

ik*The wording in blue is straight from the Carnegie Classifications Website. Carnegie classifies Institutions in 7 different ways: Basic Definition, Undergraduate Instruction Program, Graduate Instruction Program, Enrollment Profile, Undergraduate Profile, Size and Setting, and Community Engagement. All of these classifications were used in the revised R312 except for Undergraduate Profile, Size and Setting, and Community Engagement.

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

312-1. Purpose

To recognize the distinct and unique missions and roles of the institutions in the Utah System of Higher Education. 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 Categories**" – categories 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. "**Roles**" – the types and levels of educational programs and services assigned to and offered by the institutions.
- 3.4. "**Teaching Load**" – the institutional average teaching workload for full-time faculty at the various institutions.
- 3.5. "**Land Grant Institution**" - Through its extension services, a land grant institution may offer associate degrees and fulfill a community college role in areas of need pursuant to Policy R-315. Utah State University fulfills this role for the state of Utah.

R312-4. Doctoral-granting Universities: (University of Utah, Utah State University)

4.1 Definition -

Doctorate-granting Universities. Includes 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.). Excludes Special Focus Institutions and Tribal Colleges.

Doctorate-granting Universities are further classified by their research activity. The University of Utah is in the very high research activity category and Utah State University is in the high research activity category.

4.1.1 Enrollment Profile- High Undergraduate: Enrollment data show both undergraduate and graduate/professional students, with the latter group accounting for 10-24% of FTE enrollment.

4.1.2. Mission - The institution's mission 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.

4.2. Programs

4.2.1 Undergraduate Instructional Program-

University of Utah: Balanced arts & science/professions, high graduate coexistence: Bachelor's degree majors were relatively balanced between arts and sciences and professional fields (41-59% in each), and graduate degrees were observed in at least half of the fields corresponding to undergraduate majors.

Utah State University: Professional plus arts & sciences, high graduate coexistence. Sixty to seventy-nine percent of bachelor's degree majors were in professional fields, and graduate degrees were observed in at least half of the fields corresponding to undergraduate majors.

4.2.2 Graduate Instructional Program-

University of Utah: Comprehensive doctoral with medical/veterinary. According to the degree data, these institutions award doctoral degrees in the humanities, social sciences, and STEM* fields, and they also award degrees in medicine, dentistry, and/or veterinary medicine. They also offer professional education in other health professions or in fields such as business, education, engineering, law, public policy, or social work.

Utah State University: Doctoral, STEM dominant. According to the degree data, these institutions award doctoral degrees in a range of fields, with the plurality in the STEM* fields. They may also offer professional education at the doctoral level or in fields such as law or medicine

4.2.3. Accreditation - Regional, specialized, and state accreditation is a goal for all programs for which this accreditation is available and appropriate for the institution's mission and role. Such accreditation enhances the excellence of the program and education of the student.

4.2.4. Research Programs - High priority is given to nationally recognized 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 that results in the development, transfer, and potential commercialization of new technology, processes, and products and contributes to the economic development of the state and nation.

4.2.5. 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, scholarship, and creative achievements; 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 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.

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, 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.

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 institutions provide 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

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.

4.7. Utah State University Institutional Mission Statement

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.

R312-5. Master's Universities:

(Weber State University, Southern Utah University, Utah Valley University)

5.1. Definition –

Master's Colleges and Universities. Generally includes 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; see Technical Details.) Excludes Special Focus Institutions and Tribal Colleges.

*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.

Master's Colleges and Universities are further classified based on the number of programs offered. Weber State University is in the medium programs category while Southern Utah University and Utah Valley University are in the smaller programs category.

5.1.1 Enrollment Profile- Very high undergraduate. Enrollment data show both undergraduate and graduate/professional students, with the latter group accounting for less than 10% of FTE enrollment.

5.1.2. Mission - The institution's mission is to transmit knowledge and skills primarily through undergraduate programs at the associate 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. Programs

5.2.1. Undergraduate Instructional Program- Professional plus arts and sciences, some graduate coexistence. Sixty to seventy-nine percent of bachelor's degree majors are in professional fields, and graduate degrees were observed in some of the fields corresponding to undergraduate majors (but less than half).

5.2.2. Graduate Instructional Program-

Weber State University: Postbaccalaureate professional (business dominant). According to the degree data, these institutions award master's or professional degrees in professional fields, and the plurality of graduate degrees are in business.

Southern Utah University and Utah Valley University: Postbaccalaureate professional (education dominant). According to the degree data, these institutions award master's or professional degrees in professional fields, and the plurality of graduate degrees are in education.

5.2.3. 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 enhances the excellence of the program and education of the student.

5.2.4. Scholarly and Creative Efforts - Faculty scholarly and creative efforts that complement and support the teaching role, regional and community service, and economic development are expected.

5.2.5. 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.

5.3. Faculty

5.3.1. 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.

5.3.2. 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 career and technical education or professional fields also will have practical, related work experience.

5.3.3. Teaching Loads - 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.

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 such as 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

Weber State University Mission Statement (2007): Weber State University offers associate, baccalaureate and master 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.

5.7. Southern Utah University Institutional Mission Statement

Southern Utah University Mission Statement (2005): Southern Utah University is a comprehensive regional institution offering graduate, baccalaureate, associate, 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.

5.8. Utah Valley University Institutional Mission Statement

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.

R312-6. Baccalaureate Colleges: Dixie State College of Utah

6.1. Definition –

Baccalaureate Colleges. Includes 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; see Technical Details.) Excludes Special Focus Institutions and Tribal Colleges.

Baccalaureate Colleges are further classified based on the level of degrees offered. Dixie State College is in the Baccalaureate/Associate's College category.

6.1.1. Enrollment Profile- Exclusively undergraduate four-year. Enrollment data show only undergraduates enroll at this institution.

6.1.2. 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 career and technical education programs, and selected baccalaureate programs in high-demand areas and in core and foundational areas consistent with Baccalaureate colleges. Emphasis is placed on teaching, training, scholarly, professional, and creative efforts complementary to the teaching and training role, 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.

Comment [D1]: DSC is a baccalaureate granting institution.

Consistent with baccalaureate-granting colleges, the institution's mission is to provide training and educational programs developed as a part of a dynamic continuum of opportunities that includes certificate, associate 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 associated with a comprehensive community college.

Comment [D2]: Suggested changes.

6.2. Programs

6.2.1. Undergraduate Instructional Program- Associate's Dominant. This institution awards both associate's and bachelor's degrees, but the majority of degrees awarded are at the associate's level.

6.2.2. Accreditation - Regional, state, and specialized accreditation is a goal for programs for which this 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.

Comment [D3]: This is a philosophical statement, not a statement of policy.

6.2.3. 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.

6.3. Faculty

6.3.1. Criteria for Selection, Retention, and Advancement - Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching *and training*. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.

Comment [D4]: Unnecessary

6.3.2. Educational Preparation - 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.

Comment [D5]: As written may limit new Ph.D. hires, which has budget implications.

6.3.3. Teaching Loads - 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

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

6.5. Support Services - The institution provides library services, support services, equipment, and other resources to support lower-division programs in career and technical education, and general education, selected baccalaureate programs, and the intellectual needs of students and faculty.

Comment [D6]:

Comment [D7]: Replace selected with "offered". Selected makes it sound as if DSC chooses some programs to support, but not others.

6.6. Dixie State College of Utah Institutional Mission Statement

Dixie State College of Utah Mission Statement (2005): Dixie State College of Utah (DSC) 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 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.

R312.7. Comprehensive Community Colleges
(Snow College, College of Eastern Utah, Salt Lake Community College)

7.1. Definition -

Associate's Colleges. Includes 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. 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 College of Eastern Utah are in the Public Rural-serving Medium category while Salt Lake Community College is in the Public Urban-serving Multicampus category.

7.1.1. Enrollment Profile- Exclusively undergraduate two-year. Fall enrollment data show only undergraduates enroll at these comprehensive community colleges.

7.1.2. Mission - The institution's mission is that of a comprehensive community college, transmitting knowledge and skills through transfer education at the Associate of Arts, Associate of Science, Associate of Applied Science, 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.

7.2. Programs

7.2.1. Undergraduate Instructional Programs. Associate's. According to the degree data, these institutions awarded associate's degrees but no bachelor's degrees.

7.2.2. Accreditation - Regional, state, and specialized accreditation is a goal for programs for which this accreditation is available and appropriate for the institution's mission and role. Such accreditation ~~should~~ enhances the excellence of the program and education of the student.

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. Secondary criteria complementary to the teaching role include scholarly, professional, creative achievements and service.

7.3.2. Educational Preparation - 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.

7.3.3. Teaching Loads - 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.

7.4. Student Admission - 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.

7.5. Support Services - The institution provides library services, support services, equipment, and other resources to support lower-division programs in career and technical education, general education, and the intellectual needs of students and faculty.

7.6. Snow College Institutional Mission Statement

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.

7.7. College of Eastern Utah Institutional Mission and Role Statement

College of Eastern Utah Mission Statement (YEAR): 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.

7.8. Salt Lake Community College Institutional Mission Statement

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.

R312-8. Technical Colleges:

(Utah College of Applied Technology)

8.1. Definition -Institutions award certificates and Associate of Applied Technology Degrees. General education courses are provided, in partnership through other USHE institutions. No upper-division course work or awards above the associate degree level are offered.

8.1.1. Mission - The institution's mission is to transmit knowledge and skills to both high school and adult students, and to meet the needs of employers primarily through education and training programs, whether long term, short term, or custom designed for specific employer needs. These programs provide students with opportunities to enter, re-enter, upgrade, or advance in the workplace. To meet this mission the institution also assists students to enhance the necessary basic skills to succeed in technical training programs and provides 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 using a flexible approach to meet individual student and employer needs. The institution contributes to the quality of life and economic development at the local and state levels.

8.2. Programs

8.2.1. Undergraduate 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. The general education components of the Associate of Applied Technology Degrees are offered by the other USHE credit bearing 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 – National, regional, state, and specialized accreditation is a goal for programs for which this accreditation is available and appropriate for the institution's mission and role. Such accreditation enhances the excellence of the program and education of the student.

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. Secondary criteria complementary to the teaching role include service and creative achievements.

8.3.2. Educational Preparation - Regular full-time faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level.

8.3.3. Teaching Loads - Teaching loads of technical faculty and ongoing daily student contact are at a somewhat higher level than at a Comprehensive Community Colleges. Institutional teaching loads will average at least 30 clock hours per week.

8.4. Student Admission - All applied technology colleges are open admission institutions. Incoming students may be tested for placement 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 career and technical education programs.

8.6. Utah College of Applied Technology Mission Statement

Utah College of Applied Technology Mission Statement (2005): The mission of the Utah College of Applied Technology (UCAT) is to provide, through its regional campuses, market-driven career and technical education to both secondary and adult students, which meets the demand by Utah employers for technically skilled workers. This is accomplished through competency-based education and training programs, which may be long term, short term, apprenticeship, or custom designed for individual employer needs. Most of the programs are offered in an open-entry, open-exit format providing flexibility for students and employers. Students are assisted in acquiring the basic skills necessary to succeed in these technical training programs. UCAT prepares students to enter, re-enter, upgrade, or advance in the workplace, which contributes to economic development, and improves the quality of life for Utah citizens.

(Approved on May 30, 2003, Amended June 30, 2008)