

Faculty Senate Minutes
Thursday, March 20th, 2003, 3:30 p.m.
Electronic Learning Center (E.L.C.)
Conference Room * 4th floor

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

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, Curt Bostick, Martha Hyder, Steve Heath, Deb Hill, Kathy Black, Eric Brown, Mike McGarvy, Sara Ann Smith, Kay Andersen, Mike Grady, Scott Lanning, Roy Johnson, and Jerry Bowler. Visitors: University Provost Abe Harraf, Terry Blodgett, Les Jones, and Jim Harrison; Excused: Ron Martin; Absent: Boyd Fife, Kenny Laundra, and Darin Wadley.

II. Officers' Reports

A. Treasurer - Joe Baker talked to Brian Foisey and it has been determined that we can purchase a CD with our 2 account money to keep it in the Senate accounts.

B. Secretary – David Lund: The Bi-annual Faculty Satisfaction Survey is now online and ready for faculty to respond. Issues of anonymity and integrity have been addressed. All are explained in the attached letter (found in the appendix) that will be sent to the faculty tomorrow.

III. New Business

A. R312 Draft Document: The current document along with comments regarding changes recommended by Provost Harraf are included in the appendix. Steve Evans had an editorial correction on 5.1 to change to Southern Utah State University to Southern Utah University. Steve Barney wanted to know what we are doing today and why? Brian Heuett indicated that we are looking at R312 to see if it reads the way we, as representatives of the faculty, desire it to read, to see if there are any recommendations for changes in the document that can be made in conjunction with the administration to forward on to the board of trustee's, and finally to draft some kind of statement per the Previous proposal of Steve Heath as to our stance regarding the R312 document created by the Regents. Provost Harraf indicated that in the process of creating this document, which is only in draft form, the Regents expect that the faculty of the institutions of higher education in Utah have input into the formation of the document. It will then be passed on to the trustees and finally to the regents who will create the final draft. Steve Evans wanted to know what the process would be today—is this an informal or formal discussion, and will we be sending our input for alterations to R312 on to the trustees.

The discussion then centered on section 5.3.3. Robert Eves wanted to know why the alterations suggested by the Provost were trying to add specific criteria to Dixie's mission. He indicated that this was only a secondary concern, and that the real issue concerns the teaching load issue in this section. Specifically, he was concerned with the added language in the policy regarding graduate loads—changing the load for graduate faculty from 12 hours per semester to 9 hours per semester. He felt that it was the beginning of a 'caste' system at the University—i. e., instructors teach 15 hours per semester, undergraduate faculty 12, and graduate faculty 9 hour loads. He felt this gave certain faculty groups/members privileges and status that may or may not be fair. Provost

Harraf indicated that this was current policy. He also mentioned that this could be a very difficult thing to do under the current budget constraints. His challenge is to try to make everything equitable to all the faculty. Kathy Black indicated that there are other concerns that result from accreditation issues—for instance, qualified graduate faculty, appropriate number of faculty preparations, etc. Robert Eves then indicated that the document we are looking at has plenty of exceptions to the basic rules for specific accreditation purposes. He felt we should remove the information regarding the number of hours taught by specific people or groups. Joe Baker indicated that the regents have a formula that they use based on courses taught. Provost Harraf indicated that SUU doesn't have a defined graduate faculty, nor a graduate admissions process. Mike McGarvey wanted to know how SUU would deal with this policy if it were put in place. Deb Hill indicated that the College of Education will address this by using 1.33 factor for graduate classes for the purpose of determining faculty load.

Senator Hill then brought up the fact that there is no policy regarding load for the responsibility and time incurred when sitting on graduate committees. This is a difficult load problem and there is no policy designed or in place to deal with it. Provost Harraf said in other similar institutions they try to keep faculty preparations required of graduate faculty at 2, and they also have graduate faculty teach 12 hours in semesters when they have no graduate courses. Kathy Black said that if this was left in, and graduate faculty teach 9 hour loads, then someone else has to pick up the other 3 hour load. Thus it is truly a funding issue. Abe Harraf reminded us that the accreditation bodies have higher scholarly activity expectations for graduate faculty, as well. Steve Evans thought we might want to adjust the wording to take out the issue of someone having to teach classes that graduate faculty can't teach. He then proposed a situation for consideration in which one college might have the chance to add a graduate program. As a result, they would necessarily get more money and it would have to come from another department or college.

Steve Barney was concerned that concentrating so much concern on graduate programs as the way to differentiate ourselves from other institutions, will necessarily cause less attention to be paid to the undergraduate programs we offer, resulting in a decline of the undergraduate program quality. Brian Heuett related that when the Communications Department applied to get a new graduate program, there was a very real concern that new programs not adversely affect the undergraduate programs already in place. Curtis Bostick said that it appears that Steve Barney's logic would indicate that undergraduate programs at R1 institutions are inferior to those at teaching institutions, such as SUU. Steve Barney said they are not inferior, just different. Rea Gubler said maybe the difference in programs at various institutions is related to the amount of resources that are provided for new graduate programs—large schools are given funding to build new programs, while small schools like SUU have to build new programs without the benefit of additional funding. Ty Redd, felt that the education here is much better than at an R1 school. Curt Bostick was concerned that we are not able to statistically state that a high number of our students get into graduate programs. Kathy Black thought that having our best people in position to motivate undergraduate students to go on to our graduate programs is a good thing. Terry Blodgett thought that our goal should be, "To be the best undergraduate school in the state."

Steve Heath wanted to talk about the financial aspect again, by quoting the document that was produced when we became a university—this document reads that they were not trying to set up new graduate institutions other than USU and Utah. In other words, we are not going to have a whole bunch of programs and we should work on getting some self-supporting, high quality graduate programs to become self-sustaining. He proposes that the adjustments can be made internally, in terms of load, rather than in the R312

document. Provost Harraf said, that if we don't have a clearly defined graduate/undergraduate differentiation, we will not get graduate funding. Kathy Black indicated again, that she felt we should try to make SUU the best university that it can be; and we need to support anything that makes SUU stand out as better today than it was yesterday. Brian Heuett proposed that we go back to the beginning of the alterations proposed by the Provost and work through them one at a time, holding further discussion on 5.3.3 until the end of the meeting.

- 5.1.1 Ty Redd wanted to know how the proposed document is different from the old one. He then moved to use the old version of 5.1.1 with changes to amend community college to university, and drop the word "selected" from the phrase "selected graduate programs." The motion was seconded by Steve Heath. After discussion in which it was decided to keep Ty's motion in tact, the motion was called to questions. The Senate vote was 12 votes in favor, 5 against, with 2 abstentions. The motion passed in the affirmative.
- 5.2.1 Robert moved to strike the word selected from the phrase "and selected professional master's programs," in the R312 version as proposed by the Provost. Joe Baker seconded the motion. In discussion, Curtis Bostick wanted to know what the definition of Professional was in the phrase "Professional Masters programs." Kathy Black wanted to know why we should limit ourselves by using that word? She asked if we should also go for the broadest interpretation in order to provide ourselves the greatest opportunity. The motion was called to question. The ensuing vote found 10 in favor, 8 opposed, and 2 senators abstained. This motion passed in the affirmative.
- 5.2.1(cont.) Eric Brown wanted to know why not strike the phrase regarding programs that are built on strong associate programs. It appears to be redundant. He moved to strike the phrase "including those built on strong associate degree programs." The motion was seconded by Virginia Stitt. There was no discussion, and the motion was called to question. In the ensuing vote there were 20 votes for this motion and 1 abstention. The motion passed in the affirmative.
- 5.2.1(cont.) Virginia then proposed to strike the word professional from the phrase "professional Masters Programs;" Deb Hill seconded this motion. In discussion, Curt Bostick posed the scenario that if someone gave us money for a masters program and we were stuck with current language, the program could be prohibited on the basis of the language in the document, even though the funding would be in place. Robert Eves agreed that this would be the case. Virginia Stitt indicated that she would prefer that graduate programs referred to in the document be generic. The motion was called to question. The vote was: 16 in favor, 4 opposed, and 1 abstention. The motion passed in the affirmative.
- 5.2.2 Robert Eves moved to accept this section as amended by the Provost. Deb Hill seconded the motion; there was no discussion and the motion was called to question. The vote was unanimous to pass the motion.
- 5.2.4 Robert Eves moved to accept this section as amended; Curt Bostick seconded the motion; there was no discussion; and the ensuing vote was unanimous in favor of the motion.
- 5.3.1 Ty Redd moved that we use the old version (Oct. version) of this section. This motion was seconded by Steve Barney. This entails use of the word secondary in the place of additional considerations when evaluating candidates for rank and tenure. In discussion, Robert Eves said that we needed to think about this. Part of the reason for the use of additional is to create a distinction between Type II institutions like SUU and Type III

and Type IV institutions like Dixie State. The issue is to use the word secondary or additional. Kathy Black said that in the school of business, they must look for a track record of scholarship for accreditation and that we need to include the scholarship idea. Ty Redd said that everyone knows that scholarship is now important. Steve Barney is still uncomfortable with the foreseen changes that this document is going to cause us to make. The motion was called to question. The vote was 5 in favor, 14 opposed, 2 abstentions. This motion failed and the document as revised by the Provost will go forward.

5.5 Robert Eves moved to accept this section as edited by the Provost; Joe Baker seconded the motion. There was no discussion. The vote was unanimous in the affirmative.

6.1 Steve Evans moved to accept this amended section as proposed by the Provost; the motion was seconded by Kathy Black. In discussion, Ty Redd said we should strike the word primarily from the phrase, "are primarily undergraduate colleges." Steve and Kathy accepted this as a friendly amendment. Curt Bostick thought we should change the word selected to specified. Steve would not accept this as a friendly amendment. The motion was called to questions and the vote was unanimous in affirmative.

6.A.2.1 Robert Eves brought up the last sentence in this section. He moved to insert "only" in front of "by working." Curtis Bostick seconded this motion. In discussion, Kathy Black, thought this needed to be even more specific, like stating that it should read that graduate programs at type III institutions should only go through type one and type two institutions. Robert withdrew his motion and proposed that the language be changed to read " offered on Type IIIA campuses only through cooperative agreements with Type I and Type II institutions." Ty Redd seconded the motion and without any ensuing discussion the new motion by Robert and it passed by unanimous vote in the affirmative.

6.B.1 Motion to accept this section as amended by the Provost was made by Steve Evans and seconded by Jerry Bowler. In discussion, Provost Harraf said this is the way to further box in the Type III institutions. The motion was called to question and the vote was 18 in favor, with 3 abstentions. This motion passed in the affirmative.

6.B.1.1 Steve Barney moved to accept the Provost's amended section and Virginia Stitt seconded the motion; there was no discussion and the vote was unanimous in the affirmative.

6.B.2.1 Curt Bostick moved to accept the Provost's amended version of this section; Steve Barney seconded the motion. In discussion Eric Brown indicated that he realizes the wish to box Dixie and other Type III institutions by limiting the duplication of programs; but in reality, duplication of programs is sometimes healthy. Jerry Bowler said we need to box them in. The idea is to prevent mass duplication in areas of close proximity. Kathy thought we might need to define primarily and maybe neighborhood. It appears that the question on this section has to do with the definition of the service regions of the various universities. Maybe service region should replace neighboring. Provost Harraf thought such a move might be misconstrued and cause the proposed limitations on Type III institutions to be recanted. It was suggested that we might define this area to be somewhat restricted. Curtis was not in favor of any change in his motion and it was called to question. The vote was 19 in favor, 1 opposed, and 1 abstention. The motion passed in the affirmative.

7.2.1 Joe Baker moved to accept this section as altered by the Provost; Steve Evans seconded the motion; there was no discussion and the motion was passed by unanimous vote in the affirmative.

8.1.1 The Provost indicated that this section as it was originally written is a backdoor to UCAT to become community colleges. If we do not have this section as amended, the UCAT system will become 10 new community colleges. Steve Barney moved to accept amended version; Steve Evans seconded the motion. There was no discussion and the vote was called to question. The voting ended with 19 in favor, and 2 abstentions—passing in the affirmative. Mike McGarvey moved to add the word “program” immediately after long-term in the phrase added by the Provost, “provides both short-term and long-term, at the certificate and associate degree;” the motion was seconded by Curtis Bostick. There was no discussion and the ensuing vote had 12 senators in favor with 9 abstentions. The motion to add the word program passed in the affirmative. Kathy Black then moved to add the word “technical” prior to the word “education” in the first sentence of this section. Again there was no discussion. The motion was called to question and passed in the affirmative by a vote of 19 in favor and 2 abstentions.

8.1 Ty Redd wanted to discuss this section; he did not want to make a motion, just a note that the wording might be improved. Robert Eves assumed that the document might want to be adjusted to create a complete sentence of the incomplete one found there. Kathy Black said that 8.1.1 might also need some sentence restructure.

8.2.1 Eric Brown moved to accept this section as amended by Provost Harraf; the motion was seconded by Steve Evans. There was no discussion; the motion passed in the affirmative by a vote of 21 in favor and 1 abstention.

Provost Harraf brought up one other item. He reminded us that we have approved the 2-tier policy admissions policy; and since we are very like Weber State in this document, he indicated we needed to get funding for this type of program. Kathy Black thinks we were misled when we passed that policy, since she has been told that the policy we passed allows 60 units of the remedial work to count towards a degree. Provost Harraf said that the document does not allow what Kathy fears; and Robert Eves reiterated that the document we passed did not allow this.

5.3.3 Eric Brown moved to accept this section as modified by the Provost. The motion was seconded by Scott Lanning. There was no discussion. The motion was called to a vote and passed in the affirmative with 17 votes in favor and 4 abstentions.

Brian Heuett will draft a letter indicating that we have worked with the SUU administration to provide feedback for document R312 and that we are in agreement with the administration on the proposed changes. He will have it for the next meeting.

IV. Motion for Executive Session made by Robert Eves, seconded by Steve Evans, and passed by unanimous vote of the Senate.

V. Adjournment 5:27 p.m.

Appendix:

To all faculty of Southern Utah University,

In the past, it has been the responsibility of the Faculty Senate to conduct a bi-annual survey of the faculty to determine the degree of their satisfaction in critical areas of concern regarding employment at Southern Utah University. This information is to be analyzed and published to the faculty, as well as given to the administration with the expectation that it will be used to address specific concerns as allowed by policy and the current financial situation in which the University finds itself. Once again, it is time to conduct this survey.

In order to facilitate this process, the Faculty Senate Executive Committee has determined that the most expeditious manner in which to conduct the survey is to do so electronically, and to only include anonymous demographic information and the Likert-style questions that will provide simple statistical data showing specific areas of faculty concern.

There are two major areas of concern that have been addressed in the preparation of this year's survey. First, can the survey be created in such a manner that each faculty member can complete it once, and only once, thus maintaining its integrity. This issue has been addressed by creating a database of eligible faculty members, then requiring the faculty members to log-in with university id's and daily log-in passwords (this may or may not be the same as the email password—use the password used to log on to the entire system.) Anyone who attempts to complete the survey, whose name is not in the database of faculty will be unable to do so, and anyone who attempts to access the survey after they have submitted their response will be unable to do so. This means that each faculty member should be certain that they have set aside enough time to complete the survey—approximately 15 to 30 minutes—and make sure they are ready to submit their responses before clicking on the submit button.

The second issue relates to preserving the anonymity of faculty members completing the survey. To accomplish this important task, the Senate Executive Committee has worked with the SUU Computing Services to establish the procedure. This will be accomplished by putting the data collected in the survey in a database that is completely separate from the database of faculty members. The faculty member database will only be accessible to computing services. The survey database will also only be accessible to computing services until it is released to the Faculty Senate Executive Committee via password when at least three members of the committee are present, at which time the statistical analysis will be conducted and the report of faculty satisfaction prepared for publication to the faculty and the administration. These procedures should create a situation in which the data useful in providing important information regarding the satisfaction of the faculty with the university to the administration for the purpose of improving the conditions of employment at SUU.

The survey will be available from 8:00 a.m. on Monday, March 24, 2003 until 5:00 p.m. on Friday, April 4, 2003. The data should be analyzed and published appropriately by the April meeting of the Faculty Senate. In addition to a report provided for each faculty member and the administration, the report will be accessible on the Faculty Senate Website.

To access the survey, after 8:00 a.m. on Monday, March 24, 2003 go to the following URL (cut and paste the address into your browser if the email you are currently using is not web enabled):

<https://secure.suu.edu/it/nws/secure/faclogin.asp>

In the pop-up box, type in your regular daily login id, and password. (If you have forgotten the password, please contact Mark Walton in computing services.) Complete the survey (remember you will only be allowed to log in to the survey one time and please take time to carefully read the questions and all of the possible answers in each pop-up menu), and submit the form.

We hope that all faculty members will take the time to help provide this important information.

Sincerely,
Brian Heuett, Faculty Senate President
Robert Eves, Faculty Senate Vice-president
Virginia Stitt, Faculty Senate Parliamentarian
Joe Baker, Faculty Senate Treasurer
David Lund, Faculty Senate Secretary

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 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).

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

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, 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 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 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), 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 open entry, open exit competency-based environment, as an alternative to traditional 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 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).

To: Dr. Brian Heuett, President
Faculty Senate
Southern Utah University

March 1, 2003

From: Abe Harraf

Subject: R312

Per your request, I have reviewed the 1/21/03 discussion draft of R312, Institutional Categories, Accompanying Criteria, and Institutional Missions and Roles that is prepared by the Commissioner's office and am forwarding my observations and suggestions for the Senators'

consideration. I will make my comments with reference to the numerical classifications of the document.

5.1.1 I recommend the first sentence be altered to end “.....programs, and graduate programs.”

I recommend the last sentence finish with “... a comprehensive regional university.”

5.2.1 I recommend deleting “selected professional” from the end of the first sentence.

5.2.2 I recommend adding “specialized” accreditation to the list of potential accreditation agencies.

5.2.4 I recommend the title of this section be changed to “Regional University Function” and the subsequently within the first sentence “regional university” replaces the “community college.”

5.3.3 I recommend adding the following statement at the end of the last sentence. “....semester at the undergraduate level and 18 credit hour equivalent each year, or 9 credit hours each semester at the graduate level.”

5.5 I recommend revising the sentence to read “.....to support associate, undergraduate, and graduate programs, and.....”

6.1 I recommend inserting “selected” before baccalaureate programs at the end of first sentence.

6.B.1 I recommend deleting “..... across at least three disciplines.” from the first sentence.

6.B.1.1 I recommend the first sentence finishes with “ ... high demand areas without duplicating the baccalaureate programs at neighboring USHE institutions.”

6. B.2.1 I recommend inserting “..... programs without duplicating the baccalaureate programs at neighboring USHE institutions, including.....” within the first sentence.

7.2.1 I recommend deleting “... less-than- baccalaureate....” .within the first sentence.

8.1.1 I recommend revising a part of the third sentence to read “..... at the certificate and, in partnership with other USHE institutions, associate degree levels.”

8.2.1 I recommend revising the first sentence by inserting “.... Certificates and, in partnership with other USHE institutions, associate of

In addition, our endorsement of the discussion draft with some or all of these suggested revisions must stipulate that SUU be appropriated state funding for offering development courses, consistent with the ongoing provisions that awards similar funding to Weber State University.

Thank you for the opportunity to share my views. I am looking forward to the discussion and deliberation of the Faculty Senate on this very important document. I will be available to participate and/or explain any or all of the outlined suggestions.