Faculty Senate Task Force on University Status

Follow-up Survey of Faculty – January 2014

Summary of findings

In January 2013, 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 Task Force also held open forums on campus for faculty, staff, and members of the student senate during the spring 2013 semester. The Faculty Senate allowed the Task Force to lead a discussion among faculty members during the Fall Faculty Conference, and then Task Force members held meetings with all schools that house faculty or librarians (ARHU, BUSN, EDUC, GENS, HLTH, LIBRARY, NAMS, SOBL). The Task Force sent out a follow-up survey to faculty in late December 2013 and early January 2014, resulting in 161 responses. Most of the survey included statements with 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.

Survey comparison results

Stockton's reputation

The faculty's perceptions of the overall impact of the move to university status were positive in both surveys. Modal responses for all questions about perceptions of Stockton's reputation were 5 (very positive), while means were in the "somewhat positive" range (Means equaled appoximately 4). The median for the statement about overall reputation was 5 (very positive), and 4 (somewhat positive) for all other statements regarding the institution's reputation.

Student recruitment

As with perceptions of Stoctkon's reputation, faculty members' opinions about the impact of the transition from college to university status remained the same before and after the information sessions. In both surveys, mean responses to statements about the impact of the transition to university status were in the "somewhat positive" range, while "very positive" was the modal response for all of the statements. Faculty respondents believed that the change would have a very positive impact on the institution's ability to attract international students, with modal and median responses being "very positive."

Impact on finances

In both surveys, faculty tended to believe that a transition to a university might have a somewhat positive impact on faculty members' ability to obtain grant funding (mode = "somewhat positive," median = "somewhat positive," mean = 3.76). They also expressed a bit of optimism that the change would result in better fundraising prospects (mode = "no difference," median = "somewhat positive mean = 3.81). For other aspects of funding and budget issues, faculty expressed the opinion that a change to university status would make no difference. Modal and median responses for these statements were 3 (no difference), while mean responses were in the low- to mid-threes.

Curriculum

Modal responses for the perceived impact of a change to a comprehensive university remained the same for both surveys. In both surveys, the faculty modal response was "no difference" for all of the statements. Mean responses did decrease slightly for statements about commitment to professional studies, general education and liberal arts. Perceived commitment to professional studies decreased from 3.80 in the first survey to 3.59, 3.10 to 2.90 for commitment to general studies, and 3.07 to 2.88 for commitment to the liberal arts. Medians for all of the aforementioned items were the same (3 = no difference).

Undergraduate education

Opinions about undergraduate education remained similar throughout the discussion process with faculty between spring 2013 and spring 2014. Modal responses for the impact of transition to university status were 3 (no difference) for all statements. Means ranged from 3.71 to 2.78, with the highest level of concern among faculty being the impact of change on undergraduate class size (mode = 3, median = 3, mean = 2.78).

Graduate education

In both surveys, faculty appeared less concerned about the impact of a potential change on graduate education. Modal responses for all of the statements regarding graduate education were 3 (no difference), and means ranged from 3.86 to 3.22.

The college's mission

Faculty members believed that a change to university status is more in line with the college's current mission than the founding mission. Forty-five percent of respondents believed that a transition to university status was consistent with the founding mission, and 61% believed that it was consistent with the current mission.

Faculty research expectations

Perceptions of faculty research expectations did change slightly between the first and second data collections. For both surveys, 38% of faculty thought that research expectations would "increase a bit" if the college became a university. For the first survey, 35% of survey participants believed that research expectations would change a lot, but this response was 26% at the time of the second survey. It is possible that this is a product of the committee's efforts to communicate that research expectations in the college's personnel process are decided by faculty in individual programs.

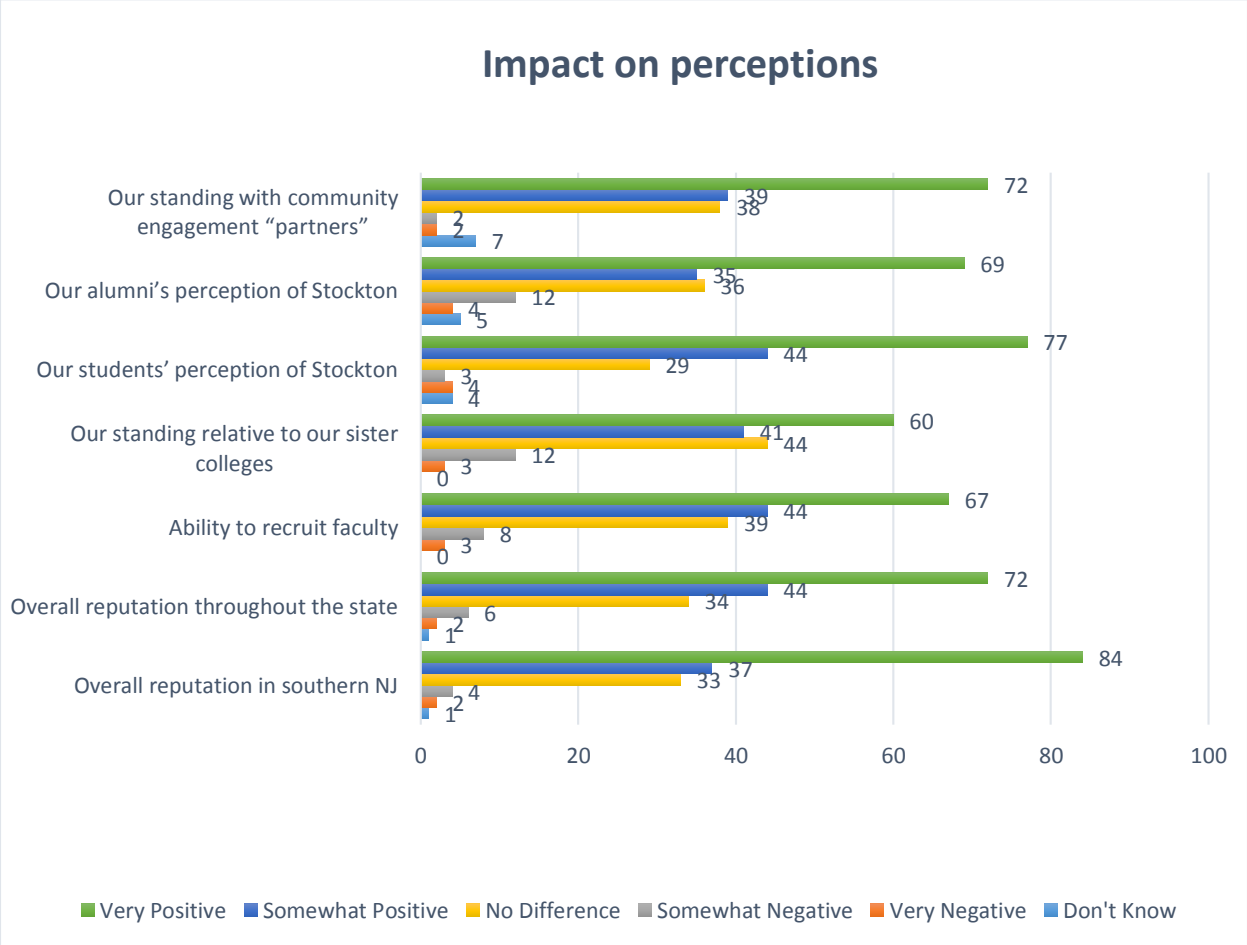
Overall support

Mean and modal responses for support for the transition to university status remained similar for the two data collection periods. The modal response was 10 for both surveys, and the mean was 6.7 for the first survey and 6.4 for the second, on a scale of 1 to 10.

Survey 2 Results

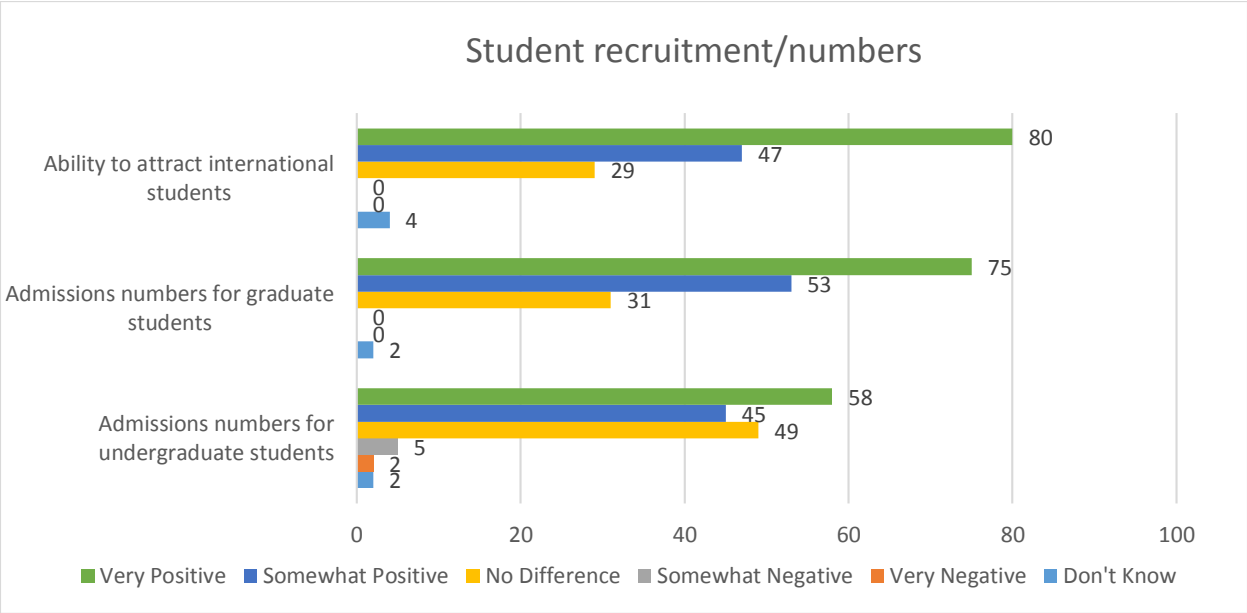
What kind of impact do you think that moving to university status will have on Stockton (1 = very negative → 5 = very positive)

	Mode	Mean	Median	SD
Overall reputation in southern NJ	5	4.23	5	0.95
Overall reputation throughout the state	5	4.13	4	0.96
Ability to recruit faculty	5	4.02	4	1.02
Our standing relative to our sister colleges	5	3.89	4	1.06
Our students' perception of Stockton	5	4.19	4	0.97
Our alumni's perception of Stockton	5	3.98	4	1.10
Our standing with community engagement "partners"	5	4.16	4	0.93



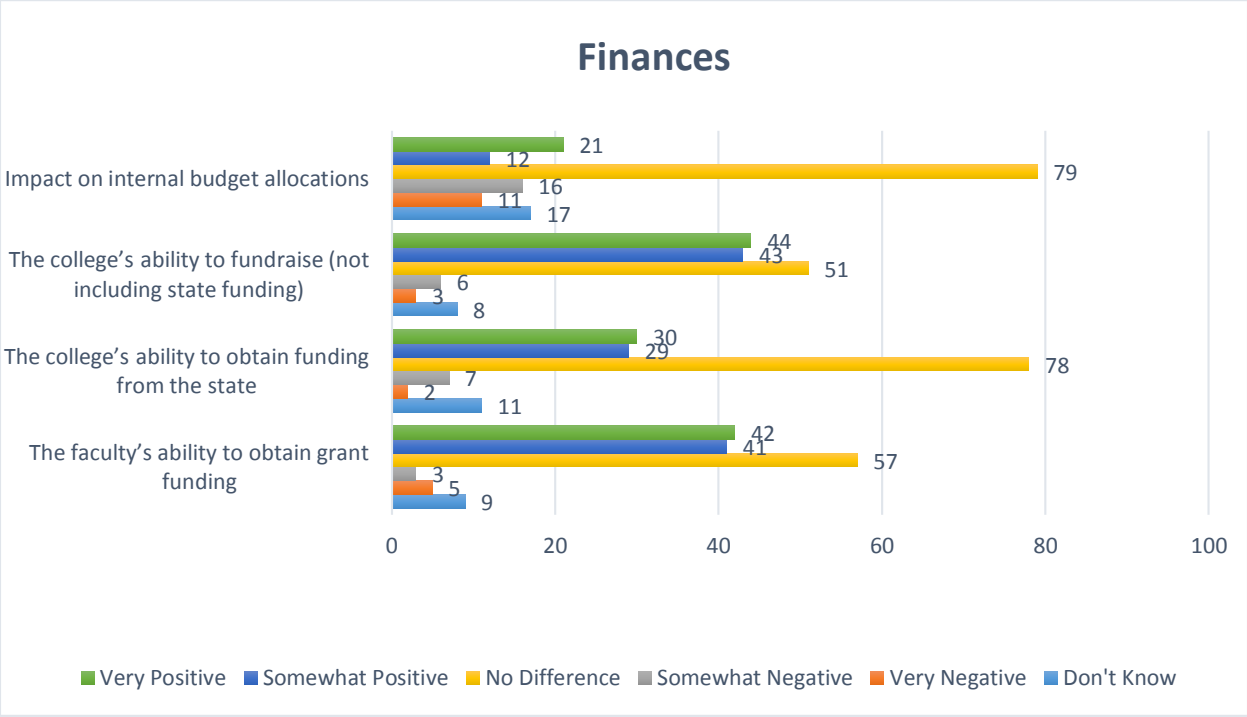
What kind of impact do you think that moving to university status will have on admissions (1 = very negative → 5 = very positive)

	Mode	Mean	Median	SD
Ability to attract international students	5	4.33	5	0.77
Admissions numbers for graduate students	5	4.28	4	0.77
Admissions numbers for undergraduate students	5	3.96	4	0.96



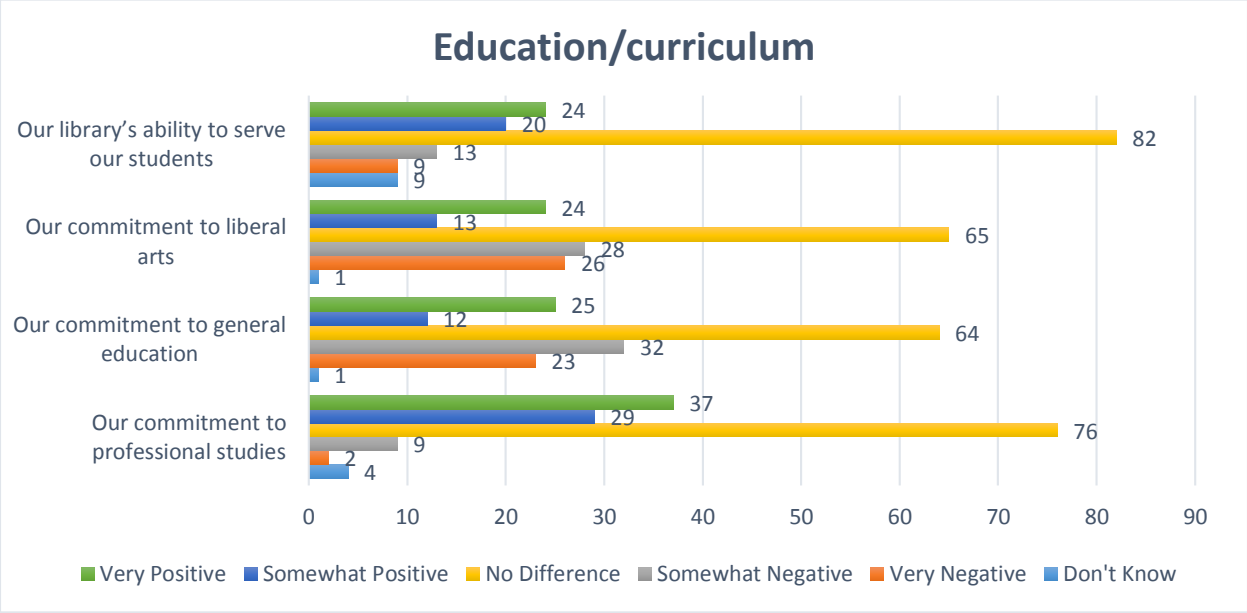
What kind of impact do you think that moving to university status will have on finances (1 = very negative → 5 = very positive)

	Mode	Mean	Median	SD
The faculty's ability to obtain grant funding	3	3.76	4	1.00
The college's ability to obtain funding from the state	3	3.53	3	0.92
The college's ability to fundraise (not including state funding)	3	3.81	4	0.98
Impact on internal budget allocations	3	3.12	3	1.06



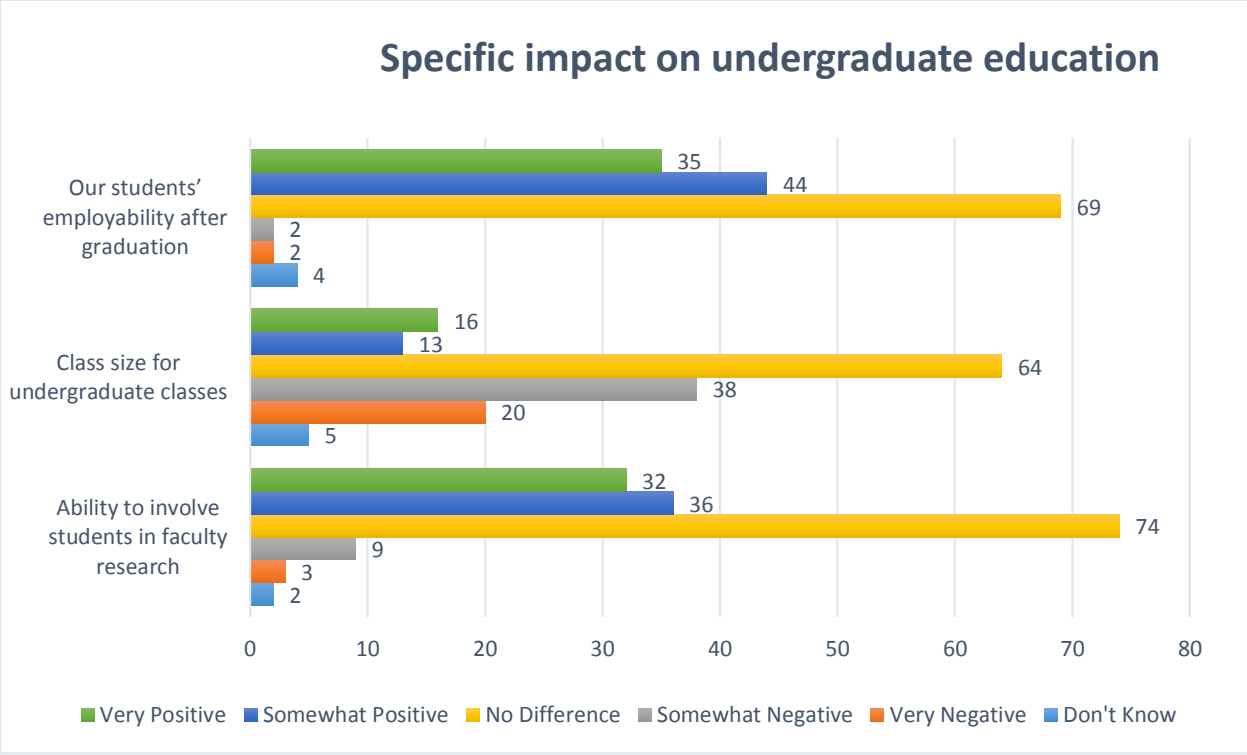
What kind of impact do you think that moving to university status will have on education/curriculum (1 = very negative → 5 = very positive)

	Mode	Mean	Median	SD
Our commitment to professional studies	3	3.59	3	0.96
Our commitment to general education	3	2.90	3	1.23
Our commitment to liberal arts	3	2.88	3	1.24
Our library's ability to serve our students	3	3.25	3	1.03



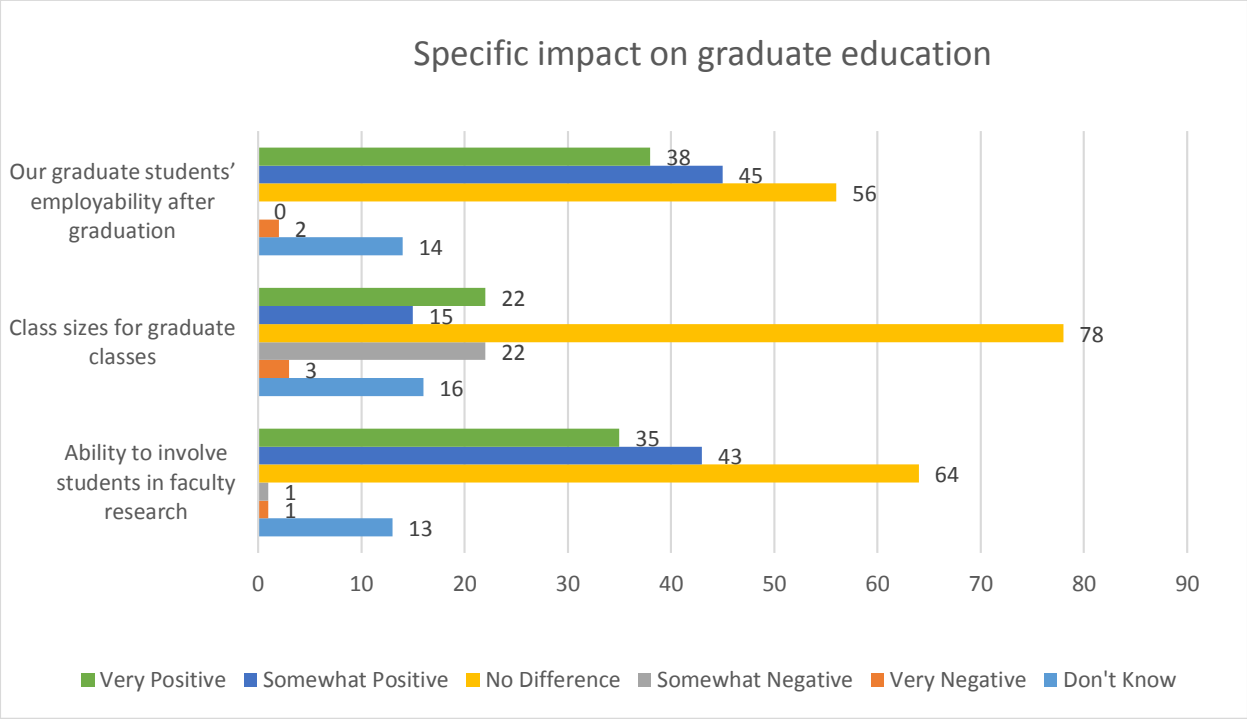
What kind of impact do you think that moving to university status will have on undergraduate education (1 = very negative → 5 = very positive)

	Mode	Mean	Median	SD
Ability to involve students in faculty research	3	3.55	3	0.95
Class size for undergraduate classes	3	2.78	3	1.12
Our students' employability after graduation	3	3.71	3	0.88

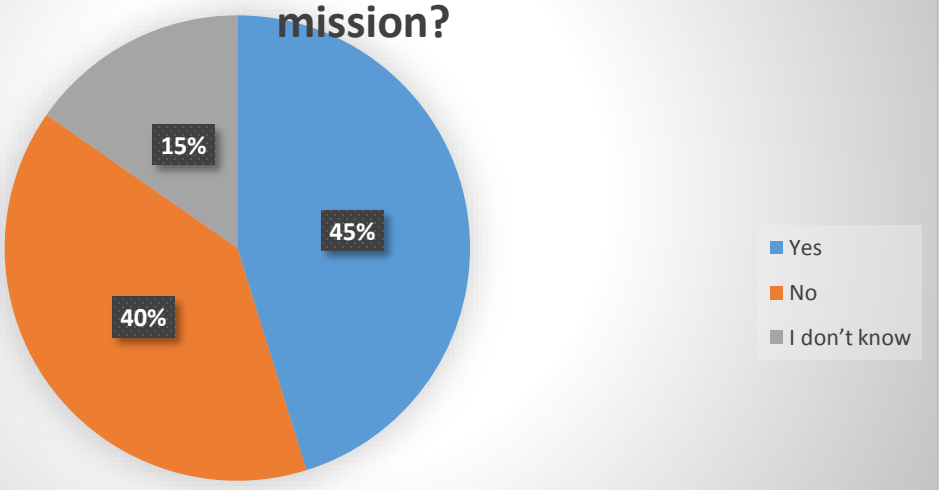


What kind of impact do you think that moving to university status will have on graduate education (1 = very negative → 5 = very positive)

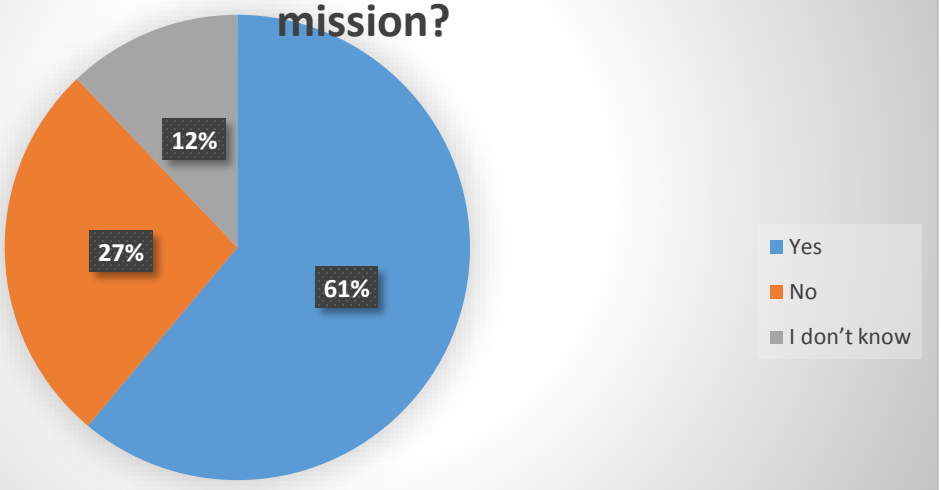
	Mode	Mean	Median	SD
Ability to involve students in faculty research	3	3.76	4	0.85
Class sizes for graduate classes	3	3.22	3	0.97
Our graduate students' employability after graduation	3	3.83	4	0.88

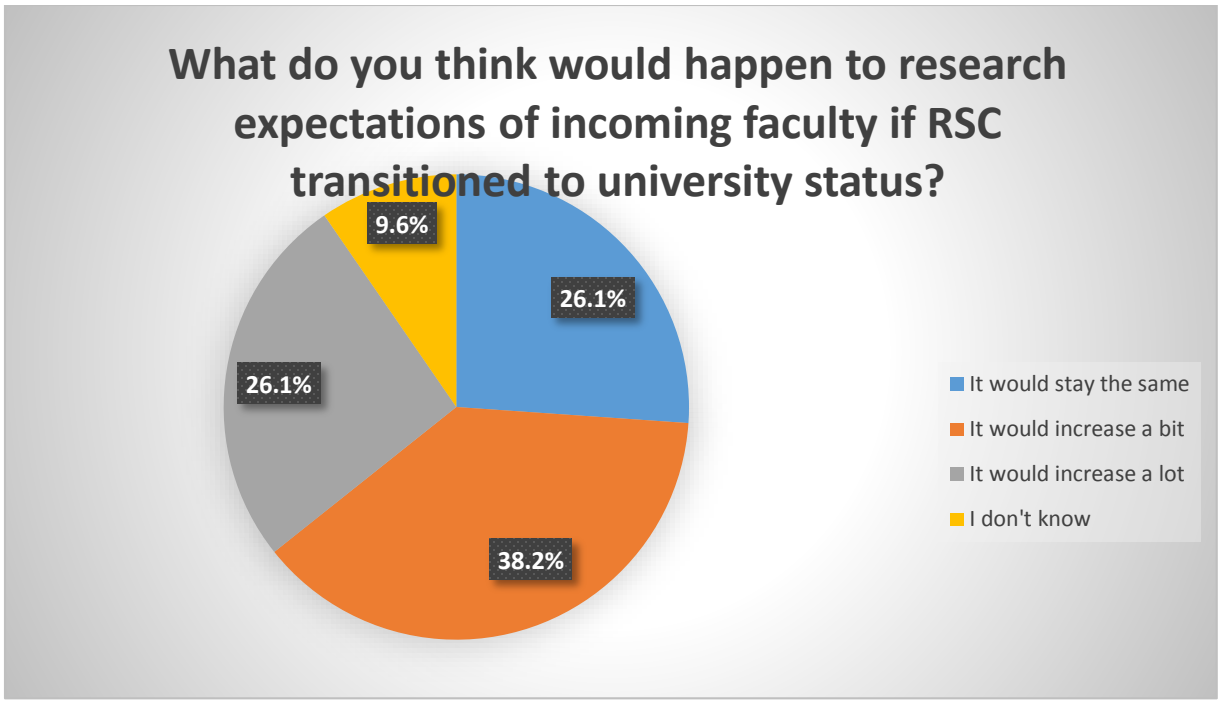


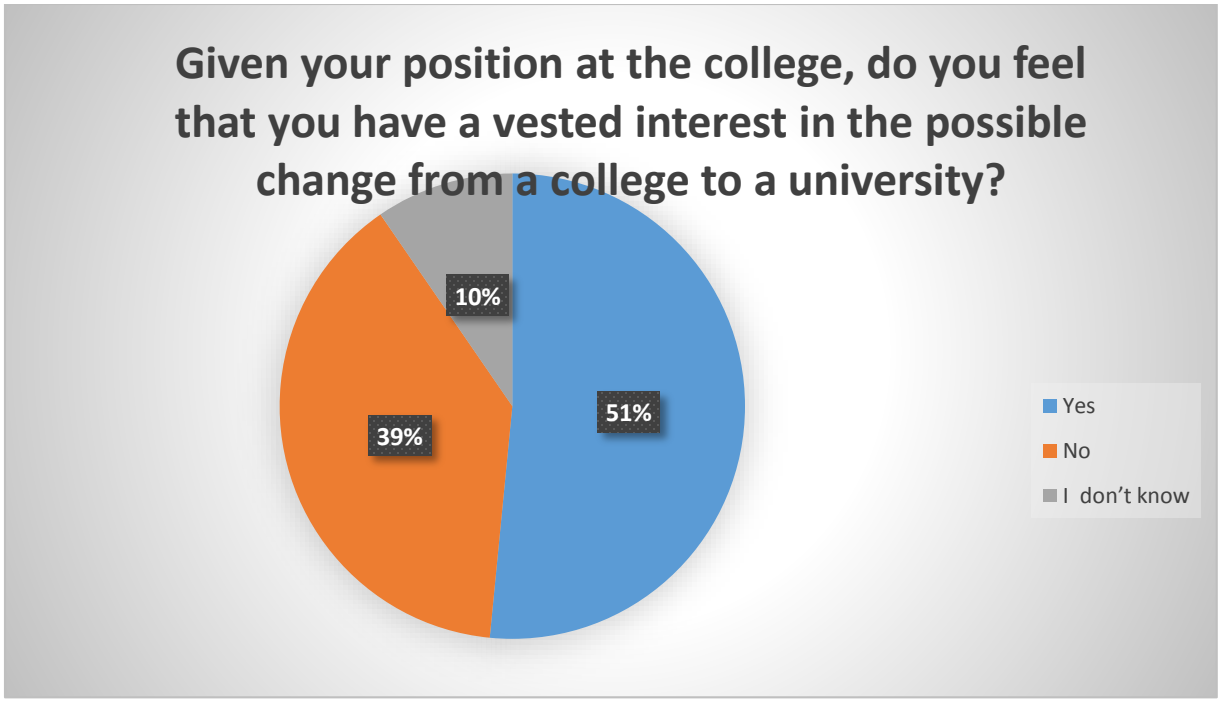
In your opinion, is the transition to university status consistent with Stockton's founding mission?



In your opinion, is the transition to university status consistent with Stockton's current mission?







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	6.64	3.35