

Reaching 40
The Richard Stockton College of New Jersey



Faculty Senate Task Force on
University Status
Student Town Hall Meetings
April 2013





**MIDDLE STATES COMMISSION
ON HIGHER EDUCATION**

Middle States reported in their 2012 accreditation report that Stockton College:

- Placed a commendable emphasis on teaching
- Demonstrated a commitment to student learning
- Fostered creative, inter-disciplinary work

Definition of a Comprehensive University:

In New Jersey, an institution that offers graduate and undergraduate degrees in a variety of academic disciplines and professional fields may seek status as a comprehensive university. Such institutions emphasize teaching, and are distinct from the state's six research universities.

Current New Jersey Comprehensive Universities:



Comprehensive versus Research University:

- Comprehensive universities, by definition, emphasize teaching at the undergraduate and master's levels.
- Research universities, by contrast, place a heavier emphasis on basic and applied research and on Ph.D. programs
- Stockton has met the criteria to become a comprehensive university since 2010.

Current New Jersey Research Universities:

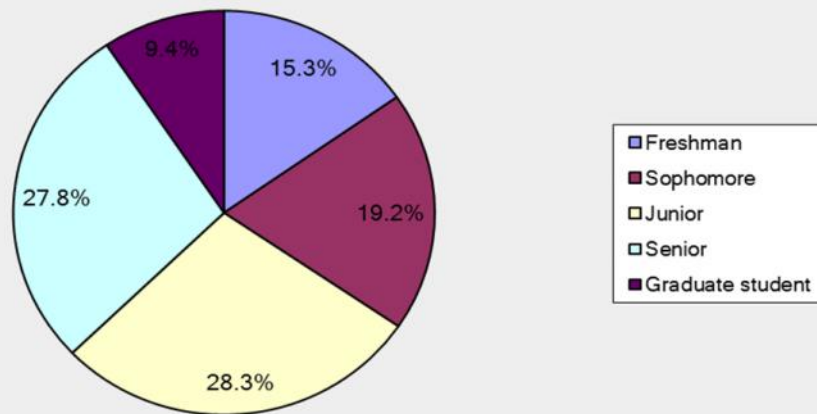


Timeline for the Task Force on University Status:

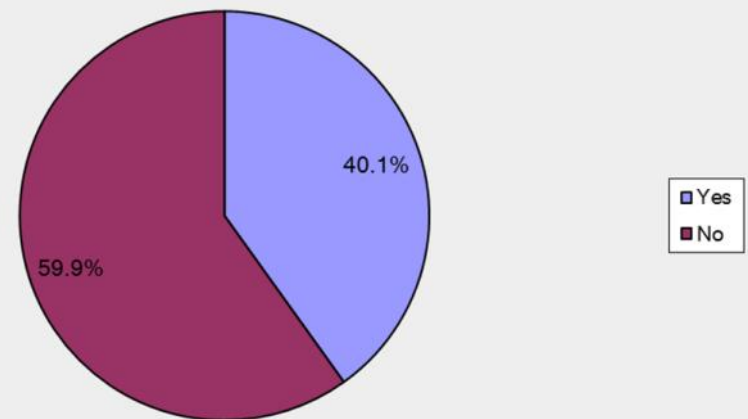
- September 2012: Faculty Senate President proposes creation of a Task Force on University Status followed by a campus-wide call for task force nominations
- October 2012: Faculty Senate Executive Committee proposes a slate of Task Force members to the full Faculty Senate, which approves the proposal. Faculty Senate votes on selection of a Senate Representative to the Task Force (Michelle McDonald).
- November-December 2012: Task Force researches and drafts faculty and staff surveys; these are launched in January and February 2013.
- January-February 2013: Task Force researched and drafts student and alumni surveys; these are launched in March 2013
- Faculty and Staff Campus Town Hall Meetings held in March 2013.
- Student Campus Town Hall Meetings held in April 2013.

Profile of Student Survey Respondents:

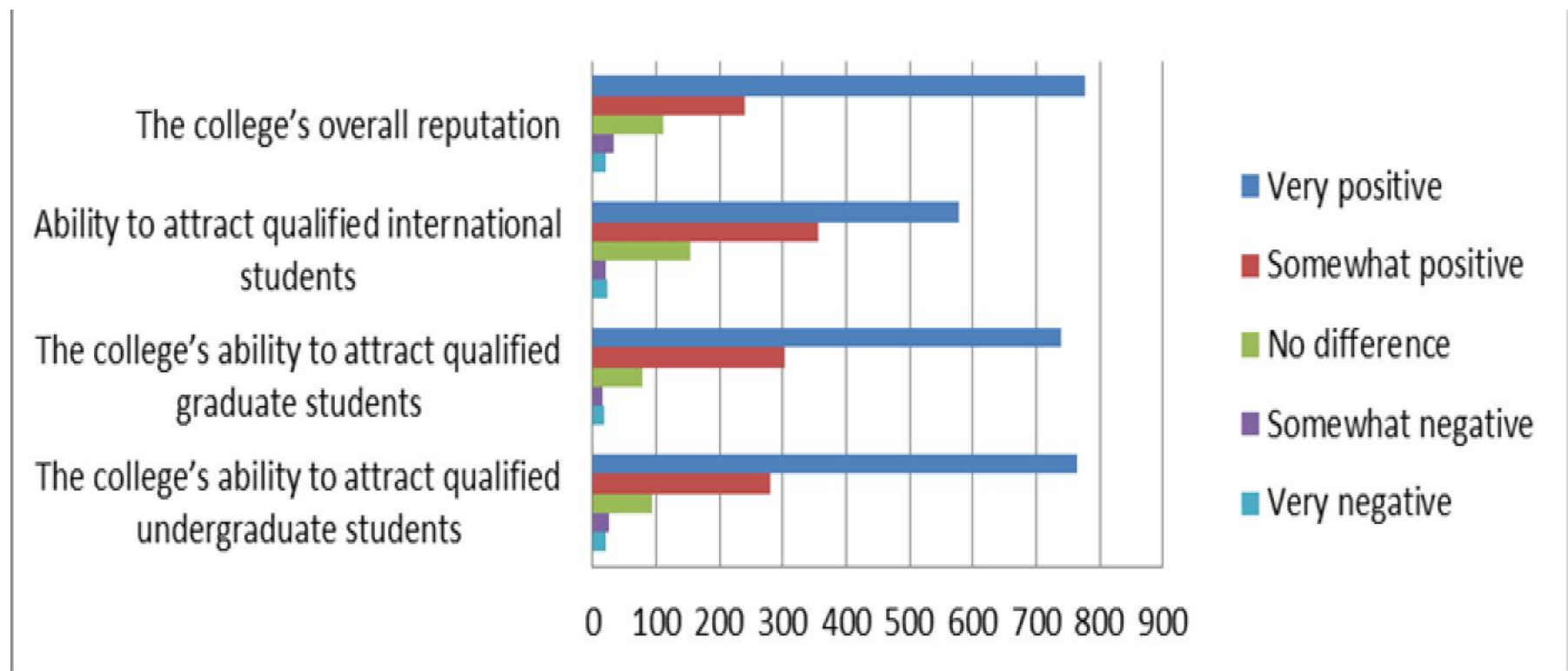
What is your current student status at Stockton?



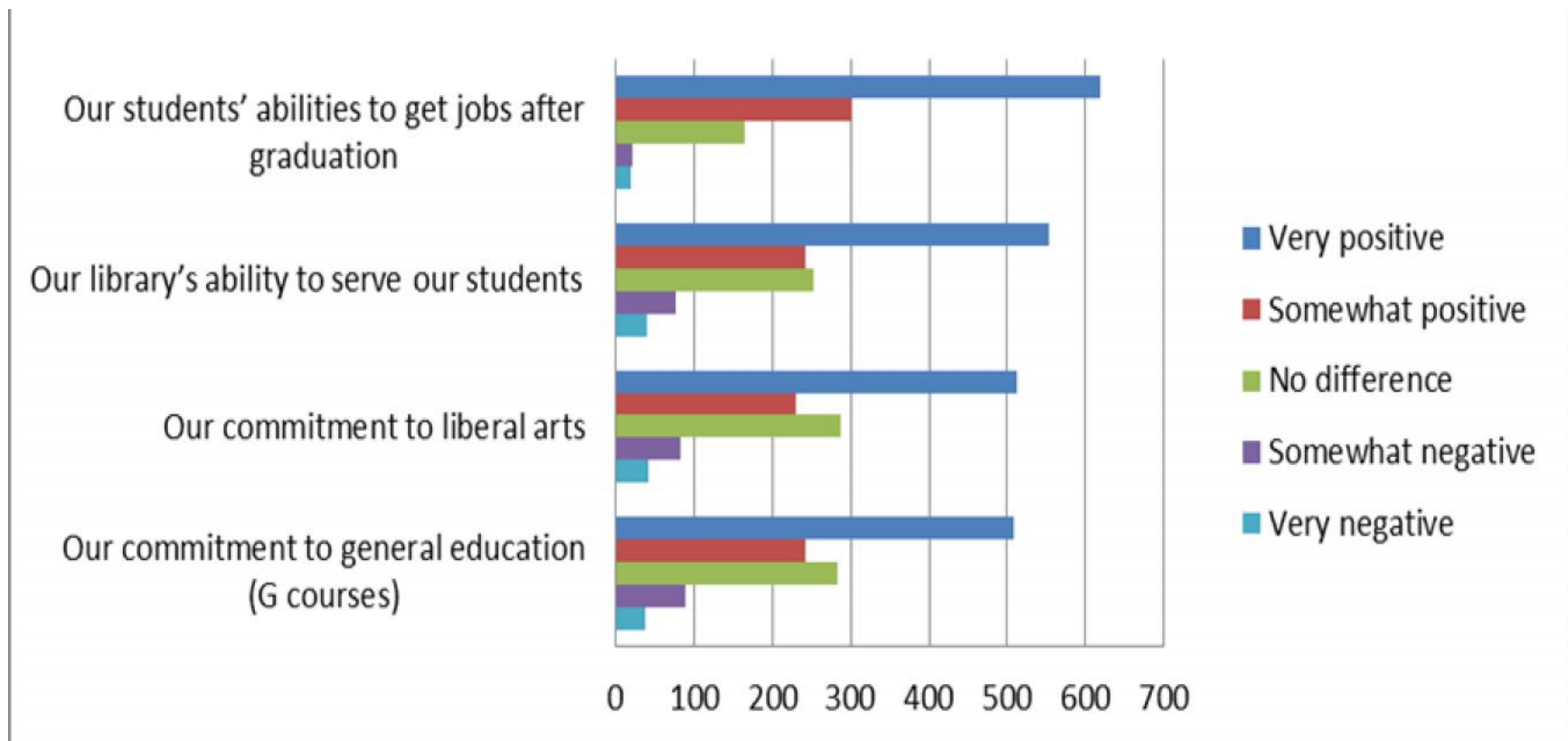
Are you a transfer student?



Impact on Student Recruitment and Institutional Reputation:



Impact on Education and Employability:



Key Student Concerns:

1) Impact on tuition and college fees.

- 25.6% of student survey takers thought tuition would be somewhat negatively affected by a change in status
- another 25.4% thought it would VERY negatively be affected

2) Impact on class size and content.

- 46.1% thought undergraduate class size would be somewhat or very positively affected by a change in status
- But 37.1% though it would be somewhat or very negatively affected

3) Impact on parking.

Parking....

...or the nefarious campus-wide plot thwarting my ability to get to class on time.



69.2% thought the change would further exacerbate what is already a "competitive" parking situation

Overall Ranking on Transition to Comprehensive University Status:

(on a scale of 1-10, 1 meaning no support and 10 meaning high support)

FACULTY:

Low (1-4):	28%
Moderate (5-6):	13%
High (7-10):	59%

STAFF:

Low (1-4):	9%
Moderate (5-6):	21%
High (7-10):	70%

STUDENTS:

Low (1-4):	13%
Moderate (5-6):	12%
High (7-10):	75%

Task Force for University Status

http://loki.stockton.edu/~assembly/committees/univ_status/index.html

Faculty

Michelle McDonald (ARHU, co-chair)

Christine Tartaro (SOBL, co-chair)

Helen Duo Wei (BUS)

Michael Hozik (NAMS)

Kim Lebak (EDUC)

Robert Marsico (HEALTH)

Mary Padden (HEALTH)

Deans

Robert Gregg (ARHU)

Claudine Keenan (EDUC)

Lewis Leitner (GRAD)