

Faculty Senate Task Force on University Status

Survey of Faculty – February 2013

## Summary of findings

The Faculty Senate Task Force on University Status asked faculty to complete an internet survey about the possibility of the college transitioning to university status. The committee emailed faculty during the second and third weeks of January. The committee received 248 responses. Thirty-five were at the college for 0-3 years, 28 for 4-6 years, 33 for 7-9 years, 38 for 10-15 years, 17 for 16-20 years, and 38 for at least 21 years. Most of the survey included questions that included answer options on a five-point likert-type scale with 1 = very negative, 2 = somewhat negative, 3 = no difference, 4 = somewhat positive, and 5 = very positive. Respondents were also able to answer “don’t know” to these questions. That response was coded as an “8”, but was counted as a missing value when the modes, means and standard deviations were calculated.

### *Stockton’s reputation*

The faculty’s perceptions of the overall impact of the move to university status were very positive. The modal response to each of the questions concerning the college’s reputation and its ability to recruit faculty was “very positive”, with mean scores for each item in the high threes or low fours.

### *Student recruitment*

For the three questions used to measure the impact that transitioning to university status will have on student recruitment, the modal response was “very positive”, and the mean responses were in the “somewhat positive” to “very positive” range.

### *Impact on finances*

Results were mixed for faculty opinions about the impact of the potential transition on the college’s finances. For faculty’s ability to obtain grant funding and the college’s ability to fundraise outside of obtaining state funding, the modal response was “very positive”, and the mean response was “somewhat positive”. When considering the college’s ability to obtain state funding and the impact on the college’s internal budget allocations, the modal response was “no difference”.

### *Curriculum*

The faculty tended to respond that they expected the transition to university status to have “no difference” on the college’s commitment to professional studies, general education, liberal arts, and the library’s ability to serve our students.

### *Undergraduate education*

The modal response to the questions concerning impact on undergraduate education was “no difference”. Faculty tended to be more positive about the prospects of the college being able to involve students in faculty research and the students’ employability after graduation than they were for

potential undergraduate class size. Of all of the questions asked, undergraduate class size had the lowest mean, with 2.85.

#### *Graduate education*

Faculty seemed optimistic about the college's ability to involve graduate students in faculty research and out students' employability if the college becomes a university. The modal response for those questions was "very positive," and the means for both responses was 4 (somewhat positive). The modal response for graduate class size was 3, indicating that faculty believed there would be no difference.

#### *The college's mission*

When asked if the transition to university status was consistent with the college's founding mission, opinions differed by faculty members' years of service. Newer faculty tended to either report that they believed the change was in line with the founding mission or report that they did not know. Faculty who have been here between 7 and 15 years and at least 21 years tended to believe that the move was NOT consistent with the founding mission, but over half of the faculty between 16 and 20 years believed that it was consistent. The next question was used to measure whether faculty believe that the change is in line with the college's current mission, and the modal response for all categories of seniority was "yes".

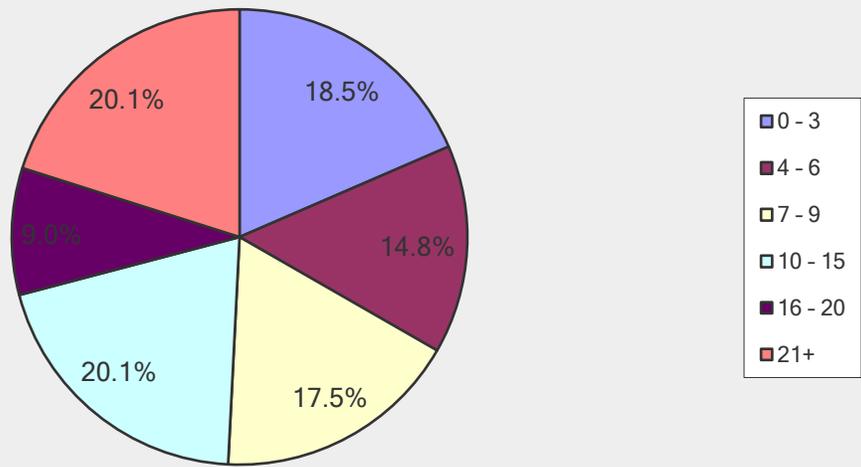
#### *Faculty research expectations*

Thirty-nine percent of faculty expect their research expectations to increase a lot if the college becomes a university, 35 percent think it will increase a little bit, 14 percent believe it will stay the same, and 12 percent responded that they did not know. When this question was broken down by years at Stockton, the new and senior faculty tended to believe that the research requirements would increase a lot, while the faculty who have been here between 7 and 20 years predicted little to no change in research expectations.

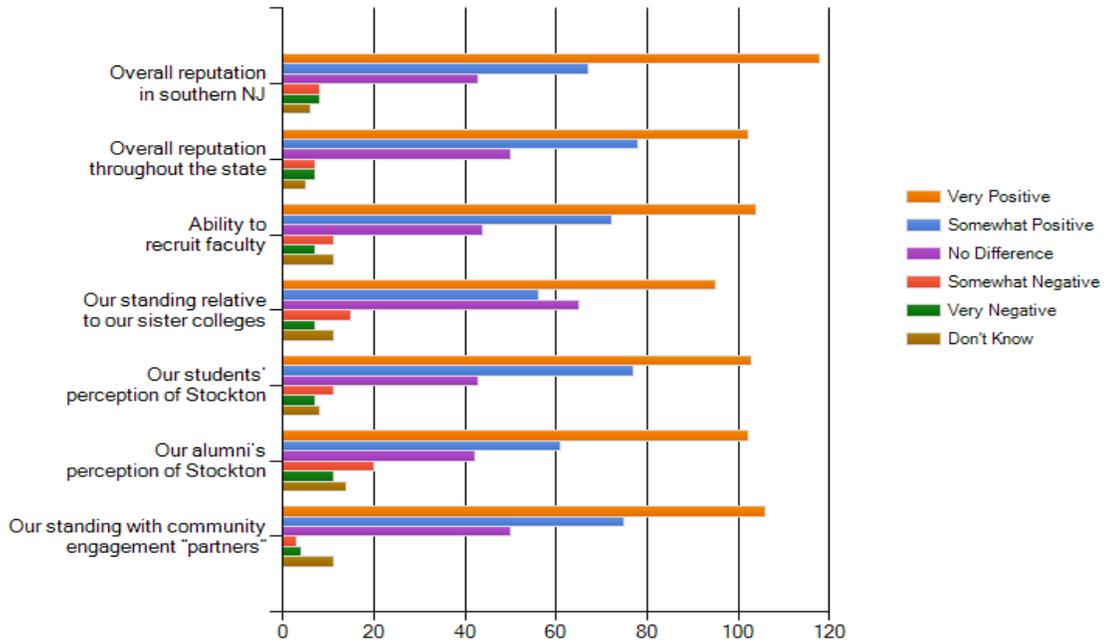
#### *Overall support*

Faculty were asked to rate their opinion about transitioning to university status with a 1 = completely against it to a 10 = completely for it. The mean response was a 6.7, with a mode of 10. One hundred, eighty-nine faculty responded to this question. When the support categories were condensed into low (1-4), moderate (5-6) and high (7-10) and considered by years at Stockton, support did tend to wane as seniority increased. Over half of the faculty who have been at Stockton for 20 years or less expressed high levels of support for the change.

### How many years have you been working at Stockton



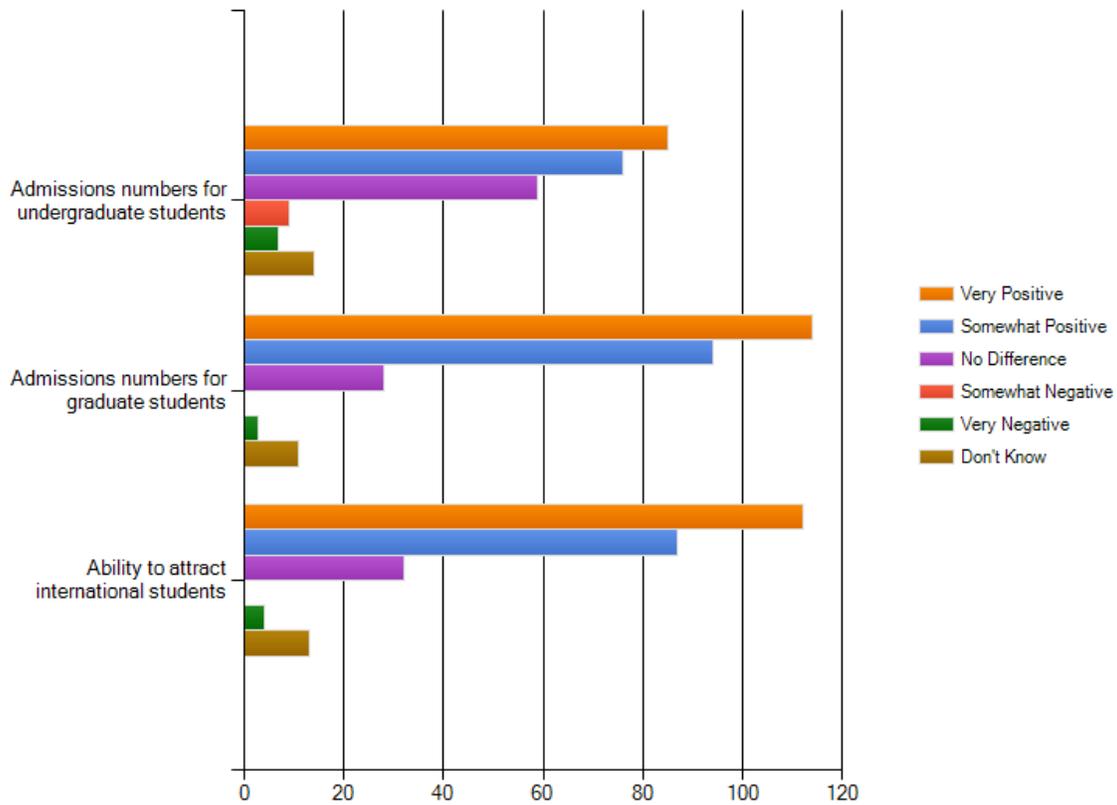
What kind of impact (positive or negative) do you think moving to university status will have on the following aspects of Stockton? Please answer using the following scale (VP=Very Positive, SP=Somewhat Positive, ND=No Difference, SN=Somewhat Negative, VN=Very Negative) Perception



**What kind of impact do you think that moving to university status will have on Stockton (1 = very negative → 5 = very positive)**

	Mode	Mean	SD
Overall reputation in southern NJ	5	4.14	1.039
Overall reputation throughout the state	5	4.07	1.002
Ability to recruit faculty	5	4.08	1.037
Our standing relative to our sister colleges	5	3.92	1.092
Our students' perception of Stockton	5	4.08	1.026
Our alumni's perception of Stockton	5	3.96	1.167
Our standing with community engagement "partners"	5	4.17	.915

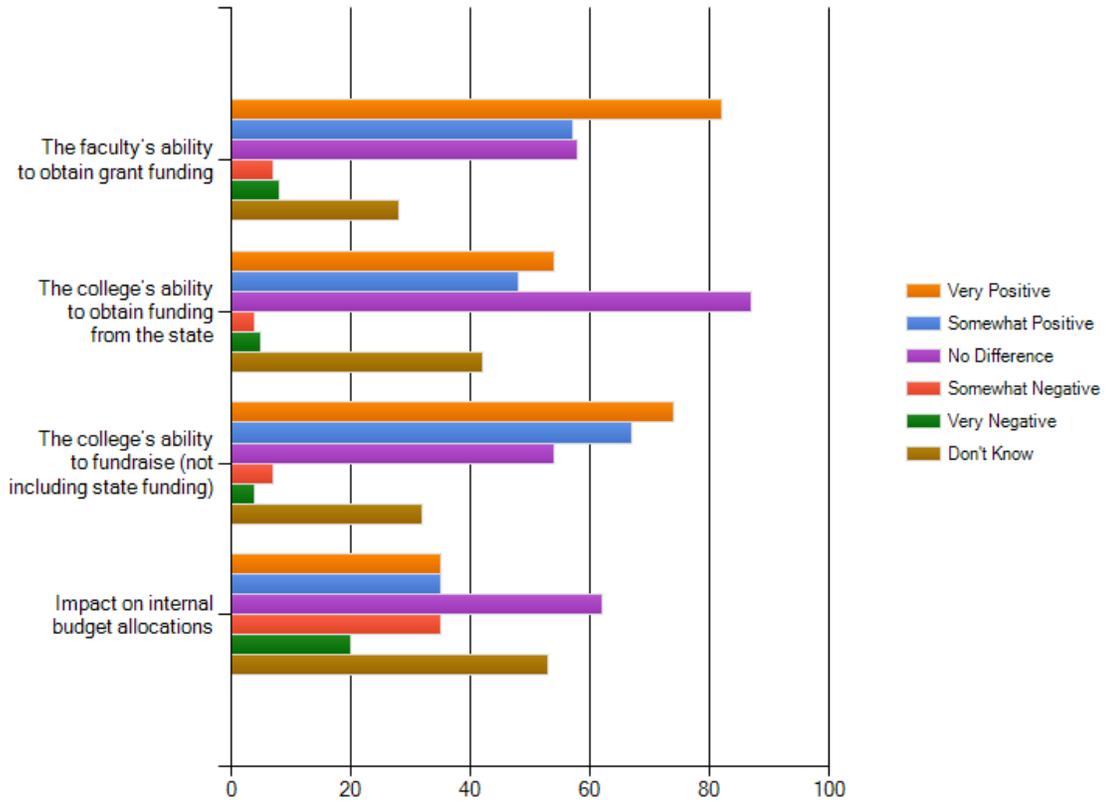
**Student recruitment/numbers**



**What kind of impact do you think that moving to university status will have on student recruitment/numbers (1 = very negative → 5 = very positive)**

	Mode	Mean	SD
Admissions numbers for undergraduate students	5	3.94	1.020
Admissions numbers for graduate students	5	4.32	.781
Ability to attract international students	5	4.30	.827

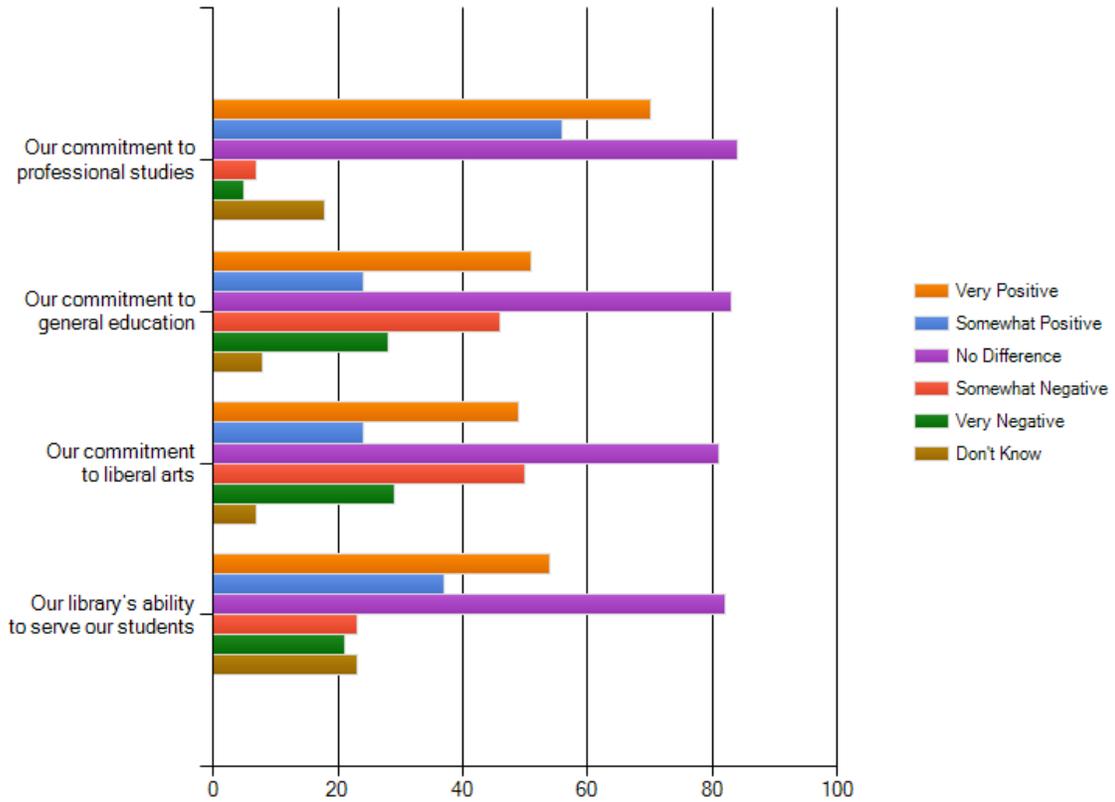
### Finances



**What kind of impact do you think that moving to university status will have on finances (1 = very negative → 5 = very positive)**

	Mode	Mean	SD
The faculty's ability to obtain grant funding	5	3.94	1.068
The college's ability to obtain funding from the state	3	3.73	.956
The college's ability to fundraise (not including state funding)	5	3.97	.972
Impact on internal budget allocations	3	3.17	1.242

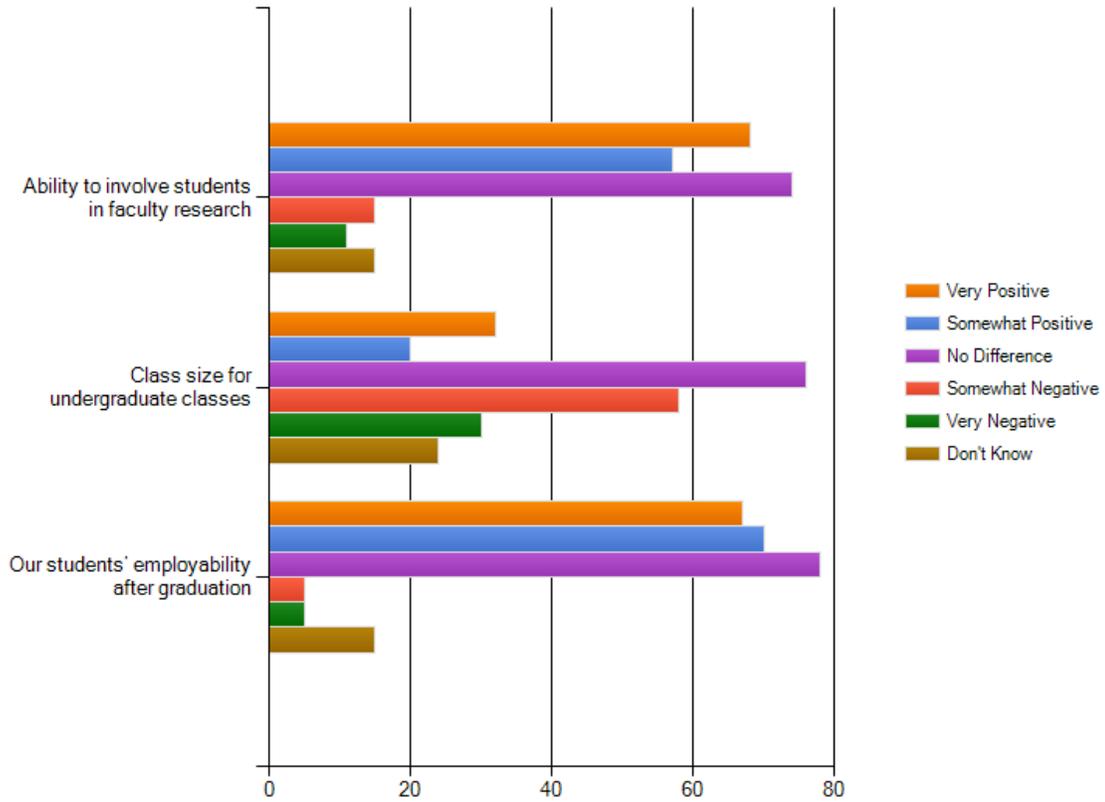
### Education/curriculum



**What kind of impact do you think that moving to university status will have on education/curriculum  
(1 = very negative → 5 = very positive)**

	Mode	Mean	SD
Our commitment to professional studies	3	3.80	0.999
Our commitment to general education	3	3.10	1.294
Our commitment to liberal arts	3	3.07	1.287
Our library's ability to serve our students	3	3.38	1.231

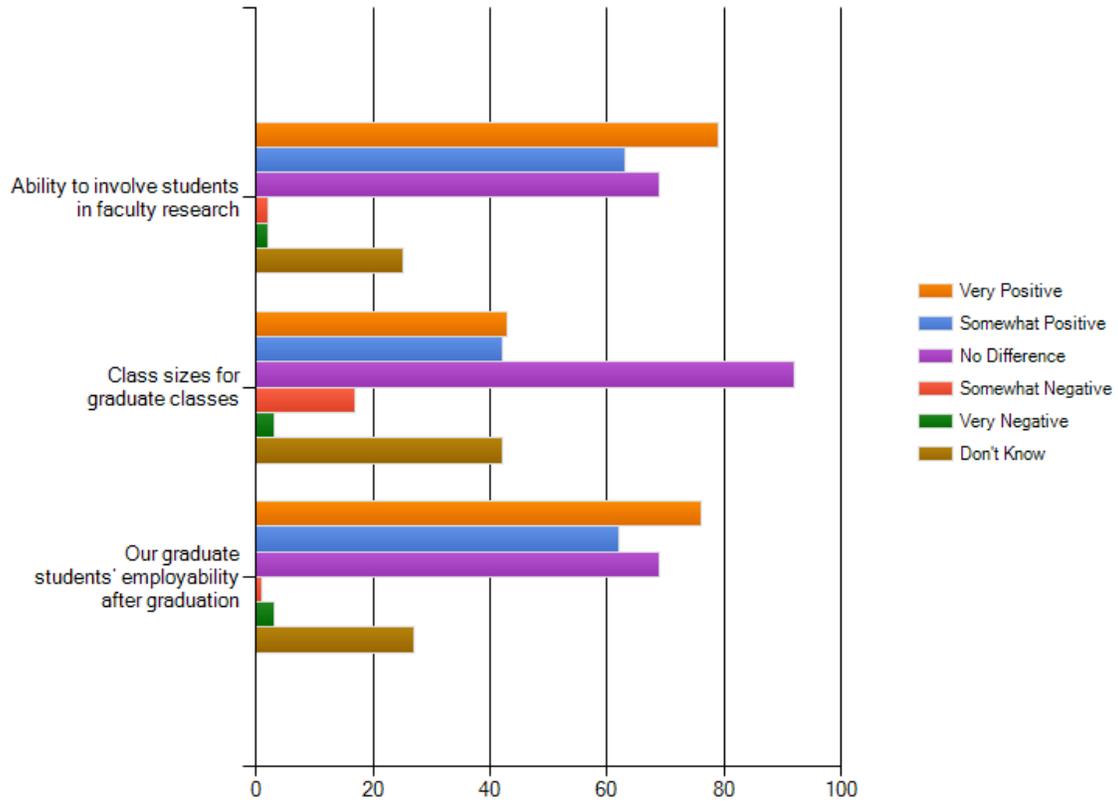
**Specific impact on undergraduate education**



**What kind of impact do you think that moving to university status will have on undergraduate education (1 = very negative → 5 = very positive)**

	Mode	Mean	SD
Ability to involve students in faculty research	3	3.70	1.117
Class size for undergraduate classes	3	2.85	1.220
Our students' employability after graduation	3	3.84	.959

### Specific impact on graduate education



### What kind of impact do you think that moving to university status will have on graduate education (1 = very negative → 5 = very positive)

	Mode	Mean	SD
Ability to involve students in faculty research	5	4.00	.906
Class sizes for graduate classes	3	3.53	.981
Our graduate students' employability after graduation	5	3.99	.917

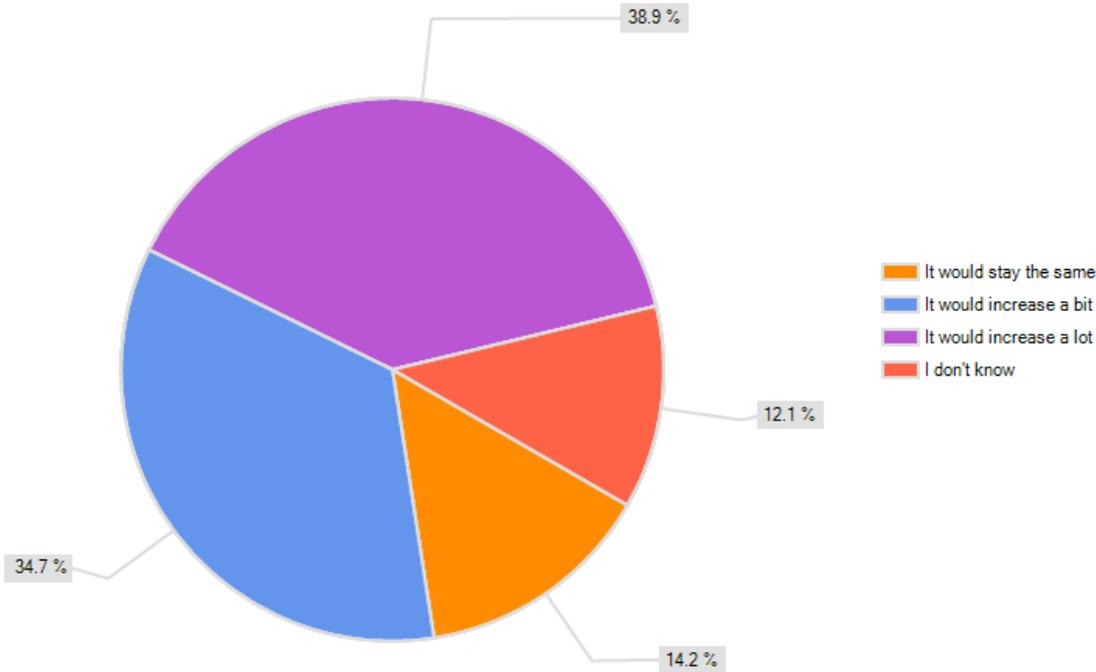
### In your opinion, is the transition to university status consistent with Stockton's founding mission \* Years of service

	0-6	7-15	16-20	21+	Total
Yes	26 (41%)	22 (31%)	<b>9 (53%)</b>	8 (21%)	65 (34%)
No	10 (16%)	<b>31 (44%)</b>	6 (35%)	<b>21 (55%)</b>	<b>68 (36%)</b>
Don't know	<b>27 (43%)</b>	18 (25%)	2 (12%)	9 (24%)	56 (30%)

**In your opinion, is the transition to university status consistent with Stockton's current mission \* Years of service**

	0-6	7-15	16-20	21+	Total
Yes	<b>41 (65%)</b>	<b>35 (49%)</b>	<b>11 (65%)</b>	<b>16 (42%)</b>	<b>103 (55%)</b>
No	7 (11%)	14 (20%)	4 (24%)	14 (37%)	7 (21%)
Don't know	15 (24%)	22 (31%)	2 (12%)	8 (21%)	47 (25%)

**What do you think would happen to research expectations of incoming faculty if RSC transitioned to university status?**



**What do you think would happen to research expectations of incoming faculty if RSC transitioned to university status \* Years of service**

	0-6	7-15	16-20	21+	Total
It would stay the same	7 (11%)	11 (16%)	<b>6 (35%)</b>	3 (8%)	27 (14%)
It would increase a bit	21 (33%)	<b>28 (39%)</b>	<b>6 (35%)</b>	10 (26%)	65 (34%)
It would increase a lot	<b>27 (43%)</b>	22 (31%)	5 (29%)	<b>20 (53%)</b>	<b>74 (39%)</b>
Don't know	8 (13%)	10 (14%)	0 (0%)	5 (13%)	23 (12%)

**On a scale of 1 (completely against it) to 10 (completely for it), what is your opinion about transitioning from master's college to comprehensive (teaching) university status?**

Mode	Mean	SD
10	6.70	3.148

**Support for transition to university status \* Years of service**

	0-6	7-15	16-20	21+	Total
Low support (1-4)	13 (21%)	19 (27%)	4 (24%)	17 (45%)	53 (28%)
Moderate support (5-6)	8 (13%)	11 (16%)	3 (18%)	3 (8%)	25 (13%)
High support (7-10)	<b>42 (67%)</b>	<b>41 (58%)</b>	<b>10 (59%)</b>	<b>18 (47%)</b>	<b>111 (59%)</b>