



**SOUTHERN UTAH UNIVERSITY**  
**Policies and Procedures**

**Policy # 2.2**  
**Date Approved: 07/27/90**  
**Date Amended: 09/21/07**  
**Reviewed w/ No Changes:**  
**Office of Responsibility: President**  
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**SUBJECT: INSTITUTIONAL CRITERIA AND FUNCTIONS**

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I. **PURPOSE:** Guidelines are established by the Utah State Board of Regents for the ten institutions of higher education within the state. The State Board of Regents is charged with configuring a system of colleges and universities to meet the educational needs of the citizens of the State of Utah, and to maintain system integrity by defining institutional categories. Regents policy R312 outlines the distinct and unique missions and roles of the institutions in the Utah System of Higher Education.

II. **Master's Colleges and Universities: Type II.**  
(Weber State University, Utah Valley University, Southern Utah University)

2.1. **Definition** - Type II institutions typically offer a wide range of associate and 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 course work or awards above the master's level are offered.

2.2. **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, and creative achievements that are complementary to the teaching role, and community service. The institution contributes to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college.

2.3. **Programs**

2.3.1. **Instructional Programs** - The institution offers certificates, diplomas, general education, associate degrees and awards in applied technology education, baccalaureate degree programs including those built upon associate degree programs, and selected professional master's programs. The institution also provides specialized training programs for employers. No doctoral programs are offered.

2.3.2. **Accreditation** - Regional, state, and specialized accreditation is a goal for programs for which such accreditation is available and appropriate for the institution's mission and role. Such accreditation should enhance the excellence of the program and education of the student.

2.3.3. **Scholarly and Creative Efforts** - Faculty scholarly and creative efforts that



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complement and support the teaching role, regional and community service, and economic development are expected.

2.3.4. Comprehensive Community College Function – Within the organization of the institution the comprehensive community college function is identifiable, supported through programs, services, and specific administrative responsibility, and includes transfer education, applied technology education, customized training for employers, developmental education, and strong student services.

**2.4. Faculty**

2.4.1. Criteria for Selection, Retention, and Advancement - Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching. Additional criteria include scholarly, professional and creative achievements, and service that complements the teaching role.

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

2.4.3. 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 and scholarship than Type I institutions. Institutional teaching loads will average at least 24 credit hour equivalents each academic year.

2.5. 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 such as grade point average and standardized test scores. Satisfactory completion of developmental courses, prerequisite courses, and work experience may also be factors.

2.6. 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.