Labor Day Recess
September 13, Friday	Last Date to Register & Add Classes
October 23, Wednesday, 12:00 Noon	Mid-semester Grades Due in Regis- trar's Office
October 25, Friday	Final Date to Apply for Degree for Students Completing Work in December
November 1, Friday	Final Date to Drop a Course with WP if Passing Course
November 27, Wednesday, 12:00 Noon	Thanksgiving Recess Begins
December 2, Monday, 8:00 a.m.	Instruction Resumes
**December 16-20, Monday through Friday	Semester Examinations

**Spring Semester 1986**

January 13, 14, Monday, Tuesday	Orientation & Payment of Fees
January 15, Wednesday	Registration
January 16, Thursday	Instruction Begins
January 30, Thursday	Last Date to Register & Add Classes
February 7, Friday	Final Date to Apply for Degree for Students Completing Work in May
March 12, Wednesday, 12:00 Noon	Mid-semester Grades Due in Registrar's Office
March 21, Friday	Final Date to Drop Course with WP if Passing Course
March 22, Saturday	Spring Recess Begins After Classes Saturday
March 31, Monday	Instruction Resumes
May 12-16, Monday through Friday	Semester Examinations
May 17, Saturday	Commencement

\*\*Students enrolled in Directed Teaching and assigned to an elementary or high school for this activity will observe the holidays of the school to which they are assigned.

Summer 1986

June 9, Monday	Registration for First Term
June 10, Tuesday	Instruction Begins
June 13, Friday	Final Date to Apply for August Graduation
July 4, Friday	Independence Day Recess
July 11, Friday	First Term Examinations
July 14, Monday	Registration for Second Term
July 15, Tuesday	Instruction Begins
August 15, Friday	Second Term Examinations & Commencement

The following resolution was adopted upon motion made by Mr. White, seconded by Dr. Johnson, and passed:

"RESOLVED, that the roofs on the Student Center, Short/Denney, and Carmichael be replaced at the approximate cost of \$168,000. The cost to be paid by current budgeted funds."

Dr. Johnson made a motion that the following resolution be adopted. A second to this motion was made by Dr. Sneed and passed:

"The Board of Trustees of the University of Central Arkansas has long felt pride in our student body for many reasons. One of those reasons has been the students' desire to assess themselves a fee each semester to provide educational and entertainment activities which contribute materially to the quality of life on the campus. The recent decision of the Student Senate to use some of those funds to bring former President Gerald Ford to the campus is commendable.

The decision to bring to the campus one of the four men now living who has occupied the most vital and sensitive position in the world will be a fine experience for all our students who can take advantage of the opportunity. This commitment also makes that opportunity available to other students from throughout Central Arkansas, as well as all citizens from this section of the state. The students' use of their funds for this purpose underscores the dedication of those students to significant educational experiences.

The activity fee which UCA students assess and administer makes it possible for the Board to use appropriated and tuition dollars for needs other than student entertainment activities. The decision to enrich campus life by presenting an ex-president rather than another modern musical group represents a maturity in which the Board finds much satisfaction. This balance of activities is good and commendable.

The Board of Trustees extends congratulations and appreciation to our Student Senate."

Representatives of the Student Senate, Sigma Tau Gamma Fraternity, Phi Kappa Alpha Fraternity, Interfraternity and Panhellenic Councils, and Student Affairs/Student Life spoke on student organization housing. This item was tabled until the April meeting of the Board.

The following resolution was adopted upon motion made by Dr. Sneed, seconded by Dr. Johnson, and passed:

**Bill Johnson**

RESOLVED: That a debt of gratitude is owed to Bill Johnson for his dedication to considering the value of quality education in the lives of young people. From the time of his appointment as a Trustee in 1970, and especially for the years 1977 and 1982 when he served as Chairman, he has rendered faithful and increasingly important services to the students of

the University of Central Arkansas. His ability, breadth of vision, constructive policies, and wholehearted devotion have been of incalculable significance in a period of unparalleled growth and development to the University.

RESOLVED: That the Board of Trustees claims the privilege, on its own behalf and on behalf of the students of the University of Central Arkansas, to make this permanent record of its grateful and heartfelt appreciation for the manifold services Mr. Johnson has rendered to the University of Central Arkansas.

NOW, THEREFORE, BE IT FURTHER RESOLVED: That this Resolution be spread upon the minutes of the Board of Trustees and become a part thereof.

(signed:) Mrs. Charles E. Hammans  
Chairman

(signed:) Mr. Ben Burton  
Chairman Elect

(signed:) J. Albert Johnson, M.D.  
Secretary

(signed:) John W. Sneed, Jr., M.D.

(signed:) Judge Henry L. Jones, Jr.

(signed:) Mr. James W. Ahlf

(signed:) Mr. Joe M. White

(signed:) Jefferson D. Farris  
President

Copies of the January 31, 1984 Financial Report were distributed by Mr. McCormack, Vice President for Financial Affairs.

Motion was made by Dr. Johnson, seconded by Dr. Sneed, and passed that executive session be declared for the purpose of considering personnel.

In executive session, the following appointments, adjustments, leave, and early retirement as recommended by President Farris were approved upon motion made by Dr. Johnson, seconded by Dr. Sneed, and passed:

#### Appointments

1. Sondra Gordy, part-time Instructor of History, Spring Semester, for a gross salary of \$1,000.
2. Marion Brodman, part-time Instructor of Foreign Languages, Spring Semester, for a gross salary of \$1,000.
3. Richard Hobson, Instructor of Voice, Spring Semester, for a gross salary of \$9,000.
4. Hervey Galloway, part-time Instructor of Industrial Education, Spring Semester, for a gross salary of \$1,000.
5. Harry G. Foster, part-time Instructor of Accounting, Spring Semester, for a gross salary of \$1,200.
6. Mary Beth Sudduth, part-time Instructor of Accounting & Political Science, Spring Semester, for a gross salary of \$3,200.
7. Margaret Esser, part-time Instructor of Computer Science, Spring Semester, for a gross salary of \$2,000.
8. Julia Hendrickson, part-time Instructor of Mathematics & Computer Science, Spring Semester, for a gross salary of \$1,000.
9. Don Keller, part-time Instructor of Marketing & Management, Spring Semester, for a gross salary of \$1,300.
10. Dathan Gaskill, part-time Instructor of Quantitative Methods & Information Systems, Spring Semester, for a gross salary of \$2,500.
11. David E. Prewett, part-time Instructor of Accounting, Spring Semester, for a gross salary of \$2,400.

12. Bob Sullivan, part-time Instructor of Accounting, Spring Semester, for a gross salary of \$2,500.
13. Ellen Tucker, part-time Instructor of Home Economics, Spring Semester, for a gross salary of \$2,000.
14. Betty Pagan, part-time Instructor of Home Economics, Spring Semester, for a gross salary of \$1,000.
15. Ken Coon, part-time Instructor of Counseling & Psychology, Spring Semester for a gross salary of \$1,000.
16. Rose Hamilton, part-time Instructor of Speech, Spring Semester, for a gross salary of \$2,000.
17. Judy Gabbard, part-time Instructor of Speech, Spring Semester, for a gross salary of \$2,200.
18. Susan Peterson, part-time Instructor of Speech & Childhood Education & Supervisor of Student Teachers, Spring Semester for a gross salary of \$5,000.
19. Danny Franke, part-time Instructor of Philosophy, Spring Semester, for a gross salary of \$2,000.
20. Gwenneth Price, part-time Instructor of Sociology, Spring Semester, for a gross salary of \$1,000.
21. David Ritchey, part-time Instructor of Speech, Spring Semester, for a gross salary of \$1,000.
22. Andrea Budy, part-time Instructor of Speech, Spring Semester, for a gross salary of \$2,000.
23. Robert Hauck, part-time Instructor of Speech, Spring Semester, for a gross salary of \$1,000.
24. Linda Arnold, part-time Instructor of English, Spring Semester, for a gross salary of \$2,000.
25. Lynn Ganger, part-time Instructor of English, Spring Semester, for a gross salary of \$2,000.
26. Joan Bender Hackler, part-time Instructor of English, Spring Semester, for a gross salary of \$2,000.
27. Francie Jeffery, part-time Instructor of English, Spring Semester, for a gross salary of \$2,000.
28. James D. Johnson, part-time Instructor of English, Spring Semester, for a gross salary of \$2,000.
29. Kay Lambert, part-time Instructor of English, Spring Semester, for a gross salary of \$2,000.
30. Marjorie McMinn, part-time Instructor of English, Spring Semester, for a gross salary of \$2,000.
31. Michael Paulson, part-time Instructor of English, Spring Semester, for a gross salary of \$2,000.
32. Lia Alethea Steele, part-time Instructor of English, Spring Semester, for a gross salary of \$1,000.
33. Bobby J. Steelman, part-time Instructor of English, Spring Semester, for a gross salary of \$2,000.
34. Jimmie E. Thomas, part-time Instructor of English, Spring Semester, for a gross salary of \$2,000.
35. Norma Tio, part-time Instructor of English, Spring Semester, for a gross salary of \$1,000.

36. Vickie Vijay, part-time Instructor of English, Spring Semester, for a gross salary of \$2,000.
37. Terry A. Wright, part-time Instructor of English, Spring Semester, for a gross salary of \$2,000.
38. Kathleen B. Roberts, part-time Clinical Supervisor in Speech Pathology, February 2, 1984 to May 8, 1984 for a gross salary of \$1,500.

Adjustments:

1. J. D. Shelton, Associate Professor of Psychology, increase salary \$1,000 (January 1, 1984 - May 15, 1984) for serving as Acting Chairman, Department of Philosophy. Total 9-month salary for '83-'84 will be \$24,930.
2. Sara Zeno, part-time Instructor & Clinical Supervisor, Department of Special Education, effective February 1, 1984, increase monthly salary from \$833.33 to \$1771.05. Contract ends May 15, 1984.

Leave:

1. Gilbert Baker, Instructor of Music, Academic, 1984-85 academic year.

Early Retirement:

1. Carl Forsberg, Professor of Music, effective end of first summer term, 1984.

Open meeting was declared upon motion made by Dr. Sneed, seconded by Mr. White, and passed.

In open meeting, appointments, adjustments, leave, and early retirement as recommended by President Farris in executive session were approved upon motion made by Dr. Johnson, seconded by Dr. Sneed, and passed.

There being no further business to come before the Board, the meeting was adjourned.

  
Mrs. Charles E. Hammans, Chairman

  
J. Albert Johnson, M.D., Secretary