

Reaching 40
The Richard Stockton College of New Jersey



Faculty Senate Task Force on University Status Town Hall Meetings March 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
- Practiced a shared planning process
- Built a strong correlation between institutional mission, goals and financial planning

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:



Criteria for a New Jersey Comprehensive University:

To qualify for university status, an institution must meet national standards for inclusion as a Master's College or University in the Carnegie Classification of Institutions of Higher Education and demonstrate that it has met New Jersey eligibility criteria (granting master's degrees) for at least five years.

These criteria are:

- A broad range of undergraduate degree programs as well as graduate studies leading to master's degrees in at least three areas (Stockton currently has 14 graduate programs)
- Graduate students who demonstrate superior achievement at the undergraduate level
- Faculty whose competence is known beyond the institution
- Resources to support graduate education, including laboratory facilities, library support, and financial support for graduate student and faculty research

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
- Since 2010, Stockton has met both the Carnegie classification and New Jersey criteria to become a comprehensive university

Current New Jersey Research Universities:

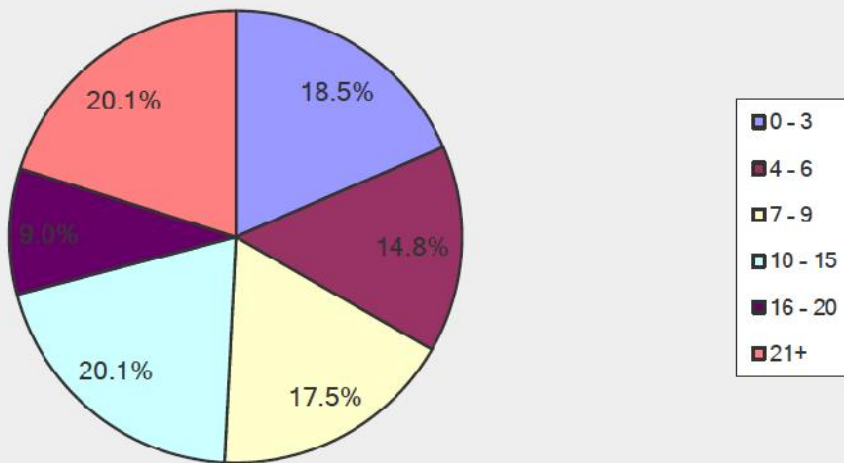


Timeline for the Task Force on University Status:

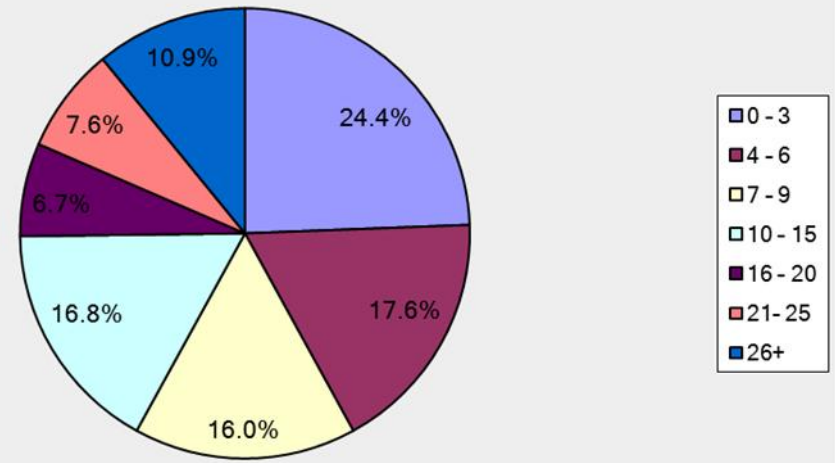
- September 2012: Faculty Senate President proposes creation of a Task Force on University Status followed by a campus-wide call for task force nominations
- October 2012: Faculty Senate Executive Committee proposes a slate of Task Force members to the full Faculty Senate, which approves the proposal. 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
- First round of Campus Town Hall Meetings held in March 2013.

Years at Stockton Faculty and Staff:

How many years have you been working at Stockton

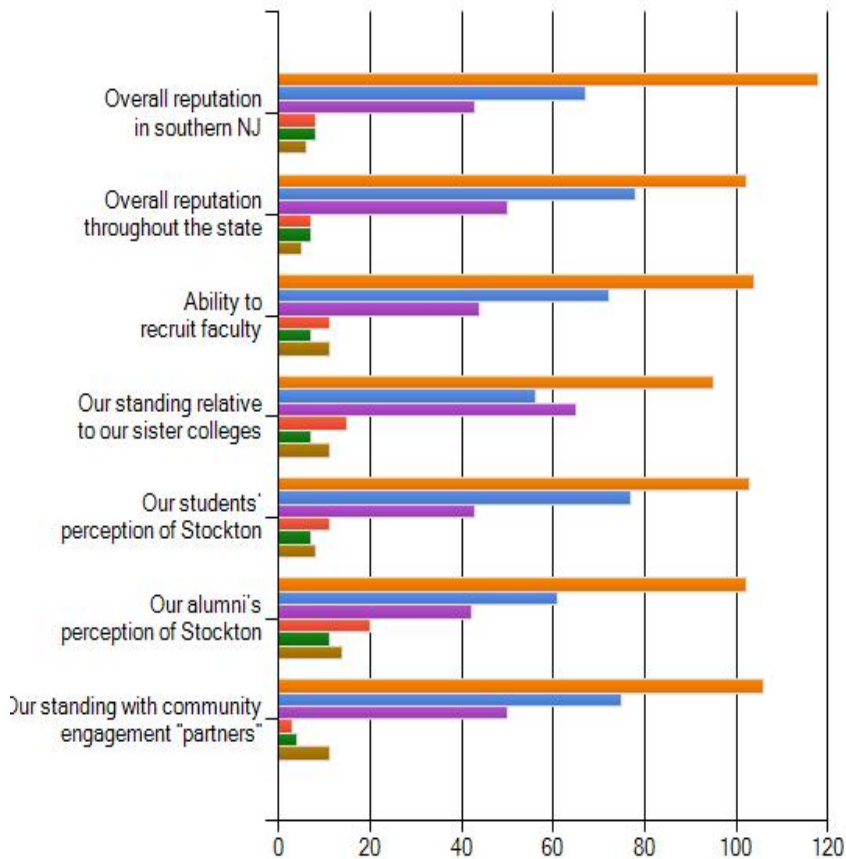


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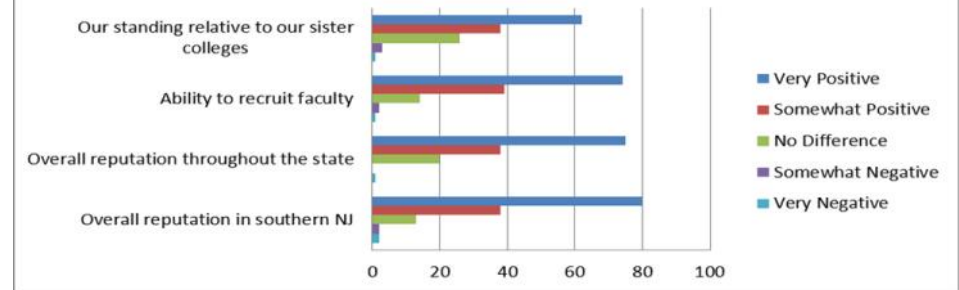


Impact on Reputation Faculty and Staff:

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

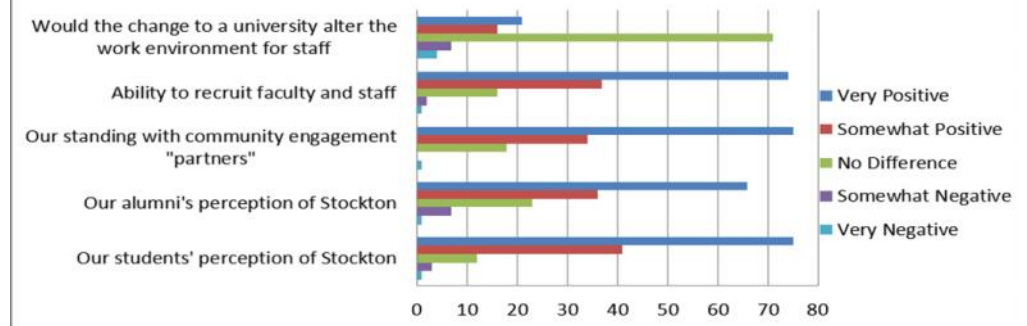


Perceptions of college reputation 1



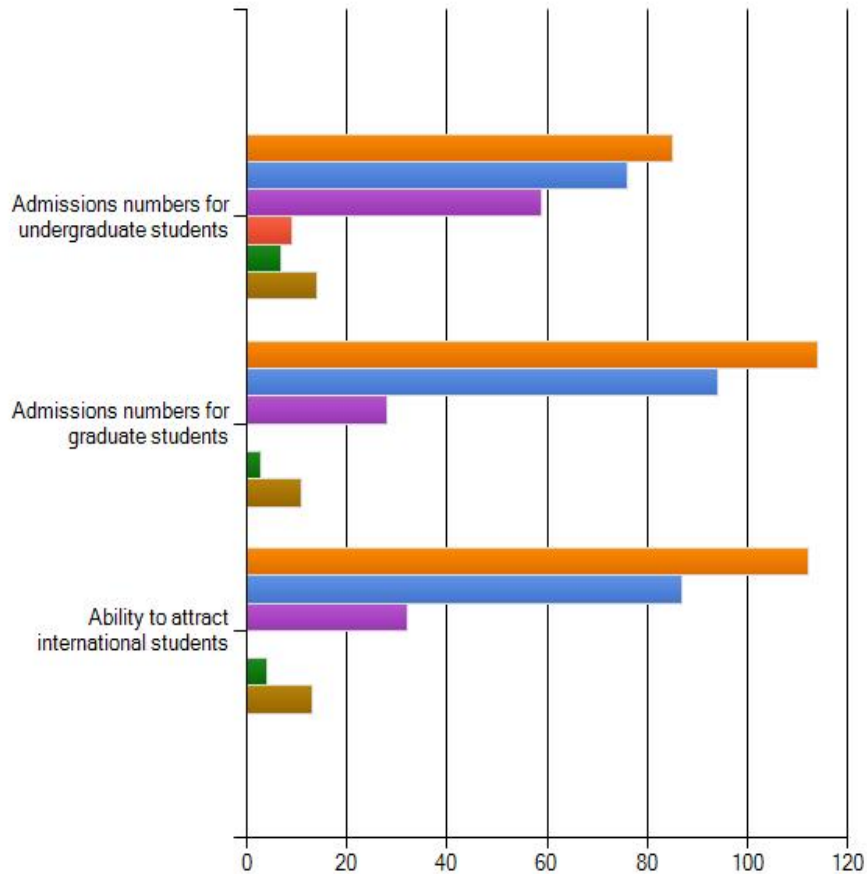
- Very Positive
- Somewhat Positive
- No Difference
- Somewhat Negative
- Very Negative
- Don't Know

Perceptions of college reputation 2

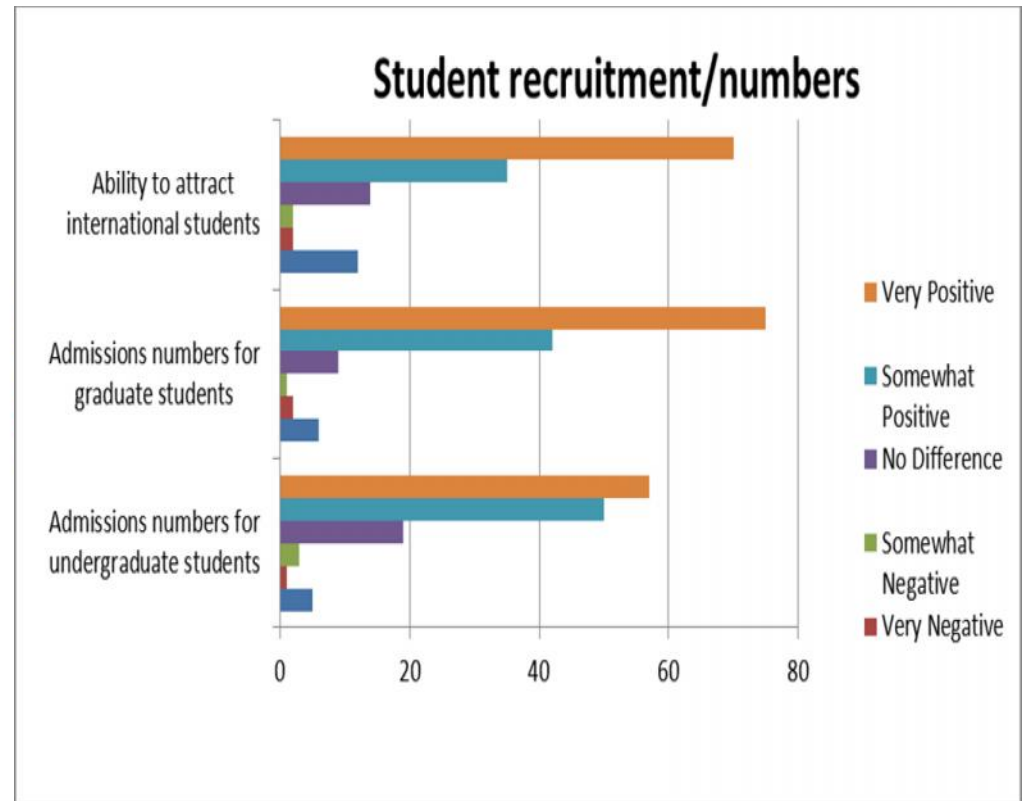


Impact on Student Recruitment Faculty and Staff:

Student recruitment/numbers

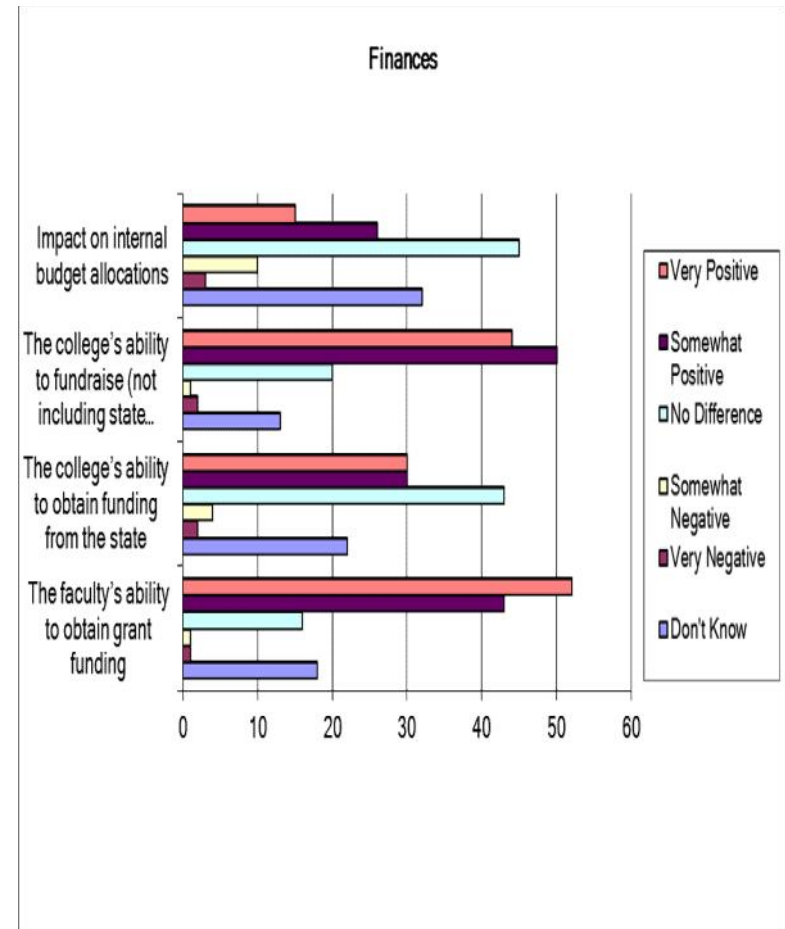
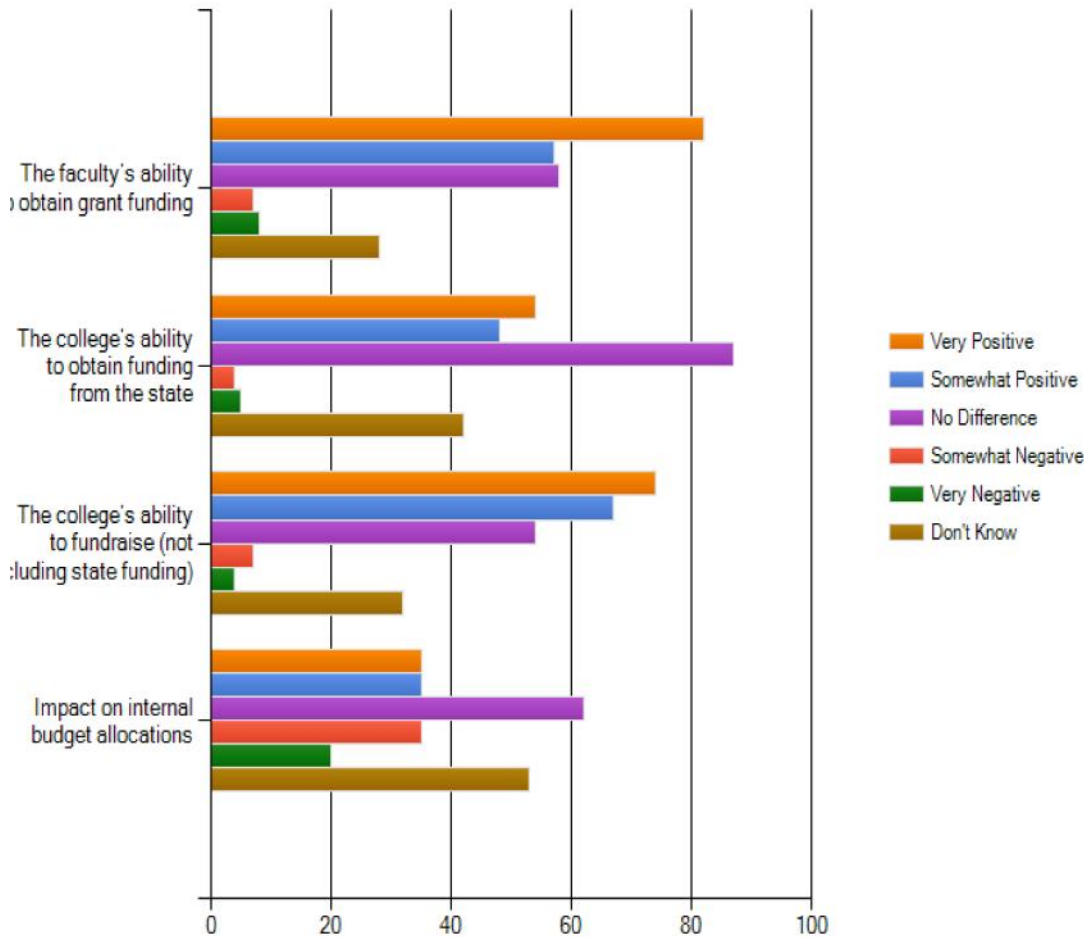


Student recruitment/numbers



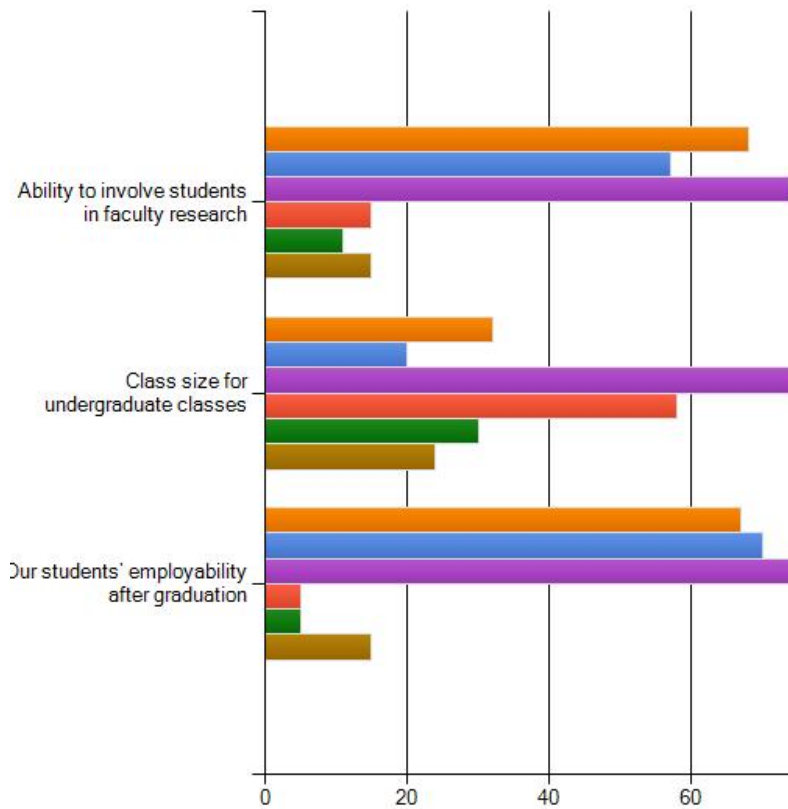
Impact on Finances Faculty and Staff:

Finances

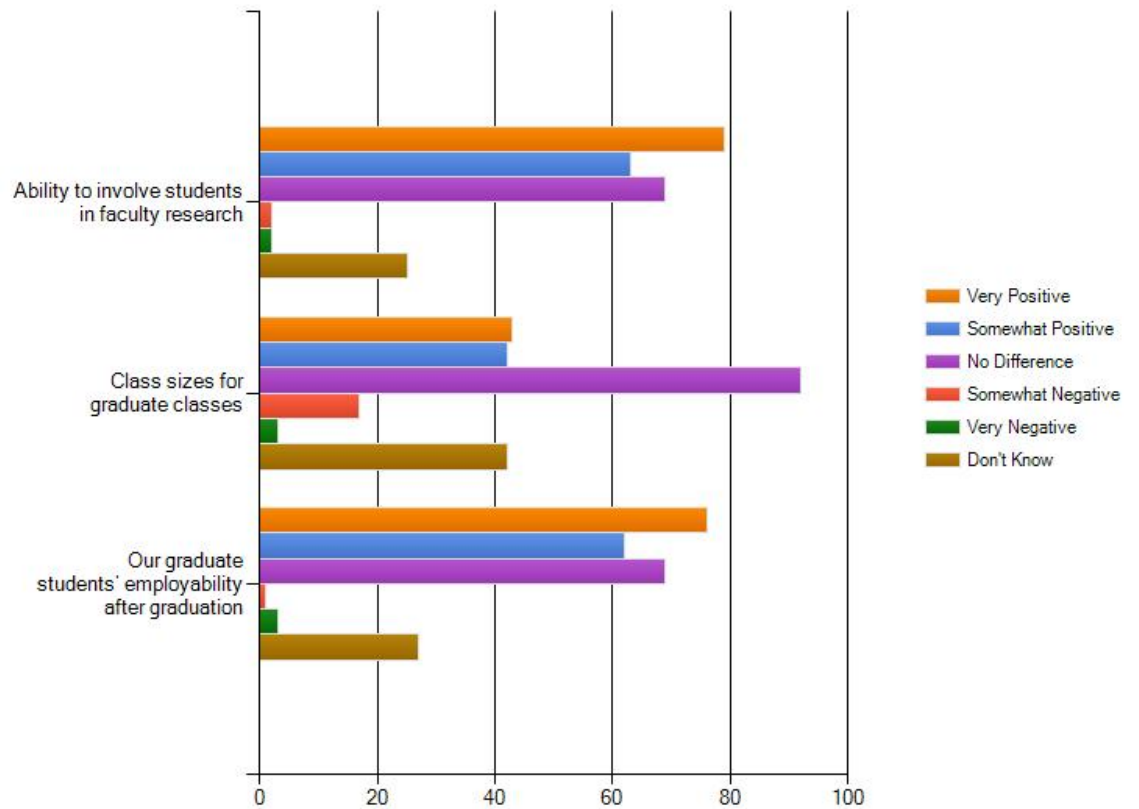


Impact on Undergraduate and Graduate Education:

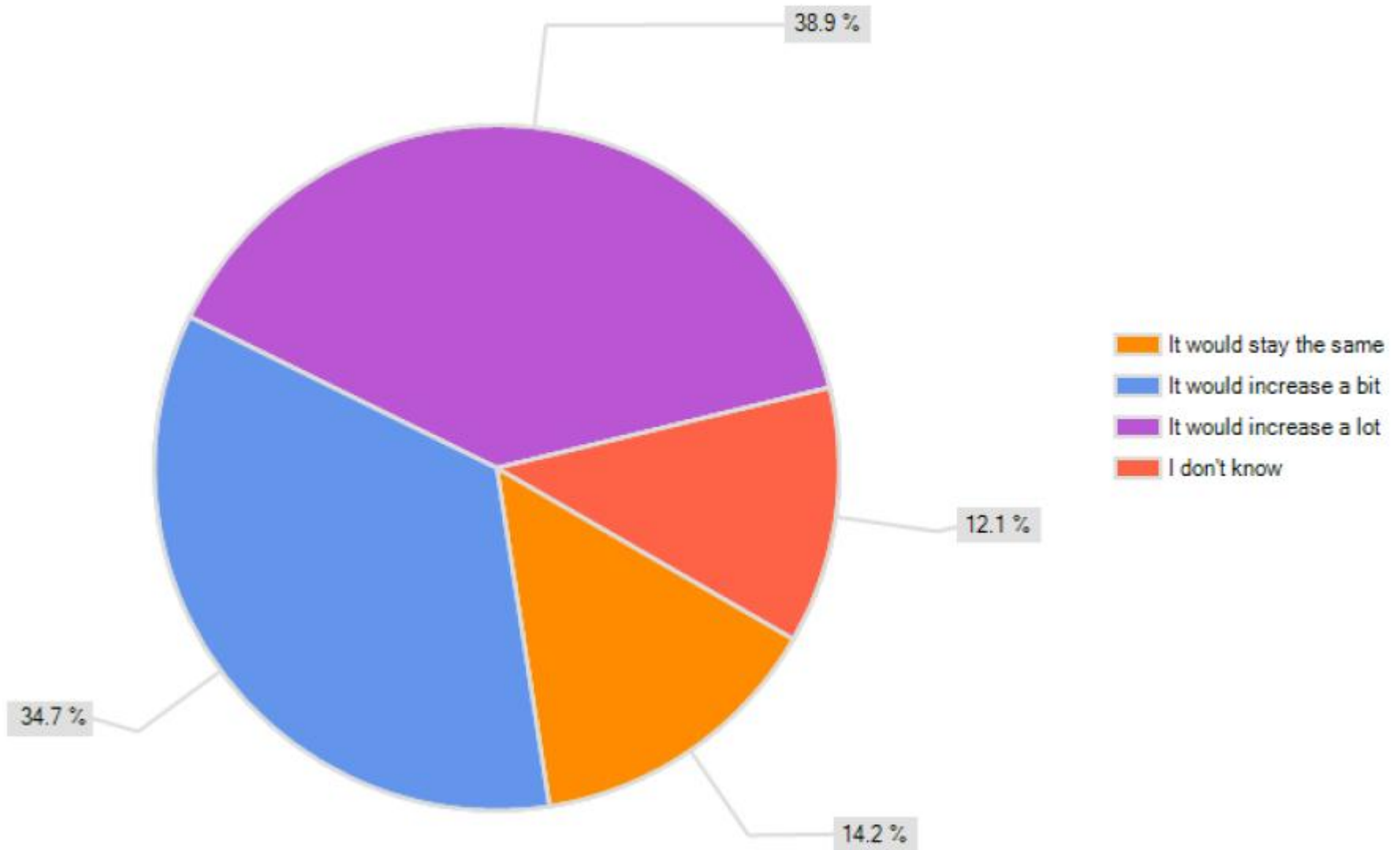
Specific impact on undergraduate education



Specific impact on graduate education



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



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%

Graduate Students as a Percentage of Overall Full-Time Enrolled Students:

1999/2000: Graduate Students represented 4% of the total full-time enrollment (or FTE)

2009/2010: Graduate Students represented 6% of the total full-time enrollment (or FTE)

2012/2013: Graduate Students represent 6.7% of the total full-time enrollment (or FTE)

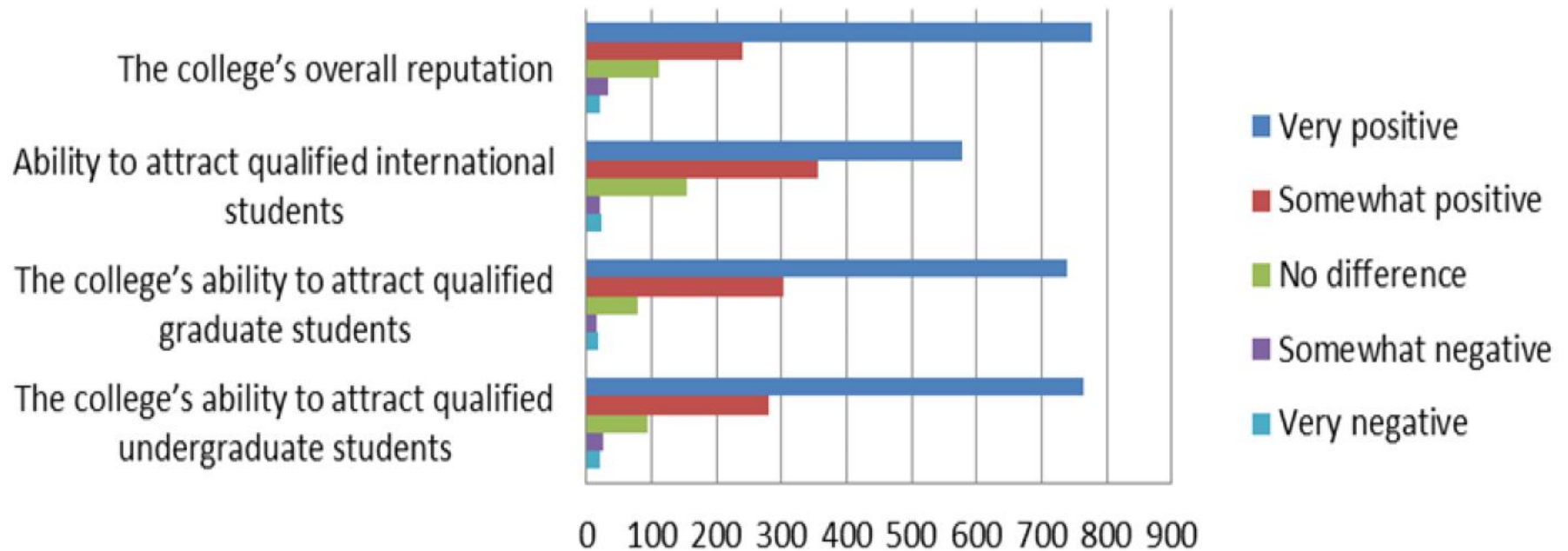
Impact on Faculty Workload:

- There would not be a reduction in the number of classes taught, nor a decline or rise in class size
- There would not be a reduction in the number of general studies courses taught
- There would not be an effort to hire faculty solely for graduate teaching (there is one exception, our current doctoral program, but all master's programs hire faculty for both graduate and undergraduate teaching)
- Graduate teaching would not become compulsory
- There would be no additional accreditation required; external reviewers evaluating whether Stockton could be called a comprehensive university would do so on the basis of our existing programs—with all current accreditation processes in place
- Standards for promotion and tenure remain the prerogative of each program; an adjustment is not required in transition from college to comprehensive university status

So why Change?

- An increase in applications
- An increase in the quality of applications
- More competitive for external funding
- More competitive for international student exchange programs
- No real impact on external ranking (we are already considered with universities in both our Carnegie and U.S. News & World Report rankings)

Impact on student recruitment / reputation



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1971-2011



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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)

Stockton College's Current Carnegie Classifications

Undergraduate Instructional Program: A&S+Prof/SGC: Arts & sciences plus professions, some graduate coexistence

Graduate Instructional Program: S-Doc/Other: Single doctoral (other field)

Enrollment Profile: VHU: Very high undergraduate

Profile: FT4/S/HTI: Full-time four-year, selective, higher transfer-in

Size and Setting: M4/R: Medium four-year, primarily residential

Basic Master's M: Master's Colleges and Universities (medium programs)