

Faculty Senate Task Force on University Status

Survey of Staff – February 2013

## **STAFF SURVEY: Summary of findings**

The Faculty Senate Task Force on University Status asked staff to complete an internet survey about the possibility of the college transitioning to university status. The committee emailed staff during the third week of February and received 135 responses. Twenty-nine were at the college for 0-3 years, 21 for 4-6 years, 19 for 7-9 years, 20 for 10-15 years, 8 for 16-20 years, and 22 for at least 21 years. Nearly all respondents (94.1 per cent) were full-time staff members. Staff were also asked to identify any other roles they fulfill at Stockton; 7 are currently enrolled in a graduate program, 31 are undergraduate alumni, 18 are graduate alumni, 13 are adjunct faculty, 2 are non-tenure track faculty, and 5 are tenured faculty members.

The first half of the survey (Part 1, which included questions about impact on institutional reputation, student recruitment, and finances) asked for answers 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 staff’s perceptions of the overall impact of the move to university status were, like those of faculty, very positive. The modal response to each of the questions concerning the college’s reputation and its ability to recruit faculty and staff was “very positive”, with mean scores for each item in the low to mid fours, with one exception. Staff responses to the question “Would the change to a university alter the work environment for staff” received a mean score of 3.36. This is not necessarily a negative response, but indicates more ambivalence or uncertainty. Twenty-seven per cent believed the impact on staff work environment would be “somewhat positive” or “very positive”, while only 8 per cent thought the impact would be “somewhat negative” or “very negative”. Of those remaining, 53 per cent thought that it would make “no difference”, while 11 per cent “don’t know”.

### *Student recruitment*

For the three questions used to measure the impact that transitioning to university status would have on student recruitment, the modal response was “very positive”, with means ranging from 4.22 to 4.45 (numbers were slightly higher for graduate than undergraduate recruitment, although both were well within the “very positive” range).

### *Impact on finances*

Results were mixed for staff opinions about the impact of the potential transition on the college’s finances. For the college’s ability to fundraise (not including state funding) and the college’s ability to obtain grant funding, the modal response was “very positive”, and the mean response was “somewhat positive” to “very 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”, however, a sizable portion of respondents chose “don’t know” (14 per cent and 8 per cent respectively). On the impact on the college’s ability to fundraise from the state, the modal response was between “no difference” and “somewhat positive”, although this question also prompted even more “don’t know”

responses. Seventeen per cent selected “don’t know” when considering the impact on state funding, while 24 per cent made the same choice regarding impact on internal budget allocations.

### *Vested Interest*

Staff members were asked to assess whether their position within the college meant that they had a vested interest in a possible transition from college to university status. Over half of those responding (58 per cent), indicated that they did have such an interest, while 28.6 per cent did NOT believe so and 13.4 per cent chose “I don’t know”.

### *The college’s mission*

When asked if the transition to university status was consistent with the college’s founding mission, the majority of staff, regardless of how long they had been at Stockton, believed that such a move was consistent with the founding mission, although there was appreciable uncertainty. In sum, 53 per cent thought that it was consistent with the founding mission, 23 per cent DID NOT think it was consistent, and 24 per cent did not know.

The next question was used to measure whether staff believed that the change is in line with the college’s current mission, and the modal response for all categories of seniority was “yes”. In sum, 76 per cent thought that it was consistent with the current mission, 13 per cent DID NOT think it was consistent, and 12 per cent did not know.

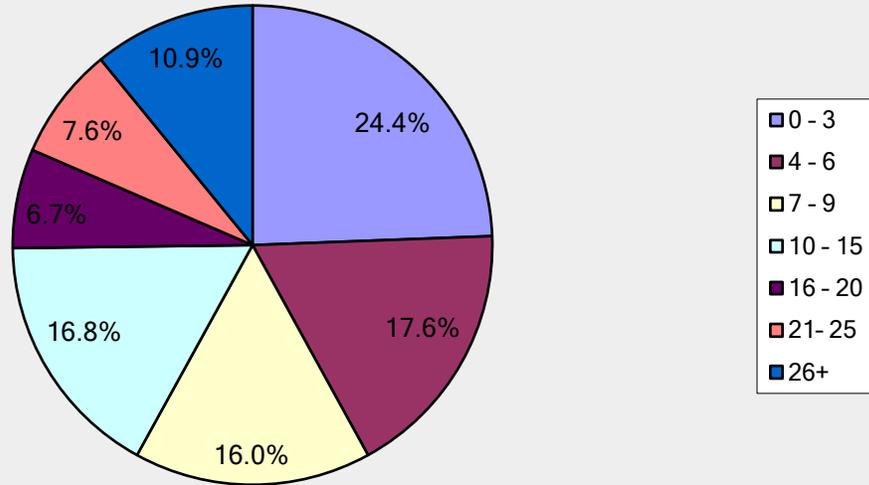
### *Impact on work environment*

Staff were also asked to comment on how they thought a transition to university status might affect their work environment. Thirty-seven respondents chose to write in a comment, although eleven of these comments indicated that there would be no real change. Of the remaining 26 respondents, the three most frequent comments were: 1) possibility of increased workload, 2) increasing college size and /or student body necessitating an expansion of staff, and 3) impact on college facilities (i.e. number of classrooms, library services, and—especially—parking).

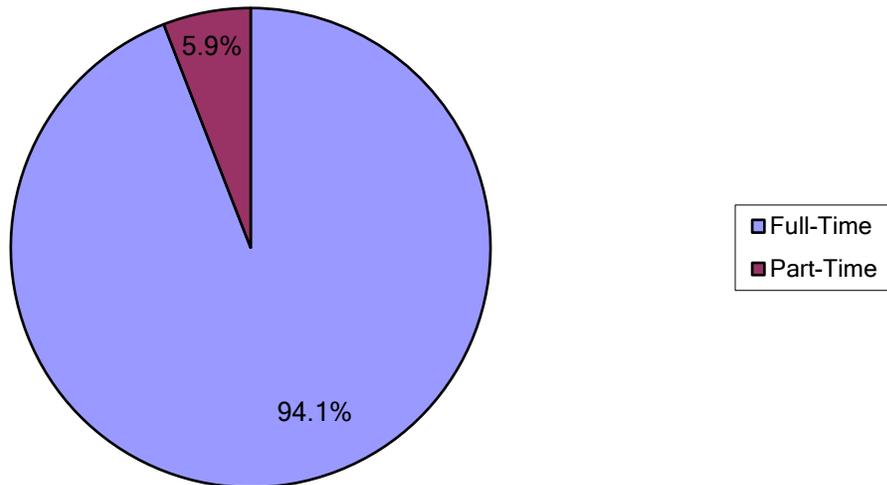
### *Overall support*

Staff were asked to rate their opinion about transitioning to a university status with a 1 = completely against it to a 10 = completely for it. The mean response was a 7.59, with a mode of 10. One hundred, nineteen staff 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 declined slightly as seniority increased, but even 59 per cent of the lowest category (those working over 20 years) supported the transition. Almost three-quarters of the staff between 0 and 20 years at Stockton expressed high levels of support for the change.

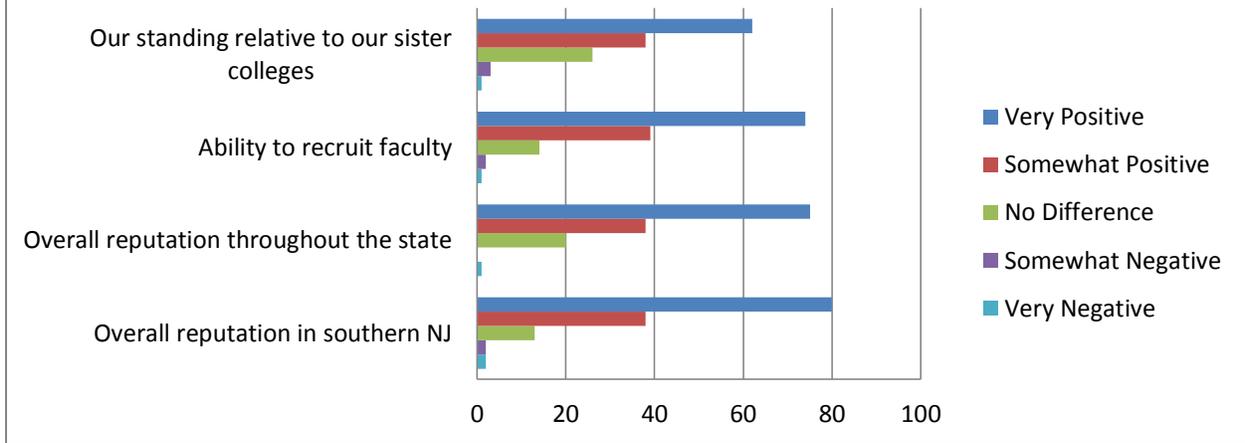
How many years have you been working at Stockton



What is your position at Stockton?



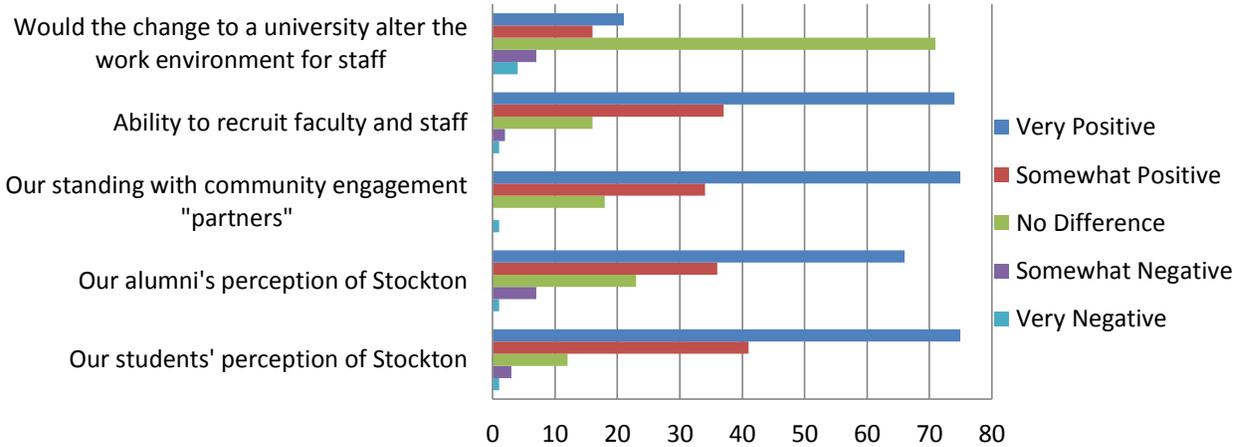
## Perceptions of college reputation 1



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

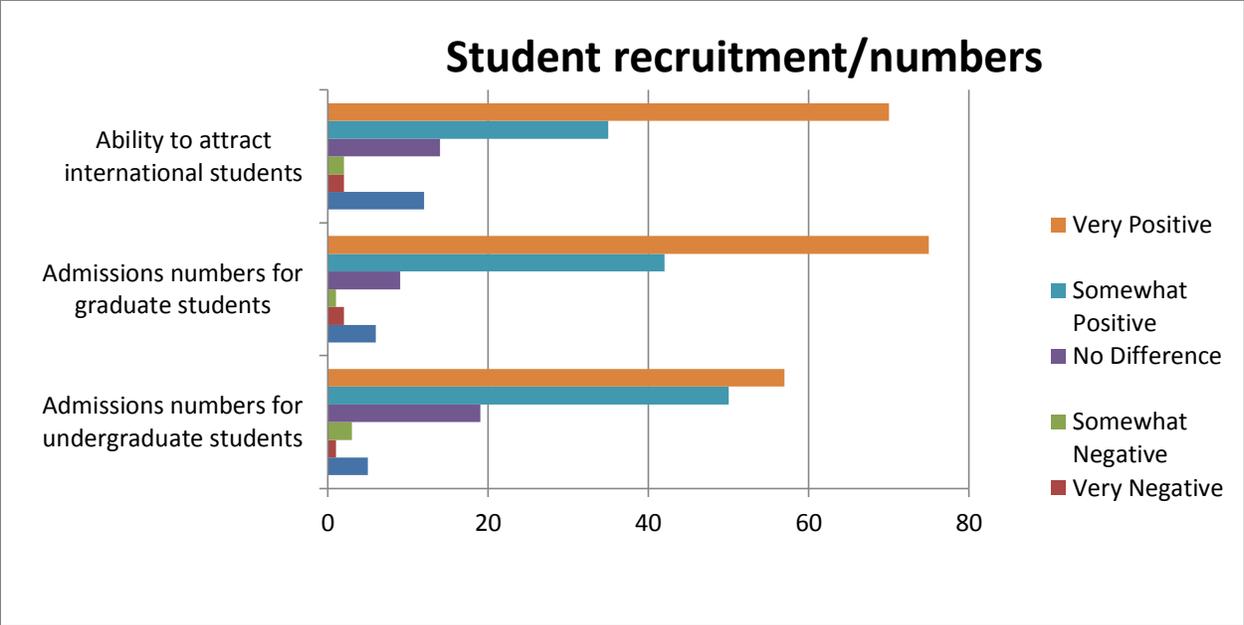
	Mean	Mode	Std. Deviation
Our standing relative to our sister colleges	4.20	5	.896
Ability to recruit faculty	4.40	5	.805
Overall reputation throughout the state	4.39	5	.796
Overall reputation in southern NJ	4.43	5	.844

## Perceptions of college reputation 2



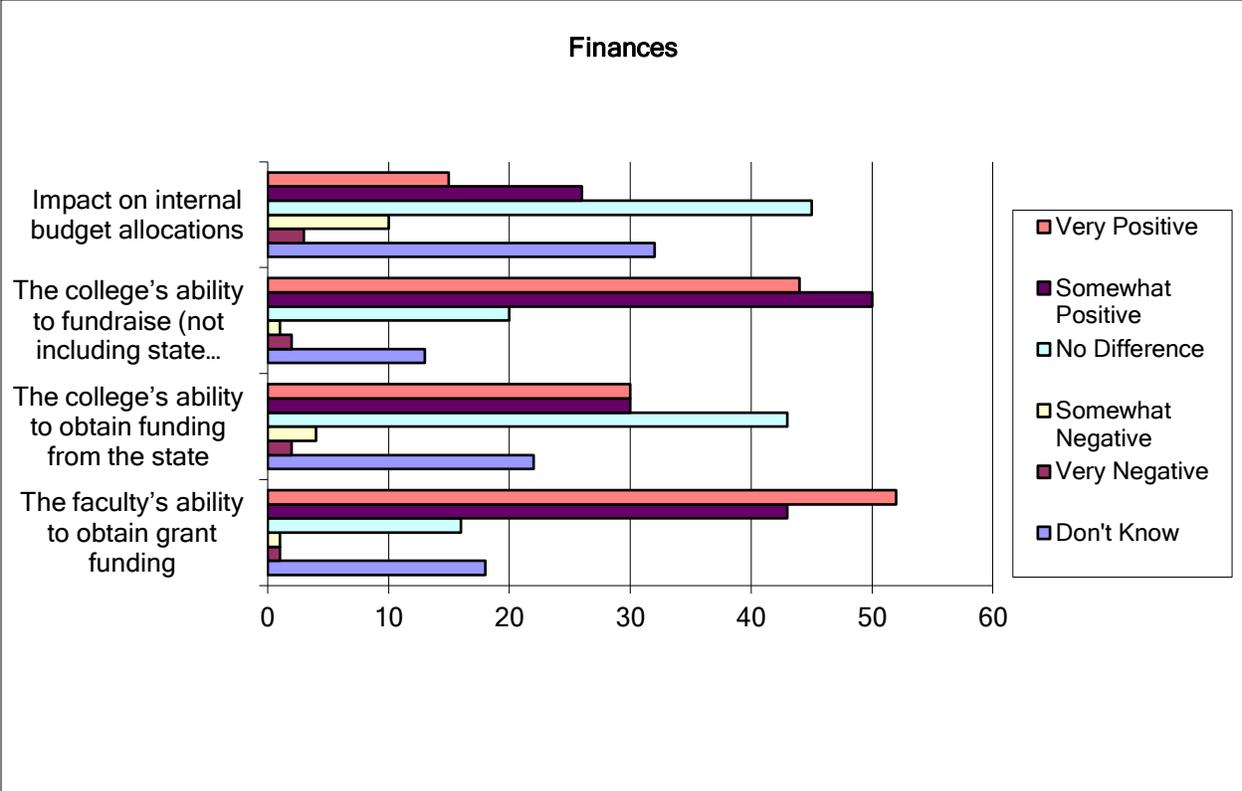
**What kind of impact do you think that moving to university status will have on Stockton (1 = very negative → 5 = very positive)**

	Mean	Mode	Std. Deviation
Would the change to a university alter the work environment for staff	3.36	3	.958
Ability to recruit faculty and staff	4.39	5	.823
Our standing with community engagement "partners"	4.42	5	.791
Our alumni's perception of Stockton	4.19	5	.958
Our students' perception of Stockton	4.40	5	.811



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

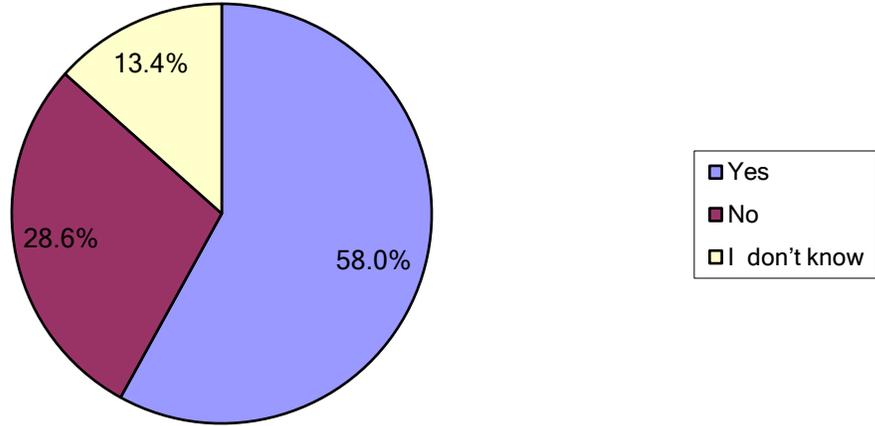
	Mean	Mode	Std. Deviation
Ability to attract international students	4.37	5	.874
Admissions numbers for graduate students	4.45	5	.792
Admissions numbers for undergraduate students	4.22	5	.838



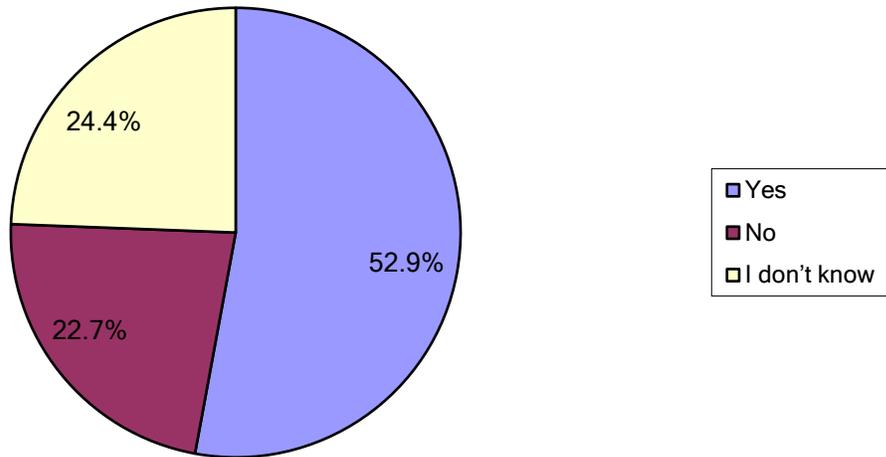
**What kind of impact do you think that moving to university status will have on finances (1 = very negative → 5 = very positive)**

	Mean	Mode	Std. Deviation
Impact on internal budget allocations	3.41	3	.972
The college's ability to fundraise (not including state funding)	4.14	4	.854
The college's ability to obtain funding from the state	3.76	3	.965
The faculty's ability to obtain grant funding	4.28	5	.808

Given your position at the college, do you feel that you have a vested interest in the possible change from a college to a university?

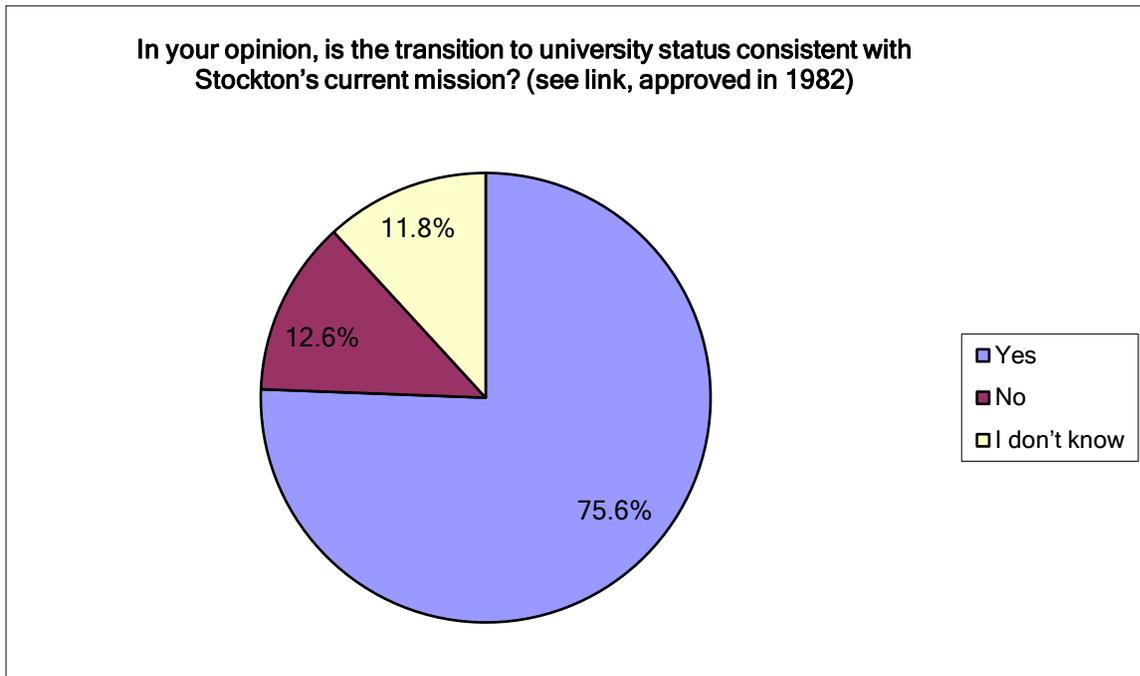


In your opinion, is the transition to university status consistent with Stockton's founding mission? (see link, pages 7-15)



**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	<b>29 (59%)</b>	<b>20 (51%)</b>	<b>6 (75%)</b>	<b>8 (36%)</b>	<b>63 (53%)</b>
No	6 (12%)	11 (28%)	2 (25%)	7 (32%)	26 (22%)
Don’t know	14 (29%)	8 (21%)	0 (0%)	7 (32%)	29 (25%)



**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>39 (80%)</b>	<b>29 (74%)</b>	<b>6 (75%)</b>	<b>15 (68%)</b>	<b>89 (75%)</b>
No	3 (6%)	6 (15%)	2 (25%)	4 (18%)	15 (13%)
Don’t know	7 (14%)	4 (10%)	0 (0%)	3 (14%)	14 (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 university status?

Mode	Mean	SD
10	7.59	2.457

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

	0-6	7-15	16-20	21+	Total
Low support (1-4)	1 (2%)	4 (10%)	2 (25%)	3 (14%)	10 (8.5%)
Moderate support (5-6)	12 (25%)	7 (18%)	0 (0%)	6 (27%)	25 (21%)
High support (7-10)	<b>36 (74%)</b>	<b>28 (72%)</b>	<b>6 (75%)</b>	<b>13 (59%)</b>	<b>83 (70%)</b>