

Faculty Senate Minutes  
Thursday, February 27<sup>th</sup>, 2003, 3:30 p.m.  
Conference Room E.L.C. – 4<sup>th</sup> Floor

I. Call to order 3:35 p.m. by President Brian Heuett

Attending: Senators - Brian Heuett (President), Robert Eves (President Elect), Joe Baker (Treasurer), David Lund (Secretary), Virginia Stitt (Parliamentarian), Steve Barney, Rea Gubler, Ty Redd, Steve Evans, Boyd Fife, Darin Wadley, Curt Bostick, Martha Hyder, Steve Heath, Deb Hill, Kathy Black, Eric Brown, Ron Martin, Ken Laundra, Mike McGarvy, Roy Johnson, and Jerry Bowler. Visitors: University Provost Abe Harraf, Dr. Suzanne Larsen; Excused: none; Absent: Sara Ann Smith, Kay Andersen, Mike Grady, Scott Lanning.

II. Review and approval of minutes from meeting of February 20<sup>th</sup> - Motion to approve the minutes by Boyd Fife, seconded by Curtis Bostick. In discussion, Steve Evans wanted to have the phrase added indicating that he had made 2 points, money and better serve students of Southwestern Utah; minutes approved by unanimous vote of the Senate.

III. Officers' Reports

A. President – Brian Heuett mentioned the faculty convention at SLCC, April 9 & 10, 2003; SUU faculty are invited. If interested, contact Brian and he will give you information. Focus is “A Career that Matters.” This is an attempt by the Utah State Faculty Leadership to establish campus to campus collegiality across the state.

Eric Brown is chairing the outstanding educator award committee again, along with the same members from last year's committee. Robert Eves wanted to know about the outstanding scholar; Steve Evans said there were three committees; Greg Colf and Danielle Dabrowsky were the chairs of the other two committees. Brian Heuett will make sure this work is moving ahead.

Brian has just met with 4 members from the commissioner's office. (Provost Harraf was also there). Teddy Staffman said the moratorium on new programs will likely be lifted in March; however, reviews of new programs will still have 4 things that need to be addressed: 1. No new money can be used. 2. Expectation of student enrollment must be addressed. 3. Accreditation issues must be considered. 4. The question of how it will fit into the current budget must be addressed. There will be no duplication of programs in the state. Brian Heuett asked the commissioners about the current policy on residency in Utah. He was told that if it is to be changed, it will be slow. Probably the state will look at more waivers of the residency requirement for students before the law is changed. The state is still in the process of determining how this will be done. It appears they will use a radius of miles to determine who is eligible for waivers. It is unknown if this includes graduate students at this time. The regents are still in the process of deciding which universities will be allowed to give waivers. Waivers have been first come first serve in the past. Provost Harraf said there was another bill to reduce the time for establishing residency from 24 to 15 months.

The commissioner's office is planning to come back in the late Spring for another round of discussion.

B. President Elect – Robert Eves had nothing for this meeting.

C. Treasurer – Joe Baker indicated that the account balance in the main account is \$14841.08; the university 2 account balance is \$1093.62. If there is any money in the 2 account at end of year it will go back to State—there are 2 restrictions on use of the 2 account, no salaries and no scholarships. Joe suggests that if we can think of a way to use it, we should do so. He is asking for suggestions. Is there a committee that we already have that could look at this idea? Perhaps one idea for the money is to send someone to the conference Brian mentioned. Kathy Black suggested that we buy another CD. Brian asked us to think about it and that it would be put on the agenda in March.

IV. Committee Reports - LRT (Ben Davidson, chair) and Faculty Evaluation (Tom Cunningham, chair) policies should be coming forward in March. Robert Eves said they met today, and they are now going to create a single policy and form, with a standardized portfolio and form for all levels of evaluation—one year, three year, rank, tenure, and post-tenure review. Joe Baker mentioned that there have been a number of problems with missed dates, and he would like the policy to be clear, and that the Human Resources should be the one to notify people when they are eligible to apply for tenure or rank. There was some discussion of this idea, but Provost Harraf indicated that with the multiple layers of review, this was not practical.

#### V. Old Business

A. Honors Program (copy found in the appendix) - Suzanne Larson was invited to discuss this policy. She began by giving some background. When the honors program was first created, the hiring committee generated the report about its purpose and how it was to be formed. This information finally made it to the deans after 2 years. The purpose of the present document is to create an avenue for additional faculty input into the program. It is designed to institutionalize a committee made up of faculty to advise and enhance the program. The revised version of the document from the academic affairs committee has not been seen by Suzanne. The committee had removed the “catalog text” from the policy. Suzanne indicated that the so-called “catalog” text that was in the original policy is important. Suzanne is OK with having the committee for this policy formed, and would be happy to accept what we have before us. Joe Baker moved to accept the policy as it is written, Ty Redd seconded this motion. In discussion, Steve Barney wanted to know what this policy did. Is the program already established? It is. Since the program is already in existence, the point here is to establish the council. Steve recommended that the purpose portion of the document be changed to read “to establish an Honors Program Council.” Joe agreed to this friendly amendment, as did Ty Redd. Kathy Black wanted to know about how the committee was established and who was on it. The fact that the document indicated that the Honors Program Secretary was on the committee was discussed. Provost Harraf indicated that he had never seen this on any other committee at any other university in which he had worked. It was recommended that secretary be dropped from paragraph A.2. Joe and Ty agreed to this amendment. Eric Brown wanted to know who would take care of providing policy numbers. Robert Eves reminded us that the program

was established without policy. Provost Harraf discussed the way such programs work at other institutions-including the designation of honors courses. The honor prefix is not tied to any colleges, departments, or administration according to Suzanne. She also said it is now just a program with no ties to any colleges. The numbering is a problem for accreditation according to the Provost. The committee established by the policy should deal with the numbering problem. Eric Brown said we needed to establish the program since it is not yet part of policy. Steve Heath said the word “and” needed to be put back into the document to both establish an Honors Council and the program. The motion was called to a vote. The vote was 21 in favor—unanimously passed by the Senate. A copy of the Senate approved version is in the appendix immediately following the copy reviewed.

Suzanne agreed to work with this committee to establish a written policy for the Honors program.

B. Faculty Appointments and Contracts (copy in the appendix) - Robert Eves led the discussion of Faculty Appointments and Contracts. Robert said that the Provost’s office had started this document to establish a specific and clear policy regarding the way faculty are notified about contracts and appointments. Robert brought up the fairness, especially in the realm of sick leave, etc. Eric Brown moved to accept the policy, Virginia Stitt seconded the motion. In discussion, Steve Barney said that 3b2 needed to have sex changed to gender and to add sexual orientation to the wording. Kathy Black said there was a date for contracts to be out in other institutions in which she has worked and thought that a date needed to be added. Robert Eves wanted to do this, but the provost’s office could not guarantee any time frame because of so many other issues regarding the layers of approval, and the lateness of the various approval timeframes. Provost Harraf felt that this notification was a good idea, but it was difficult because of LRT requirements not being completed until March or April; and budget concerns also cause similar problems. Kathy indicated that she was worried when contracts came out late—not knowing if she was employed for the next year. Steve Heath said there is policy regarding notice of termination which includes a timely notification. The assumption is that if you don’t get notice, you will get a contract. Kathy wanted to know if we could do something to help us understand that we have jobs. Deb Hill wondered if there is not a date, would contract letters ever come out? Provost Harraf said it is impossible to have a specific date because we have so many budget considerations.

Robert has an amendment to add language that requires that faculty be notified that they will be terminated in 3a3, which would now read:

3. The appointment of new faculty will be initiated on a faculty appointment contract. The appointment of tenured and tenure-track faculty members will be renewed each year in an agreement for appointment. (See Attachment 1.) If a new contract is not signed before the expiration date, and the employee has not been terminated, this contract shall continue as is until renegotiated.

Rea Gubler wanted to know if notice could be out by some specific date with a disclaimer for legislative action regarding the budget. Provost Harraf said it is impossible because of the layers of oversight in the current LRT documents. Ty Redd wanted to know if this document established any stability that would prevent changes like job description, etc.

Curtis Bostick wanted to know if we could change the wording for covering brief illness (until long-term starts) to read the department rather than faculty. Steve Heath agreed with Ty Redd with concern for how salary might be changed. Joe Baker said there are other bounds assigned by other documents for accreditation and policies. Kathy Black said that from the standpoint of an attorney, this is a 9 month contract and if it is not renewed, the contract is ended. She indicated that in the agreement for appointment, there should be verbiage to allow for automatic renewal. The provost said this is already in policy and that such verbiage is not necessary.

Joe Baker brought up the statement in C-4 that “faculty members who consult professionally must report their compensation and hours.” He read a letter from the business department outlining why this is an intrusion into personal affairs. Robert Eves said that a business is different from consulting. Joe wondered why this statement was even in the policy. Robert said that it is there because there are people who let their business take away from faculty duties. This is already in policy, but being abused. This Policy’s statement is there to allow deans to make sure that faculty meet the requirements of their jobs. Maybe, we need to remove the word employer, since sometimes an employer is really a client and may sometimes fall into the realm of confidentiality. Steve Barney indicated that chairs and deans should take care of this and that the sentence should be stricken, Steve Heath agreed. Eric Brown again wanted to know why this type of statement was even included. Provost Harraf indicated that all universities have disclosure statements for employees regarding other jobs and types of employment to make sure that time for the job is covered.

The motion to approve the policy was called to a vote—there were 14 votes in favor, 7 opposed, and no abstentions. The motion was carried in the affirmative. A copy of the Faculty Senate approved version is in the appendix immediately after the copy that was reviewed in the meeting.

Steve Heath still doesn’t want anything like this in the policy. Provost Harraf indicated that the administration needed some sort of accountability from the faculty.

Robert Eves moved that we revisit item C4 at the next meeting; the motion was seconded by Roy Johnson and passed by unanimous vote of the Senate.

Kathy Black moved to add wording to make contracts renewable, Ty Redd seconded the motion and it passed in the affirmative by unanimous Senate vote.

C. Discussion Draft – R312 (Copy in the appendix) Provost Harraf, said he is concerned with R312 since it puts no limit on the number of bachelors programs at Dixie. He also indicated that the state has to fund the remedial instruction that would be required by the 2-tier system proposed in R312. He indicated that we can wait to March on this item if we need to.

Eric Brown wanted to know why we are even discussing this item. The provost indicated that the regents want the input and we want to go on record regarding how we feel about it.

Steve Heath wanted to send the original resolution from the January meeting. It won't help us, since this is a new draft, according to the Provost.

Ty Redd said he had several problems with the new Regent's draft of R312 (draft dated 1-21-03) and the Senate needs to discuss it further. Ty said that sections 5.1.1 and 5.3.1 have been changed substantially, and have redefined SUU mission. Both of these sections now elevate scholarship/creative activity to an emphasis such that it is the same as teaching, rather than subordinate to teaching as in earlier drafts.

Provost Harraf indicated that the draft needs to limit the number of bachelor degree programs available at DSC and UVSC. Kathy Black suggested that R312 needs to contain wording that prevents duplication of programs among institutions.

Steve Heath suggested that the Senate schedule an extra meeting to discuss these concerns. Brian Heuett said he would explore a date for this. Eric Brown wanted to know how much of R312 was developed by the Regents. Abe Harraf indicated that the entire document was the Regents.

VI. New Business—none was discussed in this meeting.

VII. Motion for Executive Session made by Steve Barney, seconded by Joe Baker; vote in favor was unanimous.

VIII. Adjournment 5:20 p.m.

## **Appendix**

### **HONORS PROGRAM AND COUNCIL**

**I. PURPOSE:** To establish an Honors Program and Council

**II. POLICY:**

#### **A. Honors Program**

1. The honors program provides enrichment opportunities for academically qualified students in an interdisciplinary undergraduate experience. The program provides both a general educational and an upper division component.
2. The Honors Program is under the general administrative supervision of the Provost. Staffing for the Honors Program includes a director and a secretary. Governance of the Honors Program is delegated to the University's Honors Council.

## **B. Honors Council**

1. The Council serves as an advisory council with responsibility for governing the honors program of the University.
2. Membership of the Council shall consist of:
  - a. One faculty member from each College/School, and the Library recommended by their respective Dean and appointed by the Provost for a 2-year term. The membership should be staggered.
  - b. Two faculty members appointed by the Faculty Senate for a 2-year term. The membership should be staggered.
  - c. The President and Vice-President of the Student Honors Council.
  - d. The chair of council will be the Honors Program Director.
3. Responsibilities: The council will provide general support in curriculum development, implementation and evaluation.

*Approved 02/27/03, Faculty Senate*

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Recommended by the Deans' Council, 18 Nov 2002  
Reviewed by Faculty Senate Academic Affairs Committee 02/04/03

## **FACULTY APPOINTMENTS AND CONTRACTS**

**I. PURPOSE:** To establish policy on faculty appointments and contracts

### **II. REFERENCES**

AAUP Redbook, 1995

Utah Code Ann. 53-48-15 (1) (1970)

Utah Board of Regents Policy and Procedures, R220, Delegation of Responsibilities to the President and the Board of Trustees

Utah Board of Regents Policy and Procedures, R481, Academic Freedom, Professional Responsibility and Tenure

SUU Policy and Procedures, Definition of Faculty, 6.0

SUU Policy and Procedures, Faculty Tenure (6.1) [Under revision]

SUU Policy and Procedures, 6.3, Academic Rank

SUU Policy and Procedures, 6.9, Supplemental and Overload Compensation and Consultation

SUU Policy and Procedures, 6.27, Faculty Workload

### **III. POLICY:**

#### **A. Faculty Appointments**

1. An appointment is a contractual agreement between a faculty member and the University.
2. The University has a right to the professional services of each faculty member as described in the appointment agreement.
3. The appointment of new faculty will be initiated on a faculty appointment contract. The appointment of tenured and tenure-track faculty members will be renewed each year in an agreement for appointment. (See Attachment 1.)
4. Notice of intent to dismiss or terminate a tenured faculty member shall be communicated in writing, in accordance with University tenure policy.
5. Unless otherwise stated in the contract, appointments for all non-tenure-track faculty members are annual contracts and may be renewed, contingent on funding and performance as per University policy.
6. A faculty member's decision to resign will be submitted in writing by the faculty member as soon as possible. The resignation will be submitted to the department chair/division head (or director where applicable). The administrator will then advise the dean and Director of Human Resources of the decision. The effective date of a faculty member's resignation terminates all rights and privileges, such as rank and tenure, that he or she enjoyed as a faculty member.
7. The University may also employ faculty members with a supplemental contract, as needed, for professional services beyond a standard workload. (See policy 6.9 and 6.27).

#### **B. Faculty Requirements**

1. The University shall hire faculty members who are committed to excellence in teaching, scholarship/creativity, and service.
2. The University shall take sufficient time to seek and investigate thoroughly candidates for appointment to assure that only highly qualified personnel are employed. The University shall not discriminate against any candidate on the basis of race, color, religion, sex, national origin, age, veteran status, marital or

parental status, or the presence of any sensory, physical or mental disability or handicap.

3. Policy 6.3 sets forth the minimum degree requirements expected for tenure and appropriate ranks at the university.

#### C. Term

1. The standard, academic year appointment for faculty is generally nine-month, beginning in mid-August and extending to mid-May. Each year the University will publish a calendar stipulating the exact beginning and ending dates.

2. Faculty on nine-month contracts do not earn annual or sick leave. **The University carries a long-term disability insurance policy to cover faculty. The University understands that debilitating illnesses of shorter duration require department faculty members to cover the classes of briefly disabled colleagues. These absences are not construed by the University as failure of the disabled faculty member to perform contractual duties.**

3. Faculty on nine-month contracts may earn up to three additional months of salary for teaching, research or administrative assignments, as per Policy 6.9. This additional salary, outside the nine-month contract, is separate from item A.7. above.

4. As provided by policy, faculty may earn compensation for professional consulting during the academic year. Faculty members who consult professionally must report their employer and consultation time to the Office of the Provost.

5. Faculty in administrative or other assignments may have contracts greater than nine months, depending on job responsibilities.

SUU Agreement for Appointment to a Faculty Position  
\_\_\_\_\_ – \_\_\_\_\_ Academic Year

BY THIS AGREEMENT, Southern Utah University, an institution of the Utah System of Higher Education, an agency of the State of Utah ("the University"), and \_\_\_\_\_ ("the Appointee") agree as follows:

1. The appointee is appointed as a \_\_\_\_\_ [Rank] on a \_\_\_\_\_% [%Time] basis. Within the \_\_\_\_\_ [department] in the \_\_\_\_\_ [College or School]. This is/is not a \_\_\_\_\_ [Tenure-track/Tenured] position.
2. The nine-month base contract is \_\_\_\_\_. The current salary shall be at the rate of \$ \_\_\_\_\_ for \_\_\_\_\_ months service per fiscal year.
3. This appointment is effective \_\_\_\_\_ [Date] for an initial term to start on \_\_\_\_\_ and end on \_\_\_\_\_.
4. University policies on rank and tenure govern this appointment. The policies are hereby incorporated by reference into this Agreement. The University's web site: [www.suu.edu](http://www.suu.edu) has a copy of the latest policy on rank and tenure. Additional copies are available to the Appointee upon request. If this is a tenure-track appointment, the tenure review to which the Appointee may be entitled under these provisions will occur in Academic Year 20\_\_\_\_-20\_\_\_\_, unless the date is changed by mutual agreement or pursuant to institutional policy.
5. The Appointee shall be subject to all applicable policies and procedures duly adopted or amended from time to time by the University or the Utah System of Higher Education. Except as provided in paragraph 4 above, such policies and procedures are not incorporated into this Agreement and are subject to change.
6. Additional Terms:  
[Additional terms must be consistent with paragraphs 1-5 and 7-9 of the Agreement and must also be consistent with University policies and procedures.]
7. Appointee agrees to have sent to the University, upon its request, certified copies of any transcript(s) reflecting the award of degree(s) listed as received on the Appointee's curriculum vitae. Appointee further agrees to provide to the University, upon its request, evidence of employability as required by United States Immigration Laws. Appointee agrees that the employment of appointee is terminable by the University if at any time Appointee fails to provide such evidence.
8. The terms and conditions stated above constitute the agreement between the parties. This agreement may not be modified except by means of a written amendment to the Agreement signed by the University and Appointee.
9. This Agreement shall be construed according to the laws of the State of Utah.

\_\_\_\_\_  
Signature of Appointee

\_\_\_\_\_  
Date

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Signature of President

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Date

Approved by the Faculty Senate, 02/27/03  
Recommended by the Deans' Council, 18 Nov 2002  
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SUU Policy and Procedures, 6.27, Faculty Workload

SUU Policy and Procedures, 6.XX, Resignations

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4. Notice of intent to dismiss or terminate a tenure track faculty member must be communicated in writing, in accordance with University Policy 6.8.
5. Unless otherwise stated in the contract, appointments for all non-tenure-track faculty members are annual contracts and may be renewed, contingent on funding and performance as per University policy.
6. A faculty member's decision to resign will be submitted in writing by the faculty member as soon as possible. The resignation will be submitted to the department chair/division head (or director where applicable). The administrator will then advise the dean and Director of Human Resources of the decision. The effective date of a faculty member's resignation terminates all rights and privileges, such as rank and tenure, that he or she enjoyed as a faculty member.
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3. Faculty on nine-month contracts may earn up to three additional months of salary for teaching, research or administrative assignments, as per Policy 6.9. This additional salary, outside the nine-month contract, is separate from item A.7. above.
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5. The Appointee shall be subject to all applicable policies and procedures duly adopted or amended from time to time by the University or the Utah System of Higher Education. Except as provided in paragraph 4 above, such policies and procedures are not incorporated into this Agreement and are subject to change.
6. Additional Terms:  
[Additional terms must be consistent with paragraphs 1-5 and 7-9 of the Agreement and must also be consistent with University policies and procedures.]
7. Appointee agrees to have sent to the University, upon its request, certified copies of any transcript(s) reflecting the award of degree(s) listed as received on the Appointee's curriculum vitae. Appointee further agrees to provide to the University, upon its request, evidence of employability as required by United States Immigration Laws. Appointee agrees that the employment of appointee is terminable by the University if at any time Appointee fails to provide such evidence.
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\_\_\_\_\_  
Signature of Appointee

\_\_\_\_\_  
Date

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Signature of President

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Date

***DISCUSSION DRAFT***  
***1-21-03***  
***R312, Institutional Categories, Accompanying Criteria, and***  
***Institutional Missions and Roles***

**R312-1. Purpose**

To provide institutional categories, criteria, and mission statements for the institutions in the Utah System of Higher Education.

**R312-2. References**

- 2.1. Utah Code §53B-6-101 (Master Plan for Higher Education)
- 2.2. Policy and Procedures R301, Master Plan Executive Summary
- 2.3. Policy and Procedures R310, Systemwide Vision and Mission Statement
- 2.4. Policy and Procedures R485, Faculty Workload Guidelines

**R312-3. Definitions**

- 3.1. “**Institutional Categories**” @ types or categories of institutions **have been taken, or** adapted from the Carnegie Classification of Institutions of Higher Education: <http://www.carnegiefoundation.org>
- 3.2. “**Mission Statements**” @ the general purposes and functions of various institutions
- 3.3. “**Roles and Scope**” @ the types and levels of educational programs and services assigned to and offered by the institutions.
- 3.4. “**Faculty Workload**” @ the institutional average teaching workload for fulltime faculty at the various institutions.

**R312-3. Doctorate-granting Institutions: Type I.**

4.1. Type I institutions typically offer a wide range of baccalaureate programs and are committed to graduate education through the doctorate. Doctorate granting institutions in this category generally award 50 or more doctoral degrees per year across at least 15 disciplines. (University of Utah, Utah State University)

4.1.1. **Mission** - The institution's mission is to discover, create, and transmit knowledge through education and training programs at the undergraduate and

graduate/professional levels and through research and development, and service/extension programs associated with a major teaching and research university. Emphasis is placed on teaching, research, and service. The institution contributes to the quality of life and economic development of the state and the nation.

4.1.2. **Land Grant Institution** - Through its extension services, a land grant institution may fulfill a community college role in areas of need.

**4.2. Programs**

4.2.1. **Instructional Programs** - The institution offers baccalaureate programs, advanced professional training, graduate education of national significance and prominence at the master's and doctoral levels, and associate degrees where appropriate. A strong emphasis exists on research to complement the important teaching role.

4.2.2. **Accreditation** - National accreditation is a goal for all programs for which this accreditation is available.

4.2.3. **Research Programs** - High priority is given to research and professional programs which make scholarly and creative contributions to the various

disciplines and which support master's and doctoral programs of excellence. High priority is also given to research which results in the development, transfer and potential commercialization of new technology, processes, and products.

**4.2.4. Graduate Organization** - Graduate study is a distinct organizational element within the institution.

#### **4.3. Faculty**

**4.3.1. Criteria for Selection, Retention and Advancement** - Faculty are selected, retained and promoted on the basis of:

**4.3.1.1.** evidence of effective teaching,

**4.3.1.2.** research/scholarly/creative contributions, and

**4.3.1.3.** service and extension activities.

**4.3.2. Educational Preparation** - Regular full time tenure track faculty will have earned the appropriate terminal degree for their field and specialty.

**4.3.3. Teaching Loads and Research Activities** - Average teaching loads are expected to be lower than that of faculty in Type II and Type III institutions, reflecting their necessary involvement with research/scholarly/creative

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contributions. Teaching loads will average 18 credit hour equivalents each year, or 9 credit hours each semester.

**4.4. Student Admission** - Students are admitted on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based primarily on past performance, e.g., grade point average, and standardized test scores. Satisfactory completion of prerequisite courses and work experience may also be factors.

**4.4.1. Land Grant Institution @** When a land-grant institution is acting as a community college through its extension efforts, students are granted open admission to associate degree programs with appropriate academic preparatory support.

**4.5. Support Services** - The institution provides library services, support services, equipment, and other resources to support undergraduate and graduate programs, and student and faculty research.

**4.6. University of Utah Institutional Mission Statement** (being revised).

**4.7. Utah State University Institutional Mission Statement** (being revised)

#### **R312-5. Master's Colleges and Universities: Type II.**

**5.1.** Type II institutions typically offer a wide range of baccalaureate programs, and are committed to graduate education through the master's degree. Master's granting institutions generally award 40 or more master's degrees per year across three or more disciplines. **No awards above the master's level are offered.** (Weber State University, Southern Utah State University)

**5.1.1. Mission** - The institution's mission is to transmit knowledge and skills primarily through undergraduate programs at the associate and baccalaureate levels, including applied technology education programs; and selected graduate programs in high demand areas.. Emphasis is placed on teaching, scholarly/creative effort and community service. Scholarly/creative effort is complementary to the teaching role. The institution contributes to the quality of life and economic development of the state and the metropolitan area or region. Student success is supported through developmental programs and services associated with a comprehensive community college.

#### **5.2. Programs**

**5.2.1. Instructional Programs** - The institution offers certificates, diplomas, general education, associate degrees including applied technology education, baccalaureate degree programs including those built upon strong associate degree programs, and selected professional master's programs. The institution

also provides specialized training programs for business and industry. No doctoral programs are offered.

**5.2.2. Accreditation** - National, regional, and state accreditation is a goal for programs for which such accreditation is available and appropriate for the institution's mission and role.

**5.2.3. Scholarly and Creative Efforts** - Faculty scholarly and creative efforts which complement and support the teaching and regional/ community service and economic development functions are expected.

**5.2.4. Community College Function @** Within the organization of the institution there is evidence that the community college function within the institutional mission is identifiable and supported through programs and services. Oversight of and advocacy for this function are discrete components of position descriptions.

### **5.3. Faculty**

**5.3.1. Criteria for Selection, Retention and Advancement** - It is of primary importance that faculty are selected, retained and promoted on the basis of evidence of effective teaching. Additional criteria include scholarship/professional/creative efforts and service, which complement the teaching role.

**5.3.2. Educational Preparation** - Regular full time tenure track faculty will have earned/be working toward the appropriate terminal degrees for their field and specialty. Faculty in applied technology or professional fields also have practitioner work experience.

**5.3.3. Teaching Loads** - Average teaching loads are higher than those of faculty in Type I institutions and somewhat lower than those of faculty in Type III institutions. This is due to the institution having fewer graduate programs and less emphasis on research/scholarship than Type I institutions. Teaching loads will average 24 credit hour equivalents each year, or 12 credit hours each semester.

**5.4. Student Admission** - Students are granted admission primarily on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based in part on past performance (i.e., grade point average) and standardized test scores. Satisfactory completion of developmental courses, prerequisite courses, and work experience may also be factors.

**5.5. Support Services** - The institution provides library services, support services, equipment, and other resources to support undergraduate programs, a limited number of master's programs, and the intellectual needs of students and faculty.

**5.6. Weber State University Institutional Mission Statement** (being revised).

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**5.7. Southern Utah University Institutional Mission Statement** (being revised).

### **R312-6. Baccalaureate/Associate Colleges: Type III (A and B)**

**6.1.** Type III institutions are primarily undergraduate colleges with a major emphasis on associate and baccalaureate programs. Certificate programs and business and industry training are also emphasized. **No graduate level course work or awards above the baccalaureate level is offered. (Utah Valley State College)**

**6.A.1.** Type IIIA institutions generally award 500 or more baccalaureate degrees per year across at least 20 disciplines, continuing to offer select certificates and associate degrees in response to the requirements of business and industry and the community. **(Utah Valley State College)**

**6.A.1.1. Mission** - The institution's mission is to transmit knowledge and skills through undergraduate programs at the associate and baccalaureate levels, including applied technology education programs.. Certificate programs are also offered. Emphasis is placed on teaching, scholarly/creative effort, training, and

community service. Scholarly/creative effort is complementary to the teaching role. The institution contributes to the quality of life and economic development of the state and the community. Student success is supported through developmental programs and services associated with a comprehensive community college.

## **6.A.2. Programs**

**6.A.2.1. Instructional programs** - The institution offers certificates, diplomas, general education, associate degrees including applied technology education, lower division major transfer programs, and baccalaureate degree programs including those built upon strong associate degree programs. Specialized training programs for business and industry are also provided. In addition, where need has been demonstrated and costs are not prohibitive, additional degree programs beyond the baccalaureate degree are offered on Type IIIA campuses by working with Type I and Type II institutions through cooperative agreements or university centers.

**6.A.2.2. Accreditation** - Regional, state and some specialized accreditation is a goal for programs for which this accreditation is available and appropriate for the institution's mission and role.

**6.A.2.3. Community College Function @** Within the organization of the institution there is evidence that the community college function within the institutional mission is identifiable and supported through programs and services. Oversight of and advocacy for this function are discrete components of position descriptions.

## **6.A.3. Faculty**

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**6.A.3.1. Criteria for Selection, Retention and Advancement** - Faculty are selected, retained and promoted primarily on the basis of evidence of effective teaching. Secondary criteria include scholarship/professional/creative efforts and service, which complement the teaching role.

**6.A.3.2. Educational Preparation** - Regular full time tenure track faculty will have earned/be working toward the appropriate terminal degrees for their field and specialty. Faculty in applied technology or professional fields also have practitioner work experience.

**6.A.3.3. Teaching Loads** - Average teaching loads are higher than those of faculty in Type I and Type II institutions and somewhat lower than those of faculty in Type IIIB institutions. Teaching loads will average 27 credit hour equivalents each year.

**6.A.4. Student Admission** - All incoming students are tested for course placement and advising purposes. Satisfactory completion of developmental and/or prerequisite courses and work experience may also be factors. Lower division courses are primarily open admissions, while students must meet admissions criteria for upper division courses and programs.

**6.A.5. Support Services** - The institution provides library services, support services, equipment, and other resources to support lower division programs in applied technology/vocational training and general education, selected baccalaureate programs, and the intellectual needs of students and faculty.

**6.A.6. Utah Valley State College Institutional Mission Statement** (being revised).

**6.B.1.** Type IIIB institutions generally award at least 30 baccalaureate degrees per year across at least three disciplines, with an ongoing emphasis on the community college mission. **No graduate level course work or awards above the baccalaureate level is offered.** (Dixie State College of Utah)

**6.B.1.1. Mission** - The institution's mission is to transmit knowledge and skills primarily through education and training programs at the certificate and associate degree level, including applied technology education programs; and select baccalaureate programs in high demand areas. Emphasis is placed on teaching,

training and community service. The institution contributes to the quality of life and economic development of the community and the state. Student success is supported through developmental programs and services associated with a comprehensive community college.

## **6.B.2. Programs**

**6.B.2.1. Instructional programs** - The institution offers certificates, diplomas,

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general education, associate degrees including applied technology education, lower division major transfer programs, and high demand, baccalaureate degree programs including those built upon strong associate degree programs. Transfer programs are intended to prepare graduates to begin upper division work. Specialized training programs for business and industry are also provided. In addition, where need has been demonstrated and costs are not prohibitive, additional degree programs beyond the associate degree are offered on state college campuses by working with Type I and Type II institutions through cooperative agreements or university centers.

**6.B.2.2. Accreditation** - Regional, state and some specialized accreditation is a goal for programs for which this accreditation is available and appropriate for the institution's mission and role.

**6.B.2.3. Community College Function @** Within the organization of the institution there is evidence that the community college function within the institutional mission is identifiable and supported through programs and services. Oversight of and advocacy for this function are discrete components of position descriptions.

## **6.B.3. Faculty**

**6.B.3.1. Criteria for Selection, Retention and Advancement** - Faculty are selected, retained and promoted primarily on the basis and evidence of effective teaching and training. Other criteria complementary to the teaching role include service and scholarly/professional/creative efforts.

**6.B.3.2. Educational Preparation** - Regular full time tenure track faculty will have the appropriate work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement. Faculty teaching upper division courses will have earned/be working toward the appropriate terminal degrees for their field and specialty.

**6.B.3.3. Teaching Loads** - Teaching loads will average 30 credit hour equivalents each year, or 15 credit hours each semester, the same as those of faculty in Type IV institutions.

**6.B.4. Student Admission** - All incoming students are tested for course placement and advising purposes. Satisfactory completion of developmental and/or prerequisite courses and work experience may also be factors. Lower division courses are primarily open admissions, while students must meet admissions criteria for upper division courses and programs.

**6.B.5. Support Services** - The institution provides library services, support services, equipment, and other resources to support lower division programs in applied technology/vocational training and general education, selected

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baccalaureate programs, and the intellectual needs of students and faculty.

**6.B.6. Dixie State College of Utah Institutional Mission** (being revised).

## **R312.7. Community Colleges: Type IV**

**7.1.** Type IV institutions offer associate degrees and certificate programs. No upper division course work or awards above the associate degree-level is offered (Snow College, College of Eastern Utah, Salt Lake Community College)

**7.1.1. Mission** - The institution's mission is to transmit knowledge and skills

primarily through general education; education and training programs at the certificate, diploma, and associate degree levels, including applied technology education programs; and selected lower division major transfer programs. Transfer programs are intended to prepare graduates to begin upper division work. Emphasis is placed on teaching, training, and community service. The institution contributes to the quality of life and economic development of the state and the community. Student success is supported through developmental programs and services associated with a comprehensive community college.

## **7.2. Programs**

**7.2.1. Instructional Programs** - The institution offers general education; certificates, diplomas, and less-than-baccalaureate associate degrees in applied technology education and, and lower division major transfer programs. Transfer programs are intended to prepare graduates to begin upper division work. Specialized training programs for business and industry are also provided. Where need has been demonstrated and costs are not prohibitive, selected degree programs beyond the associate degree are offered on community college campuses by working with Type I and Type II institutions through cooperative agreements or university centers.

**7.2.2. Accreditation** - Regional, state and some specialized accreditation is a goal for programs for which this accreditation is available and appropriate for the institution's mission and role.

## **7.3. Faculty**

**7.3.1. Criteria for Selection, Retention and Advancement** - Faculty are selected, retained and promoted primarily on the basis of evidence of effective teaching and training. Other criteria complementary to the teaching role include service and scholarly/professional/creative efforts.

**7.3.2. Educational Preparation** - Regular full time tenure track faculty will have 9

the appropriate work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement.

**7.3.3. Teaching Loads** - Average teaching loads are somewhat higher than those of faculty in Type II and Type IIIA institutions, because faculty are not involved in upper division and graduate level instruction. Teaching loads will average 30 credit hour equivalents each year, or 15 credit hours each semester, the same as those of faculty in Type IIIB institutions.

**7.4. Student Admission** - While comprehensive community colleges traditionally have open admissions, incoming students may be tested for course placement, advising, and the ability to benefit from specific courses for financial aid purposes. Satisfactory completion of other developmental and/or prerequisite courses, and work experience may also be factors.

**7.5. Support Services** - The institution provides library services, support services, equipment, and other resources to support lower division programs in applied technology and vocational training and general education, and the intellectual needs of students and faculty.

**7.6. Snow College Institutional Mission Statement** (being revised).

**7.7. College of Eastern Utah Institutional Mission Statement** (being revised).

**7.8. Salt Lake Community College Institutional Mission Statement** (being revised).

## **R313-8. Technical Colleges: Type V**

**8.1.** Type V institutions award certificates and associate of applied technology degrees. **General education courses are provided, in partnership, through other Utah System of Higher Education institutions. No general education courses (or prerequisites), n**No upper division course work or awards above the associate

degree-level are offered. (Utah College of Applied Technology)

**8.1.1. Mission** - The institution's mission is to transmit knowledge and skills to meet the needs of business and industry primarily through education and training programs, whether long term, short term or custom designed for specific business and industry needs. These programs provide students with opportunities to enter, reenter, upgrade, or advance in the workplace. To meet this mission the institution also helps students enhance the necessary basic skills to succeed in technical training programs and provides both short-term and long-term, at the certificate and associate degree levels, through customized short-term training for business and industry, and by providing life-long learning opportunities designed to meet the individual needs of Utah's citizens. Programs are offered in an openentry, open exit competency-based environment, as an alternative to traditional

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instruction. using a flexible approach to meeting individual student and business/industry needs.

## **8.2. Programs**

**8.2.1. Instructional Programs** - The institution offers competency-based certificates and associate of applied technology degrees that result in appropriate licensing, certification, or skill training to qualify students for specific employment in business and industry. The general education components of the associate of applied technology degrees are offered by the other USHE institutions. The institution also provides rapid response to training needs of Utah employers through several programs including specifically designed custom fit training. Competency-based high school diplomas will be offered. In performing these responsibilities, the applied technology college cooperates with local school districts and other higher education institutions.

**8.2.2. Accreditation** - Regional, state, national and some specialized accreditation is a goal for programs appropriate for the institution's mission and role.

## **8.3. Faculty**

**8.3.1. Criteria for Selection, Retention and Advancement** - Faculty are selected, retained and promoted primarily on the basis of evidence of appropriate levels of technical knowledge and skills, related industry experience and effective teaching and training. Other criteria complementary to the teaching role include service and creative efforts.

**8.3.2. Educational Preparation** - Regular full time faculty will have the appropriate work experience and recognized professional credentials for their discipline and teaching level.

**8.3.3. Teaching Loads** - Teaching loads of technical faculty typically conform to a standard business day; and ongoing daily student contact is are at a somewhat higher level than traditional academic instruction. at a Type IV institution.

**8.4. Student Admission** - All applied technology colleges have open admissions, though incoming students may be tested for placement, advising, and the ability to benefit from specific courses for financial aid purposes.

**8.5. Support Services** - The institution provides support services, equipment, and other resources to support applied technology education programs.

**8.6. Utah College of Applied Technology Mission Statement** (to be inserted).  
(Approved September 14, 1990, amended May 14, 1993. Proposed merger of Policies and Procedures R311 and R313, submitted November 8, 2002.