

November 8 , 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of Regent Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles

Issue

During the 2017 legislative session, SB238, *Higher Education Governance Amendments* provided specific statutory language regarding the types of higher education institutions and their roles. This revision of Regent Policy R312 incorporates the specific language of SB238 and aligns language of the policy with the intent of the statute change.

Background

Clearly defining the Utah System of Higher Education institutional missions and roles helps in focusing institutional efforts and providing higher education in a targeted and effective way to meet the higher education needs of Utah citizens.

The institutional roles, as defined in SB238 include:

- Research Universities (University of Utah, Utah State University)
- Regional Universities (Southern Utah University, Weber State University, Utah Valley University, Dixie State University)
- Comprehensive Community Colleges (Snow College, Salt Lake Community College)

Revised statute language also suggested other wording changes in the policy regarding other factors relevant to institutional role (e.g., program array). Proposed policy revisions align the policy with statute language and direction.

Commissioner's Recommendation

The Commissioner recommends the Board approve the proposed policy revision language to R312,
Configuration of the Utah System of Higher Education and Institutional Missions and Roles

David L. Buhler
Commissioner of Higher Education

DLB/GL/EJH
Attachment

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

R312-1. Purpose: To ~~recognize~~ establish 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~~ that meet Utah's educational needs ~~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~~ and foster economic growth and innovation.

R312-2. References

- 2.1. Utah Code §53B-6-101, Master Plan for Higher Education
- 2.2. [Utah Code Section 53B-16-101, Establishment of Institutional Roles and General Courses of Study](#)
- 2.3. [Regents Policy and Procedures](#) R301, Master Plan Executive Summary
- 2.4. [Regents Policy and Procedures](#) R310, System-wide Vision and Mission Statement
- 2.5. [Regents Policy and Procedures](#) R315, Service Area Designation and Coordination Off-Campus Courses and Programs
- 2.6. [Regents Policy](#) R485, Faculty Workload Guidelines

R312-3. Definitions

- 3.1. ~~Classification~~ **"Roles"**: the general category within which an institution fits as ~~approved by the Regents and based largely upon the Carnegie Center for the Advancement of Teaching classification system~~ described in Utah Code §53B-16-101, Establishment of Institutional Roles and General Courses of Study.
- 3.2. ~~"Institutional Definition": definitions of institutions have been adapted from the Carnegie Classification of Institutions of Higher Education (<http://www.carnegiefoundation.org>).~~
- 3.3. **"Mission Statements"**: written statements of the general purposes and functions of various institutions approved by the Regents.
- 3.4. **"Teaching Load"**: the institutional average teaching workload for full-time faculty at the various institutions.
- 3.5. ~~—"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. Institutional [Roles](#) and Missions

¹ Approved on May 30, 2003; amended May 29, 2009. Revisions approved by the Board of Regents on May 29, 2009, May 20, 2011, September 16, 2011; May 17, 2013; January 22, 2016; April 1, 2016; and July 15, 2016.

4.1. Doctorate-granting Research 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.). The mission of a Doctorate-granting University is A research university's role is to provide undergraduate, graduate and research programs and to discover, create, and transmit knowledge through ~~education and training~~ academic 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.~~ with emphasis is placed on teaching, research, and service. Transfer programs allow students to seamlessly seek degrees at other institutions within the system. 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. The University of Utah and Utah State University are research universities.

4.1.1. University of Utah Mission Statement (2016): The University of Utah fosters student success by preparing students from diverse backgrounds for lives of impact as leaders and citizens. We generate and share new knowledge, discoveries, and innovations, and we engage local and global communities to promote education, health, and quality of life. These contributions, in addition to responsible stewardship of our intellectual, physical, and financial resources, ensure the long-term success and viability of the institution.

4.1.2. 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.

4.2. Master's Colleges and Regional 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 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. The mission of a Master's University The regional university's role 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 is to provide career and technical education, undergraduate associate and baccalaureate programs and select master's degree programs to fill regional demands. After a new master's degree program's fifth year, it must award a minimum average of five degrees per year over the previous three years. Emphasis is placed on Regional universities emphasize teaching, scholarly, and creative achievements that ~~are complementary to complement the~~ teaching role, and community service. Transfer programs allow students to seamlessly seek degrees at other institutions within the system. 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. Weber State University, Southern Utah University, Utah Valley University, and Dixie State University are regional universities.

4.2.1. Weber State University Mission Statement (2007): Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research,

artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

4.2.2. Southern Utah University Mission Statement (2016): Southern Utah University is a dynamic teaching and learning community that engages students in experiential education leading to personal growth, civic responsibility, and professional excellence.

4.2.3. 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.

4.2.4. Dixie State University Mission Statement (2016): Dixie State University is a public comprehensive university dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment and resources.

~~**4.3. — Baccalaureate Colleges and Universities:** [Dixie State University (DSU)] Baccalaureate Colleges and Universities 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. The mission of a Baccalaureate College or University 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.~~

~~**4.3.1. Dixie State University Mission Statement (2016):** Dixie State University is a public comprehensive university dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment and resources.~~

4.3 Comprehensive Community or Associate's Colleges: ~~[Snow College (Snow), Salt Lake Community College (SLCC)]~~ The comprehensive community college's (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. The mission of a Comprehensive Community or Associate's College role 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 The institution emphasizes teaching, training, scholarly, professional, and creative achievement, and community service, and 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. Within the organization of the institution The comprehensive community college's function role is identifiable in its organizational structure and, is 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. Salt Lake Community College and Snow

College are comprehensive community colleges. ~~WSU, UVU, and DSU also~~ All institutions except the University of Utah provide a varying degrees of comprehensive community college functions ~~role to the state of Utah along with Snow, and SLCC in their respective service areas.~~

4.3.1. **Snow College Mission Statement (2011):** Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals.

4.3.2. **Salt Lake Community College Mission Statement (2016):** Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment.

R312-5. 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.

~~**R312-6. 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 in areas of need. 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.~~

R312-6. Faculty

6.1. Criteria for Selection, Retention, and Advancement

6.1.1. ~~Doctorate-granting~~ **Research Universities:** Faculty are selected, retained, and promoted on the basis of evidence of effective teaching; research, scholarship, and creative achievements; and service and extension activities.

6.1.2. ~~Master's Colleges and~~ **Regional Universities:** 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.

~~6.1.3.—Baccalaureate Colleges and Universities: 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.~~

6.1.3. **Comprehensive Community or Associate's Colleges:** 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.

6.2. Educational Preparation

6.2.1. ~~Doctorate-granting~~ **Research Universities:** Regular full-time tenure-track faculty will have earned the appropriate terminal degree for their field and specialty.

6.2.2. ~~Master's Colleges and~~ **Regional Universities:** 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.

~~6.1.4.—Baccalaureate Colleges and Universities: 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.~~

6.2.3. ~~Comprehensive Community or Associate's~~ Colleges: 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.

6.3. Teaching Loads and Research Activities

6.3.1. ~~Doctorate-granting~~ Research Universities: Average teaching loads are expected to be lower than that of faculty in ~~Master's~~ regional 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.

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

~~6.1.5.—Baccalaureate Colleges and Universities: 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.~~

6.3.3. ~~Comprehensive Community or Associate's~~ Colleges: Average teaching loads are ~~somewhat~~ higher than those of faculty in ~~Baccalaureate Colleges~~ regional universities 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.

R312-7. Student Admission

7.1. ~~Doctorate-granting~~ Research Universities: ~~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, among others. these institutions are selective in admissions.~~ Research universities are selective in admissions.

7.2. ~~Master's Colleges and~~ Regional Universities: ~~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, among others~~

Regional universities admit students based on factors such as the students' projected ability to succeed at the institution, institutional capacity or other institutional needs.

~~7.3. **Baccalaureate Colleges and Universities:** 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.~~

7.3. **Comprehensive Community or Associate's Colleges:** Comprehensive community colleges are open-admission institutions. Incoming students may be tested or assessed 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.~~

R312-8. Support Services

8.1. ~~Doctorate-granting~~ Research **Universities:** These institutions provide library services, support services, equipment, and other resources to support undergraduate and graduate programs, and student and faculty research.

8.2. ~~Master's Colleges and~~ Regional **Universities:** 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.

8.3. ~~Baccalaureate and~~ **Comprehensive Community or Associate's Colleges:** These institutions provides library services, student support services, equipment, and other resources to support lower-division programs in career and technical education, general education, ~~baccalaureate programs, and the intellectual~~ developmental education, transfer programs, and the needs of students, ~~and~~ faculty, and the community.

R312-1. Purpose: To establish the distinct missions and roles of the institutions in the Utah System of Higher Education (USHE) that meet Utah's educational needs and foster economic growth and innovation.

R312-2. References

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R312-4. Institutional Roles and Missions

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citizens. We generate and share new knowledge, discoveries, and innovations, and we engage local and global communities to promote education, health, and quality of life. These contributions, in addition to responsible stewardship of our intellectual, physical, and financial resources, ensure the long-term success and viability of the institution.

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4.2. Regional Universities: The regional university's role provide career and technical education, undergraduate associate and baccalaureate programs and select master's degree programs to fill regional demands. After a new master's degree program's fifth year, it must award a minimum average of five degrees per year over the previous three years. Regional universities emphasize teaching, scholarly, and creative achievements that complement teaching and community service. Transfer programs allow students to seamlessly seek degrees at other institutions within the system. 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. Weber State University, Southern Utah University, Utah Valley University, and Dixie State University are regional universities.

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4.2.4. Dixie State University Mission Statement (2016): Dixie State University is a public comprehensive university dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment and resources.

4.3 Comprehensive Community Colleges: The comprehensive community college's role 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 prepare graduates to begin upper-division work. The institution emphasizes teaching, training, scholarly, professional, and creative achievement, community service, and contributes to

the quality of life and economic development of the community and the state. The comprehensive community college's role is identifiable in its organizational structure and is supported through programs, services, and specific administrative responsibility. Salt Lake Community College and Snow College are comprehensive community colleges. All institutions except the University of Utah provide varying degrees of community college functions in their respective service areas.

4.3.1. Snow College Mission Statement (2011): Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals.

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R312-6. Faculty

6.1. Criteria for Selection, Retention, and Advancement

6.1.1. Research Universities: Faculty are selected, retained, and promoted on the basis of evidence of effective teaching; research, scholarship, and creative achievements; and service and extension activities.

6.1.2. Regional Universities: 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.

6.1.3. Comprehensive Community Colleges: 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.

6.2. Educational Preparation

6.2.1. Research Universities: Regular full-time tenure-track faculty will have earned the appropriate terminal degree for their field and specialty.

6.2.2. Regional Universities: 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.

6.2.3. Comprehensive Community Colleges: 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.

6.3. Teaching Loads and Research Activities

6.3.1. Research Universities: Average teaching loads are expected to be lower than that of faculty in regional 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.

6.3.2. Regional Universities: Average teaching loads are higher than those of faculty in research universities. These teaching loads reflect regional universities having fewer graduate programs and less emphasis on research and scholarship than research institutions. Institutional teaching loads will average at least 24 credit hour equivalents each academic year.

6.3.3. Comprehensive Community Colleges: Average teaching loads are higher than those of faculty in regional universities 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.

R312-7. Student Admission

7.1. Research Universities: Research universities are selective in admissions.

7.2. Regional Universities: Regional universities admit students based on factors such as the students' projected ability to succeed at the institution, institutional capacity or other institutional needs.

7.3. Comprehensive Community Colleges: Comprehensive community colleges are open-admission institutions. Incoming students may be tested or assessed for course placement and the ability to benefit from specific courses for financial aid purposes.

R312-8. Support Services

8.1. Research Universities: These institutions provide library services, support services, equipment, and other resources to support undergraduate and graduate programs, and student and faculty research.

8.2. Regional Universities: These institutions provide library services, support services, equipment, and other resources to support undergraduate programs, a limited number of master's programs, and the needs of students and faculty.

8.3. Comprehensive Community Colleges: These institutions provide library services, student support services, equipment, and other resources to support lower-division programs in career and technical education, general education, developmental education, transfer programs, and the needs of students, faculty, and the community.