



UTAH SYSTEM OF  
HIGHER EDUCATION

December 16, 2022

# MEMORANDUM

## Institutional Roles, Missions, and Service Areas

The Utah Board of Higher Education has the primary responsibility of defining institutional roles, missions, and geographic service areas within the parameters define in Utah State Code. Those definitions appear in a number of Utah System of Higher Education Policies and in policies that have carried over from the Utah System of Technical Education. Institutional roles determine the types of credentials institutions can award, the qualifications and responsibilities of faculty members, and the admissions criteria for students. Policies on Geographic Service Regions further define the level of educational offering that may be offered by which types of institutions when there are overlapping geographic service regions. Those policies need to be updated to reflect the merger of the two systems, particularly to clarify the distinction in role between Degree-Granting Institutions and Technical Colleges but also to clarify sections of existing policy and address discrepancies between policies.

### **Commissioner's Recommendation**

The Commissioner recommends that the Academic Education Committee identify areas that should be addressed in policy revisions to clarify institutional roles, missions, and service regions.

### **Attachments**

Institutional Roles, Missions, and Service Regions

## INSTITUTIONAL ROLES AND MISSIONS

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One of the Utah Board of Higher Education’s core responsibilities is to “establish, approve, and oversee each institution’s mission and role.” The Legislature establishes basic categories of roles, and the Board expands and clarifies those roles through policy. Roles determine the institutional balance of responsibilities for teaching, research, and community engagement; the type of education an institution provides (i.e., academic or technical); the level of credentials and awards that an institution may offer; the qualifications and responsibilities of its faculty members; and the admissions standards for students. Presidents and Boards of Trustees draft the institutional mission statement, within the parameters of the defined institutional role, and those missions are approved by the Board of Higher Education. Geographic Service Regions are also established in policy and further define where institutions may establish campuses, centers, and other physical locations and the level of educational offering they provide within their geographic regions, as institutions with different roles may have overlapping geographic service regions with different responsibilities therein.

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## STATUTORY and POLICY DEFINITIONS

### [Utah Code § 53B-1-101.5](#)

**The Degree-Granting Institutions of Higher Education** are defined by [Utah Code § 53B-1-101\(1\)\(a\)](#):

- The University of Utah
- Utah State University
- Weber State University
- Southern Utah University
- Snow College
- Utah Tech University
- Utah Valley University
- Salt Lake Community College

**Technical colleges** are defined by [Utah Code § 53B-1-102\(1\)\(b\)](#):

- Bridgerland Technical College
- Davis Technical College
- Dixie Technical College
- Mountainland Technical College
- Ogden-Weber Technical College
- Southwest Technical College
- Tooele Technical College
- Uintah Basin Technical College

**Degree-Granting Institutions that also have a Technical College role** are defined by [Utah Code § 53B-2a-201](#):

- Salt Lake Community College
- Snow College
- Utah State University

**INSTITUTIONAL ROLE:** The general Category of institutional type and the level of award/credential that may be offered. Out-of-role awards may be approved by the Board of Higher Education. ([Board Policy R312](#))

**INSTITUTIONAL MISSION:** Written statements of the general purposes and functions of the institution within its role, as approved by the Board of Trustees and the Board of Higher Education. ([Board Policy R312](#))

**SERVICE REGION:** Designated institutional service areas by county for which a Utah System of Higher Education (USHE) institution has responsibility to provide courses, programs of study, and award levels that fit within its institutional role and specified mission. The geographic designations are intended to define service areas for campus buildings as well as off-campus programs offered by USHE institutions, such as concurrent enrollment programs or technical education offered in high schools. Expansion of certain programs beyond an institution's service region must be approved by the Board of Higher Education. ([Board Policy R315](#))

**ACADEMIC EDUCATION:** An educational program that is offered by a degree-granting institution. Academic education may include Career and Technical Education (CTE) but does not include technical education. ([Utah Code § 53B-1-101.5](#))

**TECHNICAL EDUCATION:** Career and Technical education that leads to an institutional certificate or is short-term training. Technical education does not include general education. ([Utah Code § 53B-1-101.5](#))

### **CAREER AND TECHNICAL EDUCATION**

- **State definition:** an educational program that is designed to meet industry needs, leads to a certificate or a degree, and may qualify for funding under the Carl D. Perkins Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act. ([Utah Code § 53B-1-101.5](#))
- **Federal definition :** an educational program that provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations. ([Perkins Act](#))

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## **COMPARISON OF INSTITUTIONAL ROLES AND MISSIONS**

### **Basic role established in statute ([Utah Code § 53B-16-101](#)):**

- **Research University:** Provide undergraduate, graduate, professional, and research programs; Career and Technical Education is included in the primary role except for the University of Utah.
- **Regional University:** Provide career and technical education, undergraduate associate and baccalaureate degrees, and select master's degree programs to fill regional demands; Career and Technical Education is included in the primary role.
- **Community College:** Provide undergraduate associate degrees; provide technical education; Career and Technical Education is included in the primary role.
- **Technical College:** Provide technical education; Career and Technical Education is included in the primary role.

### **Details about role established in policy:**

- **Post-secondary Career and Technical Education ([Board Policy R315](#)):** “The Board of Higher Education, recognizing the diverse goals of its students, is committed to offering postsecondary career and technical education, both credit and noncredit. Postsecondary CTE is a vital statewide role of the Utah System of Higher Education. This responsibility is met in assigned service areas by all USHE institutions except for the University of Utah, which does not have a CTE mission.”
- **Research University ([Board Policy R312](#)):** Discover, create, and transmit knowledge through academic programs. Emphasis on teaching, research, and outreach. Contribute to the quality of life and economic development at the local, state, and national levels. Expand economic development through research, including research grants and contracts. Provide undergraduate, graduate, professional, and research programs.

- **Regional University ([Board Policy R312](#)):** Provide open access academic and CTE programs to fill regional or state workforce demands. Student success is supported through developmental programs and services associated with a comprehensive community college. Career and Technical Education (CTE) programs are designed to meet workforce needs, lead to a certificate or degree, and may include general education coursework. Regional universities emphasize teaching, scholarly, and creative achievements that complement pedagogy, learning, and community service. Provide career and technical education, undergraduate associate and baccalaureate degrees, and select professional master's degree programs to fill regional demands.
- **Community College ([Board Policy R312](#)):** Provide affordable and open enrollment to community members, ensuring equitable access to higher education. Focus on teaching and applied learning environments, transmitting knowledge and skills which prepare students to enter the workforce or transfer seamlessly to stackable degree programs. Emphasizes teaching, training, scholarly, professional, and creative achievement, community service, and economic development. Community colleges provide academic and career and technical education culminating in certificates and associate degrees; developmental education; strong student services to support all functions.
- **Technical College ([Technical College Policy T200](#)):** Courses/programs/certificates shall be directly related to meeting the needs of Utah's employers for technically skilled workers by preparing adult and secondary students to enter, re-enter, upgrade to, or advance within current or emerging occupations that generally do not require an associate or more advanced degree. Programs do not include general education.

#### Scope of role outlined in policy:

- **Research University ([Board Policy R312](#)):** Statewide and national: Responsibility to provide access to students from all parts of the state and to contribute to the quality of life and the economy of the state and the country.
- **Regional University ([Board Policy R312](#)):** Regional and statewide: "The institution is a leading contributor to the quality of life and economic development at the local and state levels."
- **Community College ([Board Policy R312](#)):** Regional and statewide: contributes to the quality of life and economic development of the community and the state.
- **Technical College ([Technical College Policy T200](#)):** Regional employers' needs.

#### Community Outreach:

- All USHE Degree-Granting Institutions engage their larger community by enhancing cultural and economic development within communities. An institution's mission and role influence the specific community outreach activities it promotes. ([Board Policy R312](#))
- All USHE Technical colleges may offer "non-mission-related" educational experiences or activities intended to enhance student skills for personal interest and to introduce the community to training opportunities at the college. ([Technical College Policy T200](#))

#### Faculty Role ([Board Policy R312](#)):

- **Research University:** Faculty selected, retained, and promoted for effective teaching; research; scholarship and creative achievements; service and extension activities. Credentials required:

Appropriate terminal degree for field and specialty (generally a doctorate). Teaching load: 18 credits per year (higher ratio of research and lower ratio of teaching compared to regional university faculty and community college faculty).

- **Regional University:** Faculty 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. Credentials: the appropriate terminal degree of their field and specialty (generally a doctorate); faculty in Career and Technical Education or professional fields will also have practical, related work experience. Average teaching loads: 24 credits per year (higher teaching, lower research ratios than in research universities, but higher research loads than community college faculty).
- **Community College:** Faculty selected, retained, and promoted primarily on the basis and evidence of effective teaching; secondary criteria include scholarly, professional, creative achievements, and service that complements the teaching role. Credentials: recognized professional credentials for their discipline and teaching level; to teach courses in general education and other academic programs, the master's degree is a standard minimum credential, many faculty will have doctorates; technical programs may require practical, related work experience and recognized professional credentials for their discipline and teaching level. Teaching load: 30 credit hour equivalents per academic year-- priority is placed on teaching and faculty have less extensive research responsibilities than at universities.
- **Technical College:** Faculty must have a high school diploma, appropriate licensure or certification, and industry experience.

#### **Student Admissions ([Board Policy R312](#)):**

- **Research University:** Selective admissions.
- **Regional University:** Open access; may test or assess students for directed course placement, the ability to benefit from specific courses for financial aid purposes, and the students' projected ability to succeed, and provide developmental/remedial support.
- **Community College:** Open access; may test or assess incoming students for course placement and the ability to benefit from specific courses for financial aid purposes and provide developmental/remedial support.
- **Technical College:** Open access; institutions may provide secondary-level "basic skills" instruction in reading, language arts, and math.

#### **GEOGRAPHIC SERVICE REGIONS AND RIGHTS-OF-FIRST-REFUSAL**

##### **Level of education authorized within Service Region ([Board Policy R315](#))**

- **Research University:** Undergraduate education on main campuses, centers, branch campuses, universities centers, and through distance learning opportunities. Concurrent enrollment in high schools where it does not overlap with a community college sharing the same service region. Graduate education: primarily on the main campus. Selected off-campus graduate programs at centers and branch campuses, through university centers and distance learning technologies.
- **Regional University:** Undergraduate education on the main campus, centers, branch campuses, universities centers, and through distance learning opportunities. Concurrent enrollment in high schools within geographic service region. Graduate programs on the main campus; selected off-campus graduate programs at centers and branch campuses, university centers and distance learning technologies.
- **Community College:** Undergraduate education on the main campus, centers, branch campuses, universities centers, and through distance learning opportunities. Concurrent enrollment in high schools within geographic service region, including when geographic service regions overlap with universities.
- **Technical College:** (Utah Code § 53B-2a-110) Before a technical college develops new instructional facilities, the technical college shall give priority to maintaining the technical college's

existing instructional facilities for both secondary and adult students; coordinating with the president of the technical college's higher education institution and entering into any necessary agreements to provide career and technical education to secondary and adult students that maintain and support existing higher education career and technical education programs; and maximize the use of existing higher education facilities. ([Technical College Policy T200](#)): The course/program/certificate shall not unnecessarily duplicate career and technical education programs between the technical college and another public of higher education institution in the region served by the college, as provide in USC 53B-2a-112(2) and shall not include credit-based academic programs typically offered by community colleges or other institutions of higher education, as provided in UCA 53B-2a-106(4).

**Right of First Refusal and Primary Responsibility ([Board Policy R315](#)):** Within designated service areas, the local institution(s) has/have the right of first refusal and the first responsibility to provide programs consistent with mission and role assignments and to coordinate other offerings. After consultation and with the concurrence of the institution(s) designated to serve a particular area, other state institutions may provide needed lower division and other courses, that do not fall within the designated service provider(s) mission and role assignments, interests, and/or capacities. When the designated service area provider is unable to respond to a constituent request (I.e., a local employer, a Local Educational Agency for Concurrent Enrollment), the institution should attempt to identify a possible alternative provide from within the USHE.

**Board-Approved Exceptions to Geographic Service Areas ([Board Policy R315](#)):** Special circumstance involving such matters as methods of instruction, funding sources, or mission and role assignments may result in exceptions to the geographic service area role assignments.

**Technology-Delivered Instruction ([Board Policy R315](#)):** Technologically-delivered courses and programs afford an efficient and effective means for Utah colleges and universities to provide broader and more economical access to high quality instruction. Courses or programs delivered via technology in asynchronous faculty-student interaction (fully "online" programs) are exceptions to the geographic service area designations.

**Career and Technical Education by Service Region ([Board Policy R428](#)):** Career and technical education programming shall continue to be provided by all USHE institutions that embed a community college role within their respective missions. [This includes all Community Colleges, Regional Universities, and Utah State University.]

**Collaboration, Cooperation, and Sharing of Service Area Facilities ([Board Policy R315](#)):** The institutions are part of a single system of higher education. Institutions shall collaborate, cooperate, and share facilities in geographic areas where more than one institution delivers educational services.

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## SPECIFIC INSTITUTIONAL MISSIONS, SERVICE REGIONS, AND PARTNERS

### RESEARCH UNIVERSITIES

#### *University of Utah*

**Mission Statement ([Board Policy R312](#)):** 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.

**Geographic Service Region for physical Buildings ([Board Policy R315](#)):** Salt Lake County, Summit County (Park City Only)

**Community College and Technical College Partner within Geographic Service Region:** Salt Lake Community College

### ***Utah State University***

**Mission Statement ([Board Policy R312](#)):** 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. Utah State University delivers associate's, bachelor's, master's and doctorate degrees throughout its state-wide system as well as credit and non-credit technical education in the Southeastern region of the state. The institution also has a robust non-credit continuing education program.

#### **Additional Community College Role at Regional Campuses**

**Statutory Role for Technical Education ([Utah Code § 53B-16-207](#)):** Provide for open-entry, open-exit competency-based technical education programs, at a low-cost tuition rate for adults and at no tuition cost to secondary students, that emphasize short-term job training or retraining for immediate placement in the job market

**Geographic Service Region for Academic Education ([Board Policy R315](#)):** Cache, Rich, Box Elder, Duchesne, Uintah, Daggett, Tooele, Carbon, Emery, Grand, San Juan.

**Geographic Service Region for Technical Education:** Carbon, Emery, Grand, San Juan

**Technical College Partners ([Utah Code § 53B-2a-112](#)):** For counties outside USU's technical education service region, USU's partners are Bridgerland Technical College, Tooele Technical College, Uintah Basin Technical College.

## **REGIONAL UNIVERSITIES (includes a Community College Role)**

### ***Weber State University***

**Mission ([Board Policy R312](#)):** Weber State University provides transformative educational experiences for students of all identities and backgrounds through meaningful personal connections with faculty and staff in and out of the classroom. The university promotes student achievement, equity and inclusion, and vibrant community relationships through multiple credentials and degree pathways, experiential learning, research, civic engagement, and stewardship.

**Service Region ([Board Policy R315](#)):** Weber, Morgan, Davis

**Technical College Partners ([Utah Code § 53B-2a-112](#)):** Davis Technical College, Ogden-Weber Technical College

**Out-of-Role Board-Approved Programs:** Clinical Doctorate in Nursing Practice.

### ***Southern Utah University***

**Mission ([Board Policy R312](#)):** In an increasingly science-based world, Southern Utah University provides scientific education in learning environments that encourage exploration, critical thinking, collaboration, and communication; preparing students and the community to be scientifically literate citizens.

**Service Region ([Board Policy R315](#)):** Iron, Garfield, Beaver

**Technical College Partners ([Utah Code § 53B-2a-112](#)):** Southwest Technical College

**Out-of-Role Board-Approved Programs:** Clinical Doctorate in Psychology.

### ***Utah Valley University***

**Mission ([Board Policy R312](#)):** Utah Valley University is an integrated university and community college that educates every student for success in work and life through excellence in engaged teaching, services, and scholarship.

**Service Region ([Board Policy R315](#)):** Utah, Wasatch, Summit (Concurrent Enrollment only within Park City)

**Technical College Partners ([Utah Code § 53B-2a-112](#)):** Mountainland Technical College

### ***Utah Tech University***

**Mission ([Board Policy R312](#)):** Utah Tech University is an open, inclusive, comprehensive, polytechnic university featuring active and applied learning to advance students' knowledge and skills while fostering competent, resilient, lifelong learners to success in their careers and personal lives as creators, innovators, and responsible citizens.

**Service Region ([Board Policy R315](#)):** Washington, Kane

**Technical College Partners ([Utah Code § 53B-2a-112](#)):** Dixie Technical College

**Out-of-Role Board-Approved Programs:** Clinical Doctorate in Occupational Therapy.

## **COMPREHENSIVE COMMUNITY COLLEGES (includes a Technical College Role)**

### ***Snow College***

**Mission ([Board Policy R312](#)):** 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.

**Out-of-Role Board-Approved Programs:** Bachelor of Science in Software Engineering; Commercial Music.

**Statutory Role for Technical Education ([Utah Code § 53B-16-205](#)):** Provide, through the Snow College Richfield Campus, for open-entry, open-exit competency-

based technical education programs, at a low cost tuition rate for adults and at no tuition cost to secondary students, that emphasize short-term job training or retraining for immediate placement in the job market.

**Service Region ([Board Policy R315](#)):** Sanpete, Sevier, Wayne, Piute, Millard, Juab for certificates, applied associate degrees, and associate degrees.

### ***Salt Lake Community College***

**Mission ([Board Policy R312](#)):** Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment.

**Statutory Role for Technical Education ([Utah Code § 53B-2a-106](#)):** Provide technical education with an emphasis primarily on open-entry, open-exit programs at low cost to adult students and no tuition cost to secondary students that will result in appropriate licensing, certification, or other evidence of completion of training, and qualification for specific employment, with an emphasis on high demand, high wage, and high skill jobs in business and industry.

**Service Region ([Board Policy R315](#)):** Salt Lake County for certificates, applied associate and associate degrees.

## **TECHNICAL COLLEGES**

### ***Bridgerland Technical College***

**Mission:** The mission of the Bridgerland Technical College is to deliver competency-based, employer-guided career and technical education to both secondary and post-secondary students through traditional and technology-enhanced methodologies. This hands-on technical education provides occupational education, skills training, and workforce development to support the educational and economic development of the Bear River Region.

**Secondary Service Region ([Utah Code § 53B-2a-105](#)):** Box Elder, Cache, Logan, Rich

**Regional Degree-granting Partner ([Utah Code § 53B-2a-112](#)):** Utah State University

### ***Davis Technical College***

**Mission:** We are a trusted learning community embracing technical education to promote student development and economic growth.

**Secondary Service Region ([Utah Code § 53B-2a-105](#)):** Davis, Morgan

**Regional Degree-granting Partner ([Utah Code § 53B-2a-112](#)):** Weber State University

### ***Dixie Technical College***

**Mission:** For students who want to improve their lives by improving their employability, Dixie Tech provides current, relevant industry-driven training in a

professional and demanding environment, Dixie Tech certificates, and nationally recognized certifications or licensure, indicating competence and work readiness to potential employers.

**Secondary Service Region ([Utah Code § 53B-2a-105](#)):** Washington

**Regional Degree-granting Partner ([Utah Code § 53B-2a-112](#)):** Utah Tech University

### ***Mountainland Technical College***

**Mission:** To enhance the employability of individuals through market-driven career and technical education.

**Secondary Service Region ([Utah Code § 53B-2a-105](#)):** Alpine, Nebo, Provo, South Summit, North Summit, Wasatch, Park City

**Regional Post-Secondary Partner ([Utah Code § 53B-2a-112](#)):**Utah Valley University

### ***Ogden-Weber Technical College***

**Mission:** We build a prosperous community by creating a technically-skilled workforce one student at a time.

**Secondary Service Region ([Utah Code § 53B-2a-105](#)):** Ogden, Weber

**Regional Degree-granting Partner ([Utah Code § 53B-2a-112](#)):** Weber State University

### ***Southwest Technical College***

**Mission:** Southwest Technical College provides education and job skill training through individualized competency-based programs in response to the needs of students, employers and the communities we serve.

**Secondary Service Region ([Utah Code § 53B-2a-105](#)):** Beaver, Garfield, Iron, Kane

**Regional Post-Secondary Partner ([Utah Code § 53B-2a-112](#)):** Southern Utah University

### ***Tooele Technical College***

**Mission:** The Tooele Technical College provides rewarding, competency-based, affordable, and accessible career preparation for youth and adults to meet the needs of Utah employers.

**Secondary Service Region ([Utah Code § 53B-2a-105](#)):** Tooele

**Regional Degree-granting Partner ([Utah Code § 53B-2a-112](#)):** Utah State University

### ***Uintah Basin Technical College***

**Mission:** Uintah Basin Technical College provides technical education and training for secondary and adult students, to fulfill labor market needs, and promote economic development in the Uintah Basin.

**Secondary Service Region ([Utah Code § 53B-2a-105](#)):** Daggett, Duchesne, Uintah

**Regional Degree-granting Partner ([Utah Code § 53B-2a-112](#)):** Utah State University