

R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles¹

R312-1. Purpose: To recognize the distinct and unique missions and roles of the institutions in the Utah System of Higher Education (USHE); to configure 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. The Regents will review institutional roles and missions at least every five years in light of the educational needs and resources in the State of Utah.

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, System-wide Vision and Mission Statement
- 2.4. Policy and Procedures R315, Service Area Designation and Coordination Off-Campus Courses and Programs
- 2.5. Policy and Procedures R485, Faculty Workload Guidelines

R312-3. Definitions

- 3.1. **"Institutional Definition":** definitions of institutions have been 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. **"Teaching Load":** the institutional average teaching workload for full-time faculty at the various institutions.
- 3.4. **"Land Grant Institution":** an institution that may offer associate's degrees and fulfill a community college role in areas of need pursuant to Policy R315 through its extension services.

R312-4. Classifications

- 4.1. **Doctorate-granting Universities:** (University of Utah (U of U), Utah State University (USU)) Doctorate-granting Universities generally include institutions that award at least 20 doctoral degrees per year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.). This classification excludes Special Focus Institutions and Tribal Colleges. Doctorate-granting Universities are further classified by their research activity. The U of U is in the very high research activity category and USU is in the high research activity category.
- 4.2. **Master's Universities:** (Weber State University (WSU), Southern Utah University (SUU), Utah Valley University (UVU)) Master's Colleges and Universities generally include institutions that award at least

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50 master's degrees and fewer than 20 doctoral degrees per year. Some institutions above the master's degree threshold are included among Baccalaureate Colleges, and some below the threshold are included among Master's Colleges and Universities. This classification excludes Special Focus Institutions and Tribal Colleges. Master's Colleges and Universities are further classified based on the number of programs offered. WSU is in the medium programs category while SUU and UVU² are in the smaller programs category.

4.3. Baccalaureate Colleges: (Dixie State College of Utah (DSC)) Baccalaureate Colleges generally include institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and that award fewer than 50 master's degrees or 20 doctoral degrees per year. Some institutions above the master's degree threshold are also included. This classification excludes Special Focus Institutions and Tribal Colleges. Baccalaureate Colleges are further classified based on the level of degrees offered. DSC is in the Baccalaureate/Associate's College category.

4.4. Comprehensive Community Colleges: (Snow College (Snow), College of Eastern Utah (CEU), Salt Lake Community College (SLCC)) Comprehensive Community Colleges (or Associate's Colleges) generally include institutions where all degrees are at the associate's level, or where bachelor's degrees account for less than 10 percent of all undergraduate degrees. This classification excludes institutions eligible for classification as Tribal Colleges or Special Focus Institutions. Associate's Colleges are further divided by the setting and size of the College. Snow and CEU are in the Public Rural-serving Medium category while SLCC is in the Public Urban-serving Multi-campus category.

R312-5. Missions and Mission Statements

5.1. Doctorate-granting University: The mission of a Doctorate-granting University is to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels through research and development and through service and 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 at the local, state, and national levels. Many research efforts generate grants and contracts that also impact economic development, which underwrites the cost of their products.

5.1.1. University of Utah Mission Statement (2006): The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines. The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility.

5.1.2. Utah State University Mission Statement (2003): The mission of Utah State University is to be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement.

² Utah Valley University was approved to offer master's degrees in 2008. They have not awarded 50 master's degrees but expect to do so in the next five years.

5.2. Master's University: The mission of a Master's University is to transmit knowledge and skills primarily through undergraduate programs at the associate's and baccalaureate levels, including career and technical 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.

5.2.1. Weber State University Mission Statement (2007): Weber State University offers associate's, baccalaureate, and master's degree programs in a broad variety of liberal arts, sciences, technical and professional fields. The university provides excellent educational experiences for its students through extensive personal contact among faculty, staff and students in and out of the classroom. To accomplish its mission, the university, in partnership with the broader community, engages in research, artistic expression, public service, economic development, and community based learning experiences in an environment that encourages freedom of expression while valuing diversity.

5.2.2. Southern Utah University Mission Statement (2005): Southern Utah University is a comprehensive regional institution offering graduate, baccalaureate, associate's, and technical programs. SUU is committed to providing an excellent education through a diverse, dynamic and personalized learning environment. The university educates students to be critical thinkers, effective communicators, lifelong learners and individuals who demonstrate integrity and empathy as they pursue their lives' ambitions.

5.2.3. Utah Valley University Mission Statement (2007): Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community.

5.3. Baccalaureate College: The mission of a Baccalaureate College is to provide training and educational programs developed as a part of a dynamic continuum of opportunities that includes certificate, associate's degrees, baccalaureate degrees, and continuing education offerings responsive to a rapidly growing and divergent economic region. Emphasis is placed on teaching and training, scholarly, professional and creative efforts complementing its teaching and training role and community service. The institution contributes to the quality of life and economic development of the community, the state, and the region. Student success is supported through developmental programs and services provided by a comprehensive community college.

Dixie State College of Utah Mission Statement (2005): Dixie State College of Utah strives to help students to define, shape and achieve educational and life goals. It is dedicated to providing personalized and excellent teaching in a learning environment where all students can become passionate about their individual educational endeavors. DSC is a publicly supported institution—authorized by the Utah State Board of Regents—with two independent tiers. DSC offers associate's degrees and certificate programs that meet the needs of students, the community and the state. The College also offers baccalaureate programs in high demand areas and in core or foundational areas consistent with comprehensive four-year colleges. Dixie State College enhances its campus climate by promoting cultural and demographic diversity, and by inviting students to participate in its open-door, post-secondary educational programs.

5.4. Comprehensive Community College: The mission of a Comprehensive Community College is to transmit knowledge and skills through transfer education at the associate of arts and associate of science degree level along with offering associate of applied science degrees, career and technical education, customized training for employers, developmental education, and strong student services to support these functions. Transfer programs are intended to prepare graduates to begin upper-division work. Emphasis is placed on teaching, training, scholarly, professional, and creative achievement, 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.

5.4.1. Snow College Mission Statement (2004): The mission of Snow College is to educate students, inspire them to love learning, and lead them to serve others. Snow College achieves this mission through a constant pursuit of excellence in teaching; through a nurturing, positive learning environment; and through people who demonstrate a love for learning and service to humanity.

5.4.2. College of Eastern Utah Mission Statement (2006): College of Eastern Utah is a comprehensive community college committed to the highest standards of instruction and learning. CEU prepares students through certification, degrees, and transfer programs and seeks to provide a complete campus experience for both traditional and non-traditional students. The college educates and assists students with their social, physical, intellectual, cultural, and emotional development. CEU strives to help instill the curiosity and skills necessary for a student to continue learning throughout life. The College is committed to respond to the educational needs of the communities it serves. CEU will work with senior state institutions to provide access for a limited number of on-campus Bachelor's degree programs.

5.4.3. Salt Lake Community College Mission Statement (2006): Salt Lake Community College is a public, open-access, comprehensive community college committed to serving the broader community. Its mission is to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers.

R312-6. 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, career and technical education, customized training for employers, developmental education, and strong student services. WSU, UVU, and DSC also provide a comprehensive community college function to the state of Utah along with Snow, CEU, and SLCC.

R312-7. Accreditation: Regional and specialized accreditation is a goal for all programs for which this accreditation is available and appropriate for the institution's mission and role.

R312-8. 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's degree programs with appropriate academic preparatory support. USU fulfills this role for the state of Utah. The land grant designation makes USU responsible for statewide programs in agriculture, business, education, engineering, natural resources, sciences, family life, 4-H youth, and the traditional core of liberal learning: humanities, arts, and social sciences.

R312-9. Faculty

9.1. Criteria for Selection, Retention, and Advancement

9.1.1. Doctorate-granting University: Faculty are selected, retained, and promoted on the basis of evidence of effective teaching; research, scholarship, and creative achievements; and service and extension activities.

9.1.2. Master's University: 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.

9.1.3. Baccalaureate College: Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.

9.1.4. Comprehensive Community College: Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.

9.2. Educational Preparation

9.2.1. Doctorate-granting University: Regular full-time tenure-track faculty will have earned the appropriate terminal degree for their field and specialty.

9.2.2. Master's University: Regular full-time tenure-track faculty will have earned or be working toward the appropriate terminal degree for their field and specialty. Faculty in career and technical education or professional fields also will have practical, related work experience.

9.2.3. Baccalaureate College: Regular full-time tenure-track faculty will have practical, related 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 or be working toward the appropriate terminal degree for their field and specialty.

9.2.4. Comprehensive Community College: Regular full-time tenure-track faculty will have practical, related 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.

9.3. Teaching Loads and Research Activities

9.3.1. Doctorate-granting University: Average teaching loads are expected to be lower than that of faculty in Master's Universities reflecting necessary faculty involvement with research, scholarship, and creative achievements. Institutional teaching loads will average at least 18 credit hour equivalents each academic year.

9.3.2. Master's University: Average teaching loads are higher than those of faculty in Doctorate-granting Universities and somewhat lower than those of faculty in Baccalaureate Colleges. These teaching loads reflect Master's Universities having fewer graduate programs and less emphasis on research and scholarship than Doctorate-granting institutions. Institutional teaching loads will average at least 24 credit hour equivalents each academic year.

9.3.3. Baccalaureate College: Average teaching loads are higher than those of faculty in Master's Universities. Institutional teaching loads will average at least 27 credit hour equivalents each academic year.

9.3.4. Comprehensive Community College: Average teaching loads are somewhat higher than those of faculty in Baccalaureate Colleges, because faculty are not involved in upper-division and graduate-level instruction. Institutional teaching loads will average at least 30 credit hour equivalents each academic year.

R312-10. Student Admission

10.1. Doctorate-granting University: 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, such as grade point average and standardized test scores. Satisfactory completion of prerequisite courses and work experience may also be factors. Score data for first-year students indicate that these institutions are selective in admissions.

10.2. Master's University: 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.

10.3. Baccalaureate College: All incoming students are tested for course placement and advising purposes. Satisfactory completion of developmental and/or prerequisite courses and work experience also may be factors. Lower-division courses are primarily open-admission. Students must meet admissions' criteria for upper-division courses and programs.

10.4. Comprehensive Community College: Comprehensive Community Colleges are open-admission institutions. Incoming students may be tested for course placement and the ability to benefit from specific courses for financial aid purposes. Satisfactory completion of other developmental or prerequisite courses and work experience may also be factors.

R312-11. Support Services

11.1. Doctorate-granting University: These institutions provide library services, support services, equipment, and other resources to support undergraduate and graduate programs, and student and faculty research.

11.2. Master's University: These institutions provide 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.

11.3. Baccalaureate and Comprehensive Community College: This institution provides library services, support services, equipment, and other resources to support lower-division programs in career and technical education, general education, baccalaureate programs, and the intellectual needs of students and faculty.