



SOUTHERN UTAH UNIVERSITY
Policies and Procedures

Policy # 2.2
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SUBJECT: INSTITUTIONAL CRITERIA AND FUNCTIONS

- I. **PURPOSE:** Guidelines established by the Utah State Board of Regents for the nine institutions of higher education within the state.
- II. **POLICIES:**
 - A. **Type I Institutions -- Teaching and Research Universities**
 - 1. **Mission:** The institution's mission is to discover, create, and transmit knowledge through teaching, research, and service. The institution contributes to the quality of life and economic development of the state and the nation through education and training programs at the undergraduate and graduate levels and through research and development, and service/extension programs associated with a major teaching and research university.
 - 2. **Programs.**
 - a. **Instructional Programs.** The institution offers baccalaureate programs, advanced professional training, and graduate education of national significance and prominence at the master's and doctoral levels, with a strong emphasis on research to complement the important teaching role.
 - b. **Accreditation.** National accreditation is a goal for all programs for which this accreditation is available.
 - c. **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 and application of new technology and processes with commercial potential.
 - d. **Graduate Organization.** Graduate study is a distinct organizational element within the institution.



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3. Faculty.

- a. Criteria for Selection, Retention and Advancement. Faculty are selected, retained and promoted on the basis of: (1) evidence of effective teaching, (2) research/scholarly/creative contributions, and (3) service and extension activities.
- b. Educational Preparation. Regular full-time tenure-track faculty will have earned the appropriate terminal degree for their field and specialty.
- c. 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 the necessary involvement with research/scholarly/creative activities and graduate education.

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.

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.

B. Type II Institutions -- Metropolitan/Regional Universities

1. Mission: The institution's mission is to transmit knowledge and skills primarily through undergraduate teaching, scholarly/creative activity and service. Scholarly/creative activity 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 through education, applied technology and vocational training programs associated with a metropolitan/regional university.



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2. Programs.

- a. Instructional Programs. The institution offers associate degree and baccalaureate degree programs and selected professional master's programs. The institution also provides specialized training programs for business and industry. No doctoral programs are offered.
- b. Accreditation. National, regional, or state accreditation is a goal for programs for which such accreditation is available and appropriate for the institution's mission and role.
- c. 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.

3. Faculty.

- a. 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.
- b. 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 (vocational education) or professional fields also have practitioner work experience.
- c. 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.



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4. Student Admission. Students are admitted 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 other developmental, prerequisite courses, and work experience may also be factors.
 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.
- C. Type III -- Community Colleges
1. Mission: The institution's mission is to transmit knowledge and skills primarily through lower-division teaching and training, and to provide community service. The institution contributes to the quality of life and economic development of the state and the community through applied technology and vocational training, general education, and developmental programs and services associated with a comprehensive community college.
 2. Programs.
 - a. Instructional Programs. The institution offers certificates, diplomas, and less-than-baccalaureate associate degrees in applied technology and vocational fields and general education, and lower division major transfer programs. Transfer programs are intended to prepare graduates from Type III institutions to begin upper division work at Type I and Type II institutions. 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, with Regent approval, on community college campuses by cooperating Type I and type II institutions.
 - b. Accreditation. Regional, state and some specialized accreditation is a goal for programs for which this



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accreditation is available and appropriate for the institution's mission and role.

3. Faculty.

- a. 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.
- b. 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.
- c. Teaching Loads. Average teaching loads are somewhat higher than those of faculty in Type II institutions, because faculty are not involved in upper-division and graduate level-instruction.

4. Student Admission. While comprehensive community colleges traditionally have open admissions, all incoming students are tested for course placement and advising purposes. Satisfactory completion of other developmental and/or prerequisite courses, and work experience may also be factors.

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.