Final Report
September 2014

Pan-College Task Force on University Status
Richard Stockton College
History of the Task Force on University Status

In March 2012, Richard Stockton College successfully completed its Middle States re-accreditation. During this process, the college’s overall health and growth—at both the undergraduate and graduate levels—prompted external evaluators to ask whether Stockton had considered applying to the Secretary of Higher Education for university status and a name change.

In September 2012, Michael Frank, Professor of Psychology and Senate President, brought this question to the Faculty Senate, which formed a Task Force to collect and synthesize feedback from various college communities. The Task Force members included representatives from different schools, as well as participation by senior, mid-career, and junior faculty. It ultimately included seven faculty and three deans (a list of the Faculty Senate Task Force on University Status is attached as Appendix A).

Between September 2012 and January 2014, the Task Force:

1. Posted background research on institutional definitions;
2. Launched surveys to gather input from faculty, students, staff, and alumni, and drafted accompanying reports;
3. Held a series of town hall meetings;
4. Conducted—through the William J. Hughes Center for Public Policy—a telephone survey of nearly 1,500 south Jersey families;
5. Offered a preliminary report at the 2013 Fall Faculty Conference;
6. Organized subsequent meetings with the faculty of each school.

The Task Force website includes reports from each online survey, as well as the public outreach initiative, attached as Appendix B). Finally, the Task Force compiled a final report for the Faculty Senate which recommended—given the level of interest in and predominant support of pursuing university status both within the college and its surrounding community—that the college form a Pan-College Task Force that would expand representation beyond faculty and administration to include staff, students, alumni, Stockton Foundation and Board of Trustees, and members of the general public.

In February 2014, the Faculty Senate accepted the Task Force’s recommendation, and in April the President’s Office convened this Pan-College Task Force (also listed in Appendix A). This body met twice that spring and formed a Sub-Committee on Communications, including:

- David Burdick, Professor, Psychology
- Tait Chirenje, Associate Professor, Environmental Studies
- Gwendolyn Govia, Professional Services Specialist, Stockton Library
- Charles Ingram, Vice President for Administration and Finance
- Brian Jackson, Chief of Staff, President’s Office
• Claudine Keenan, Dean, School of Education  
• Harvey Kesselman (co-chair), Provost  
• Michelle Craig McDonald (co-chair), Associate Professor, History  
• Sharon Schulman, Chief Executive Officer, External Affairs and Institutional Research

Their charge was to research both how and why colleges sought university status, as well as the impact this transition has had on New Jersey institutions, particularly in terms of promotion and tenure expectations for faculty (a more detailed timeline of activity for both the Faculty Senate and Pan-College Task Forces appears as Appendix C).

**State Standards for a Comprehensive University**

New Jersey implemented the university application process in 1993 and, according to the state’s Administrative Code (N.J.A.C. 9A 1-3.1), distinguishes between two types of universities:

- **Research (or doctoral) universities:** emphasize research, in addition to teaching, offer graduate degree leading to a Ph.D., and place a heavier emphasis on a faculty member’s research publications in refereed journals and books for promotion and tenure.
- **Comprehensive universities:** emphasize teaching, and offer master’s degrees in a variety of academic disciplines and professional fields. Moreover, “its criteria for promotion and tenure place relatively heavier emphasize on a faculty member’s excellence in teaching.”

It is the latter designation that Richard Stockton College is considering (accordingly, in this report, the term “university” stands for “comprehensive university”).

Both of these definitions are also distinct from a college, which the state defines as “a postsecondary educational institution that provides instruction beyond the 12th grade level in programs that satisfy the requirements for a degree at the associate, baccalaureate, or graduate level.” Note that both colleges and universities may offer graduate instruction according to New Jersey administrative code; a university, however, must offer a minimum of three advanced degrees in academic and/or professional fields.

To some extent, the state bases its institutional definition on classifications issued by the Carnegie Foundation for the Advancement of Teaching. This system incorporates a variety of factors, including the number of undergraduate and graduate programs, the numbers of

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1 New Jersey Administrative Code, “Institutional Guidelines: Criteria for University Status,” subchapter 3, (hereafter N.J.A.C.), 9A 1-3.5, p. 1. It is worth noting that distinctions in language between the state’s code and statute governing this application process can be confusing. The former clearly delineates between types of universities, including comprehensive or teaching universities, and is the source for the definitions provided above. The latter, while noting that different types of universities exist, relies principally on distinctions in Carnegie classifications, and focuses instead on the application process and the method by which an institution changes its name.

students enrolled in each, the level of degree available (doctorate versus masters), and the emphasis of research relative to teaching. Carnegie’s Basic Classification System includes:

- Baccalaureate Colleges (including Arts & Science, Diverse, and Associates)
- Master’s Colleges and Universities (defined as large, medium, or small)
- Doctorate-granting Universities (including very high research institutions, high research institutions, and doctorate/research universities)3

Stockton is currently considered a Master’s College and University (medium). As such, it can apply to the state for university status according to N.J.A.C. 9A 1-3.5, which stipulates that institutions designated as “research universities,” “doctoral universities,” or “master’s [comprehensive] universities and colleges,” by Carnegie, and which meet all relevant state requirements outlined in N.J.A.C. 9A 1-2.1 to 3.5 are “eligible to apply to the Commission for university status.”4

**Literature Review**

Between 1996 and 2005, 17.5% (or 532 of the 3,036) of the regionally accredited institutions of higher education in the United States experienced at least one change in name or designation. Several scholars have explored both the motivations and impact of institutional rebranding. While some research emphasizes specific states (James Owston, 2009), others took a deliberately national approach (Paul Sergius Koku, 1997; Christopher Morphew, 2002; and D. Cole Spencer, 2005).5

Regardless of their geographic focus, almost all studies began with an examination of when and where changes in institutional designation began. Individual instances date back well over a century, but the process escalated for public institutions in the United States between 1980 and 2010, and initially focused on state college systems—such as those of California, Pennsylvania, Georgia, New York, and Massachusetts. In all five of these instances, state governments passed legislation which simultaneously converted college systems into comprehensive (or teaching) universities. From the outset, New Jersey chose a more flexible model, allowing individual

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3 For more information about the Carnegie Foundation for the Advancement of Learning classification categories, see: [http://classifications.carnegiefoundation.org/descriptions/basic.php](http://classifications.carnegiefoundation.org/descriptions/basic.php).

4 N.J.A.C. 9A 1-3.5, “Eligibility for University Status as use of ‘university’ as part of an institution’s name.”

5 James Owston’s “Survival of the Fittest: The Re-Branding of West Virginia Higher Education” focuses on West Virginia as this state had the highest percentage of institutional re-brandings in the country (56.25) between 1996 and 2005. *International Journal of Educational Advancement* 9 (2009): 126-146. Statistics for the rate of change come from p. 127 of this article. Rates of change were generated by tracking school names through the *HEP Higher Education Directories*, and comparing these to the six regional accrediting bodies.
schools to apply for this designation and thus creating a more differentiated and institutionally autonomous model of public higher education.6

Researchers found that, of those schools that could elect to change their name and designation, certain traits predicted the likelihood that they would do so. Less selective institutions, those with growing graduate programs, and those that had already experienced significant growth or restructuring since their founding proved far more likely to apply for university status. These same studies also collected information on the rationale for seeking this designation by conducting interviews with institutional administrators (both current as well as those in place at the time of transition), and examining data gleaned from applications to the state, the phrasing of state legislation, institutional self-studies, and campus catalogues (which articulated how schools chose to self-describe the number and strength of their academic programs as well as their target student audiences).

The four most common justifications for university status were consistent across all studies and included the desire to:

- Define the future mission of the institution.
- Elevate institutional prestige and/or increase access to resources.
- Increase undergraduate and/or graduate enrollment.
- More accurately reflect an institution’s current status.

Some reasons, researchers determined, were better harbingers of success than others. Those institutions that sought to change their direction or enhance regional or national prestige rarely achieved these gains. New Jersey’s state code seems to recognize such potential pitfalls by requiring that institutions meet the criteria for university status for five years before they apply. In other words, this designation is intended to reflect current conditions rather than define future aspirations.

Schools that sought to appreciably alter their student profile or increase selectivity often faced similar disappointment. Both Owston and Mophew noted that there was no statistically significant change in graduate program size or in undergraduate selectivity. “As a means to an end, the adoption of a university brand alone neither promoted nor sustained institutional enrollment,” Owston concluded, and “university status neither prompted institutions to become more selective at the undergraduate level, nor did the new status promote institutions to raise tuition rates based on an assumed increased level of prestige.”7

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6 In New Jersey, the application process for private schools mirrored that of public schools; in other states, private schools applied to their respective state governments in a process that paralleled the New Jersey model. Qualifications and definitions were largely shaped by Carnegie classifications of colleges and universities, and thus varied little from state to state.

Notably, schools that sought university status to reflect an institution’s current profile—and sought the input of a variety of constituencies in the process—fared better. The four strongest markers for success included:

- Addressing stakeholder concerns in advance (such as faculty, student, alumni, board members, and the public).
- Having a well-articulated reason to change.
- Calculating projected and actual costs.
- Creating a marketing plan.

### Reaffirming our Institutional Mission

After considering the importance of initial input from students, alumni, administrators, and the surrounding community, the Communications Subcommittee gave additional consideration to the implications of this change for faculty. The widespread reclassification of state college systems in the 1990s found some institutions less prepared than others to transition. Not research universities, but no longer colleges, the place of research and scholarship remained undefined in some comprehensive universities for several years. At these institutions, faculty—as one study described it—became “caught in the middle.” The implications were sobering, creating a “lack of a distinctive mission and the loss of institutional and individual faculty esteem.” Schools also fared poorly. In the literature on higher education (and in much of the popular press), when state comprehensive universities were discussed they were often termed “weaker universities,” “less prestigious universities,” or worse still “unproductive universities.”

The underlying source of this dilemma is an enduring confusion over the distinction between a research university and a comprehensive university. To forestall problems, Henderson and Kane, whose 1991 study most directly focused on the impact of university status on faculty, recommended clearly defining an institution’s mission vis-à-vis teaching and scholarship, and specifically articulating the role of both in promotion and tenure standards.

Stockton’s current governance structure and collective bargaining agreements demonstrate that changing the school’s designation to a university would not alter expectations for teaching, scholarship, and service. Moreover, Stockton already defines itself predominantly as a teaching institution, the current mission statement adopted by the Board of Trustees in 1982, stating that “We insist on excellence in teaching and dedication to learning. These, indeed, are the guiding principles of our mission.” The role of scholarship appears in the subsequent sentence of the mission statement, noting that faculty members have “a responsibility not only to transmit received ideas to our students but to participate in the development of new ideas. Accordingly, we encourage continuous research, learning, and professional development for

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our faculty and staff.” But the emphasis on teaching as the core of faculty work is clearly expressed.

The state’s definition of a comprehensive university also refers to the primacy of teaching: “While traditional forms of research are encouraged,” section 3 of the N.J.A.C., governing institutional designation notes that, “the scholarship of its faculty includes more integrative and bibliographic research, often with a focus on pedagogy and practical classroom application.”

To measure the efficacy of this statement, the Communications Subcommittee compared the promotion and tenure requirements for several New Jersey institutions. Four schools are currently designated as comprehensive universities by the state (New Jersey City University, Kean University, Montclair University, and William Paterson University), and two are colleges (The College of New Jersey and Ramapo College).

All four universities organize their faculty promotion and tenure portfolios to emphasize the primacy of teaching, and suggest such measures of effective classroom performance as peer evaluations, student reviews, and evidence of attendance at pedagogy workshops or other means of enhancing classroom experience. Faculty members also submit syllabi and assignments, as well as self-reflections on their pedagogy and how it had developed since arriving at their current position. The emphasis in all cases is to stress that strong teaching requires consistent reflection and ongoing professional development to remain current in best practices.

More specifically, at Kean University promotion decisions are guided by several criteria, but chief among these is “effectiveness of teaching” followed by “scholarly abilities.” Montclair University likewise emphasizes teaching as its leading “core activity” for faculty. Scholarship appears next, and defined as: “discipline-based, formal inquiry or creative expression that expands, enhances, or applies knowledge, which knowledge, after rigorous review, is shared in significant and accepted national and/or international scholarly or artistic venues.” William Paterson University also states that “Demonstration of effective teaching is foremost among the criteria for retention and tenure,” and defined scholarship not only as writing and speaking,


11 N.J.A.C. 9A: 3.

12 See, for example, Kean University, “Promotion Bylaws,” pp. 3-5 (http://www.kean.edu/KU/Faculty-Forms). New Jersey City University is the outlier, taking a slightly different stance that suggests two routes to promotion and tenure in which the relative merit of teaching or research are interchangeable: “A candidate’s request for promotion will be considered as long as the evidence presented shows: 1) his/her scholarly/creative/professional accomplishments are excellent and his/her teaching and service are strong, or 2) his/her teaching accomplishments are excellent and his/her scholarly/creative/professional and service accomplishments are strong.” (“Procedures/Guidelines/Criteria for Promotion: Faculty,” rev. May 2009; http://www.njcu.edu/uploadedFiles/About_NJCU/Human_Resources/Employee_Relations/ProceduresRevised5-09.pdf).
but also creative work and applied scholarship (this last defined as community or public engagement), and pedagogical materials and techniques.¹³

Such approaches are intentionally broad to allow faculty to engage in a variety of both traditional and innovative activities that generate new knowledge, and the subsequent examples enumerated both at Montclair and William Paterson include pedagogy and integration—or the synthesis of existing knowledge for classroom learning. As such they are directly in line with the specific nature of scholarship that New Jersey articulates in its distinction between scholarly expectations at comprehensive versus research universities, and serve as sound models for Stockton to consider.

The promotion and tenure requirements at those New Jersey institutions that chose to remain colleges were not markedly different in most respects. Ramapo College, like Kean, Montclair, and William Paterson, leads discussion of promotion and tenure with an analysis of effective teaching. Scholarship, however, is also important—and could be defined as “activities which contribute to the existing body of knowledge, create works of art, improve pedagogy including the scholarship of teaching and learning, and apply professional expertise to solve private and community problems.”¹⁴

The College of New Jersey has the most specific requirements for scholarship of all institutions surveyed. While its promotion and tenure guidelines specify that scholarship might take a variety of forms, they likewise note that: “the expectation is that finished works will be submitted to an appropriate jury of peers for rigorous evaluation. The quality of work is defined by its significance in one's field(s) of inquiry and necessarily requires such peer review to validate the work's significance. Normally, this means that the finished works will be published, presented, or performed in a respected venue consistent with accepted scholarly standards. This level of accomplishment is required and is the most important evidence for promotion within the scholarly/ creative/professional activity area” (emphasis in the original).¹⁵


¹⁴ Ramapo College, “Criteria for Appointment, Reappointment, Promotion and Reappointment with Tenure” (rev. 3-1-2011; [http://www.ramapo.edu/er/?handbook=open](http://www.ramapo.edu/er/?handbook=open)). It is interesting to note that Ramapo College’s system of accelerated tenure is open only to faculty members who have demonstrated “extraordinary scholarship” by their fifth year (see p. 9). In this sense, it could be suggested that this college has chosen to place greater weight to scholarship—however broadly defined—than teaching for promotion considerations.

One other measure of comparison—teaching load—helps to clarify the centrality of teaching in New Jersey comprehensive universities. The “Master Agreement” between the State of New Jersey and the Council of New Jersey State College Locals, AFT, AFL-CIO, specifies a 24-teaching credit hour (TCH) load for all of its members, whether colleges or universities. Accordingly, like Richard Stockton College, Montclair University, Kean University, New Jersey City University, and William Paterson University all have a 24-credit annual load. Of the two state colleges considered, both Ramapo College and The College of New Jersey maintain a 24-credit annual load, although TCNJ has specified that 6 of these credits may be designated for “advising, mentoring, course enhancement and scholarship to be equivalent to the base ‘academic year teaching load for full-time faculty of twenty-four (24) teaching credit hours’.”

In the same way that institutional designation as a comprehensive university does not necessarily dictate a higher scholarship expectation, in other words, it also does not result in a lower teaching load. The terms and conditions for all member institutions are governed by its Master Agreement, and decisions about teaching load are made at the state bargaining table for all members, regardless of designation, while decisions about the standards of promotion and tenure are negotiated locally by each institution. However, the statute for comprehensive universities is clear: teaching should remain the primary focus of the institution’s faculty, and scholarly work frequently focuses on pedagogy and the improvement of teaching.

Stockton already articulates a strong commitment to teaching, as well as its broad and inclusive definition of scholarship, within its mission statement. Moreover, it has a strong system of faculty shared governance in both the Faculty Senate and Faculty Union (SFT). The former maintains clear authority over its role in the development, review, approval and support of curricular offerings. In accordance with the New Jersey process for seeking new program approval, the Stockton Faculty Senate has developed exemplary guidelines and templates to assist faculty members who seek to propose curricular changes before a Senate Programs and Planning Committee in advance of the full Senate’s endorsement. The latter (SFT) negotiates local agreements such as college standards for both promotion and tenure. Stockton’s institutional definition of scholarship has been kept deliberately broad, and by a well-negotiated agreement the finer distinctions of what is considered appropriate scholarship are determined at the program, rather than the school or college level.

The impact of such decisions is evident in the attached two logic models, which illustrate that university status would have no structural impact on either Stockton students or faculty (Table 1 of Appendix D reflects the status quo, while Table 2 addresses university status, which, if sought, would reaffirm the 1982 mission and merge it with the 1998 appended graduate studies mission to apply for a designation change as one unified institution, committed to teaching).

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**Recommendations**

Two factors are critical to a successful proposal for designation and name change to university. The first, a careful and thorough consideration that includes input from a variety of perspectives both inside and outside the institution, has been conducted. Stockton’s measured approach— which spanned almost two years and included several opportunities (both online and in face-to-face interactions) to discuss opportunities and benefits, as well as address questions and concerns, has been essential in ensuring that this decision is being made at the right time and for the right reasons. This information was then balanced against available published research which helped to narrow and clarify the rationale for seeking university status (as well as signal those reasons which were less compelling). Finally, the Task Force completed a cost analysis of operational and facilities expenses (attached as Appendix E).

The second factor is a clear and concise rationale for the change. In keeping with the New Jersey statute, Stockton has met the criteria for university status for the past five years, so that, should the College opt to pursue a name change, the compelling rationale for the same is clearly to “more accurately reflect [the] institution’s current status.”

Accordingly, the Task Force recommends to the President and Board that Stockton consider a resolution to file with the Secretary of Higher Education a petition-of-intent seeking designation as a university and to use the word “university” in its name for the following reasons:

- To align with Stockton’s current reality (as evidenced by its Middle States and Carnegie Foundation designations— both of which already consider the college a university and measure it against other such institutions in their rankings);
- To reaffirm the college’s mission and culture of high quality teaching, as well as its commitment to the liberal arts and sciences, general education, and research standards set by programs; and
- To showcase the institution’s accomplishments, expansion to serve the regional needs of graduate students, and successful growth in careful, measured progress over time.

Guidelines for both the application process, as well as the criteria for university status appear in Appendix F.
Bibliography

I. Information about University Status, as well as promotion and tenure requirements and faculty teaching load, is available at:

Carnegie Foundation for the Advancement of Teaching (http://classifications.carnegiefoundation.org/).


Kean University, “Promotion Bylaws” (http://www.kean.edu/KU/Faculty-Forms).

Montclair State University, “Faculty Roles and Expectations” (http://www.montclair.edu/provost/faculty-handbook/regulations/roles-expectations/).


Ramapo College, “Criteria for Appointment, Reappointment, Promotion and Reappointment with Tenure” (rev. 3-1-2011; http://www.ramapo.edu/er/?handbook=open).


William Paterson University, “Faculty and Staff Handbook, section on Faculty Retention and Promotion Clarified Criteria, Appendix III” (http://www.wpunj.edu/dotAsset/288773.pdf).

II. Additional information about the impact of University Status can be found in:


P. J., Gumport, Iannozi, M., Shaman, S., & Zemsky, R. *Trends in United States higher education from massification to post massification* (Stanford, CA; National Center for Postsecondary Improvement, 1997).


APPENDIX A:

Members of the Faculty Senate Task Force on University Status, 2012-14

Christine Tartaro (SOBL, Co-Chair)
Michelle McDonald (ARHU, Co-Chair)
Helen Duo Wei (BUSN)
Michael Hozik (NAMS)
Kim Lebak (EDUC)
Robert Marsico (HEALTH)
Mary Padden (HEALTH)

Robert Gregg (Dean, GENS)
Claudine Keenan (Dean, EDUC)
Lewis Leitner (Dean, GRAD STUDIES)
Members of the Pan-College Task Force on University Status, 2014

Herman Saatkamp, President, Committee Chair

Cabinet: Harvey Kesselman (’79), Provost and Executive Vice President
        Thomasa Gonzalez, Vice President for Student Affairs
        Phil Ellmore, Chief Development Officer
        Sharon Schulman (’80), CEO for External Affairs and Institutional Research
        Brian K. Jackson, Chief of Staff

Board of Trustees: Ray Ciccone (’79), Trustee
                  Kiyle Osgood, Student Trustee

Foundation Board: Johanna Johnson, Foundation Board Member

Faculty Senate Rep: Michelle McDonald, Vice President of Faculty Senate and Associate Professor of Atlantic History

Alumni Association: Janice Cambron (’79), Executive Director, Seashore Gardens Living Center

Student Senate: Carl Archut, Jr., President of Student Senate

Dean’s Council: Claudine Keenan, Dean, School of Education
                Lewis Leitner, Dean, School of Graduate and Continuing Studies

AFT Rep: Michael Frank, Professor of Psychology

CWA Rep: Gwen Govia, Supervisor of Access Services, College Library

Additional Faculty: David Burdick, Professor of Psychology
                   Tait Chirenje, Associate Professor of Environmental Studies

Community Member: David Hughes (’86), Chief Financial Officer, Shore Memorial Hospital
APPENDIX B:

Task Force on University Status Web Address:
http://loki.stockton.edu/~assembly/committees/univ_status/index.html

This website contains the following reports and background information:

REPORTS

Second Faculty Survey on University Status – Jan 2014

Public Survey on University Status - June 2013

Alumni Survey on University Status - May 2013

Student Survey on University Status - March 2013

Prospective Parent Survey, Open Houses, March 2013

Prospective Student Survey, Open Houses, March 2013

Staff Survey on University Status - Feb 2013

Faculty Survey on University Status - Feb 2013

This website also contains the Faculty/Staff and Student/Alumni Town Hall Meeting introductions and PowerPoint presentations.

Task Force Meeting Minutes are also available on this site.
## APPENDIX C:

### STOCKTON COLLEGE TIMELINE FOR EXPLORING UNIVERSITY STATUS

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2011</td>
<td>President Kleniewski of SUNY Oneonta visits the College to prepare her visiting team for a Middle States decennial re-accreditation, noting similarities between Stockton and SUNY Oneonta (institutional setting, size, population, high emphasis on undergraduate with mission-focused graduate programs, responsive to the region).</td>
</tr>
<tr>
<td>April 2012</td>
<td>The Middle States visiting team completes re-accreditation visit, commending Stockton on the self-study and process, requesting that Stockton address its recommendations by the 2017 Periodic Review Report.</td>
</tr>
<tr>
<td>May 2012</td>
<td>Faculty Senate President Mike Frank discusses Middle States recommendations with Executive Committee, one of which suggests that the College re-examine a combined mission that unites undergraduate and graduate studies as one institution.</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>Faculty Senate forms a University Status Task Force, which President Frank charges to conduct research among campus constituencies and report back to the full Senate.</td>
</tr>
<tr>
<td>December 2012</td>
<td>President Saatkamp informs the Board of Trustees on the Senate’s exploration into university status.</td>
</tr>
<tr>
<td>January 2013</td>
<td>Faculty Senate Task Force creates a web page and launches its first constituent survey to the Stockton faculty.</td>
</tr>
<tr>
<td>February 2013</td>
<td>Faculty Senate Task Forces launches its second constituent survey to the Stockton staff.</td>
</tr>
</tbody>
</table>
| March 2013   | Faculty Senate Task Force hosts two Town Hall meetings for faculty and staff.  
Faculty Senate Task Force launches its third constituent survey to all Stockton students.  
Faculty Senate Task Force collaborates with Admissions to administer a fourth and fifth constituent survey to prospective students and parents at an Open House event. |
<p>| April 2013   | Faculty Senate Task Force co-hosts with Student Senate two Town Hall meetings for faculty and students.                                           |</p>
<table>
<thead>
<tr>
<th>Month</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>Faculty Senate Task Force launches its sixth constituent survey to Stockton alumni.</td>
</tr>
<tr>
<td>June 2013</td>
<td>Faculty Senate Task Force collaborates with the Hughes Polling Center to conduct its seventh constituent survey to New Jersey residents.</td>
</tr>
<tr>
<td>September 2013</td>
<td>Fall Faculty Conference Meeting of the Faculty Assembly to discuss preliminary results that the Faculty Senate Task Force had gathered to date; calls for additional public conversations in smaller settings than Town Hall format.</td>
</tr>
<tr>
<td>October 2013</td>
<td>Faculty Senate Task Force conducts School Meetings.</td>
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<tr>
<td>November 2013</td>
<td>Faculty Senate Task Force continues School Meetings.</td>
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<tr>
<td>December 2013</td>
<td>Faculty Senate Task Force concludes School Meetings.</td>
</tr>
<tr>
<td>January 2014</td>
<td>Faculty Senate Task Force re-launches its first constituent survey to Stockton faculty to gauge whether any changes occurred after one year of examining constituent responses and participating in open discussion forums (Town Hall and School Meetings).</td>
</tr>
<tr>
<td>February 2014</td>
<td>Senate Meeting to review Task Force report with open Public Comment</td>
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<tr>
<td>March 2014</td>
<td>Senate Meeting with Resolution to recommend that Stockton President Saatkamp convene a “Pan-College” Task Force on University Status including representatives from all constituency groups.</td>
</tr>
<tr>
<td>April 2014</td>
<td>Pan-College Task Force meets twice to determine what questions remain unanswered among various constituency groups.</td>
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<tr>
<td>May 2014</td>
<td>Communications Sub-Committee meets to gather information on remaining questions.</td>
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<tr>
<td>June 2014</td>
<td>Communications Sub-Committee meets to review draft of report on remaining questions.</td>
</tr>
<tr>
<td>September 2014</td>
<td>The Pan-College Task Force on University Status recommends to the President that Stockton pursue university status.</td>
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</tbody>
</table>
APPENDIX D

LOGIC MODELS FOR COLLEGE AND UNIVERSITY STATUS (Tables 1 and 2)

Table 1

<table>
<thead>
<tr>
<th>Assumption: no change to missions</th>
</tr>
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<tbody>
<tr>
<td>Inputs:</td>
</tr>
<tr>
<td>NJSHE-approved mission</td>
</tr>
<tr>
<td>Recruit FTE 93% UG 7% GR</td>
</tr>
<tr>
<td>Review and approve existing and new academic programs</td>
</tr>
<tr>
<td>Outputs:</td>
</tr>
<tr>
<td>43 UG and 14 GR programs</td>
</tr>
<tr>
<td>Outcomes:</td>
</tr>
<tr>
<td>Strong retention, graduation rates, high publisher rankings</td>
</tr>
<tr>
<td>Impact:</td>
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<tr>
<td>Stockton College maintains its excellent reputation for high quality</td>
</tr>
</tbody>
</table>

At Stockton we seek to help our students develop the capacity for continuous learning and the ability to adapt to changing circumstances in a multicultural and interdependent world by insisting on breadth, as well as depth, in our curriculum. We believe that the breadth inherent in an interdisciplinary approach to liberal education both prepares students for inevitable career changes, and enriches their lives.

We insist on excellence in teaching and dedication to learning…

The Richard Stockton College of New Jersey provides quality graduate programs which promote advanced inquiry and application of new knowledge, foster advanced-level career opportunities, and transmit our cultural and intellectual heritage in all its diversity. Its graduate programs are consistent with the College’s commitment to the liberal arts and support the undergraduate program through enriched resources, the discovery of new approaches to teaching and learning, and the creative use of new technologies. Through accessible graduate education the College responds to the State and regional needs.

Retain Stockton College
At Stockton we seek to help our students develop the capacity for continuous learning and the ability to adapt to changing circumstances in a multicultural and interdependent world by insisting on breadth, as well as depth, in our curriculum. We believe that the breadth inherent in an interdisciplinary approach to liberal education both prepares students for inevitable career changes, and enriches their lives.

We insist on excellence in teaching and dedication to learning...

The University provides quality graduate programs which promote advanced inquiry and application of new knowledge, foster advanced-level career opportunities, and transmit our cultural and intellectual heritage in all its diversity. Its graduate programs are consistent with the University’s commitment to the liberal arts and support the undergraduate program through enriched resources, the discovery of new approaches to teaching and learning, and the creative use of new technologies. Through accessible graduate education the University responds to the State and regional needs.

Request Stockton University
NOTE: The following is a proposed estimate of the potential costs associated with the artwork, fabrication and installation for the replacement of signage changes including but not limited to physical structures, signage, roadways and the like. Final costs may be affected by field conditions and other unforeseen conditions. Estimated *operational expenses include things such as one-time marketing, business cards, stationery, banners etc. This list is a draft and may be revised by the President and or Trustees of the College. Further not all projects listed herein are required to be replaced but are included for completeness (highest possible estimate).

<table>
<thead>
<tr>
<th>Item</th>
<th>Anticipated Cost to Replace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Center Entry wall (cast stone opposite an environment for excellence)</td>
<td>25,606</td>
</tr>
<tr>
<td>Campus Center Theater wood panel seal</td>
<td>15,707</td>
</tr>
<tr>
<td>Campus Center WOW Room wood panel seal</td>
<td>14,774</td>
</tr>
<tr>
<td>Sport Center Seal (Aluminum)</td>
<td>169,069</td>
</tr>
<tr>
<td>Sports Center Graduation Backdrop</td>
<td>9,965</td>
</tr>
<tr>
<td>North Entry</td>
<td>14,550</td>
</tr>
<tr>
<td>Main Entry (Seals X2)</td>
<td>24,760</td>
</tr>
<tr>
<td><strong>Subtotal of Optional &quot;historical&quot; signage that might remain unchanged</strong></td>
<td><strong>274,431</strong></td>
</tr>
<tr>
<td><strong>Contingency 10%</strong></td>
<td><strong>27,443</strong></td>
</tr>
<tr>
<td>Electronic signs (X3) seals at top</td>
<td>50,177</td>
</tr>
<tr>
<td>Property monuments (X3)</td>
<td>60,378</td>
</tr>
<tr>
<td>Roadway and parking banners</td>
<td>34,510</td>
</tr>
<tr>
<td>Front of A&amp;S pin lettering</td>
<td>5,208</td>
</tr>
<tr>
<td>Sports Center Awnings (college seal X4)</td>
<td>14,920</td>
</tr>
<tr>
<td>Satellite Sites (Approximately 12 locations @ $20,000.00 each)</td>
<td>240,000</td>
</tr>
<tr>
<td>Vehicle Signage</td>
<td>4,500</td>
</tr>
<tr>
<td>Presidents foyer wood panel seal</td>
<td>20,660</td>
</tr>
<tr>
<td>Veterans Plaza Sign</td>
<td>3,160</td>
</tr>
<tr>
<td>Plant &amp; Police Sign</td>
<td>8,360</td>
</tr>
<tr>
<td>Plant Building Seal</td>
<td>1,708</td>
</tr>
<tr>
<td>College Flags</td>
<td>8,870</td>
</tr>
<tr>
<td>Podium Banners (x4)</td>
<td>1,980</td>
</tr>
<tr>
<td>K-Wing Circle Flags</td>
<td>4,842</td>
</tr>
<tr>
<td>Graduation Schools Banners</td>
<td>9,275</td>
</tr>
<tr>
<td><strong>Subtotal of signage that is most likely to require change</strong></td>
<td><strong>468,548</strong></td>
</tr>
<tr>
<td><strong>Contingency 10%</strong></td>
<td><strong>46,855</strong></td>
</tr>
<tr>
<td><strong>Subtotal of highest capital costs (combined optional and required change)</strong></td>
<td><strong>817,277</strong></td>
</tr>
<tr>
<td>Operational Expenses* (see note above)</td>
<td>138,805</td>
</tr>
</tbody>
</table>

Highest likely total (all signage and operating) $956,082
Lowest likely total (required signage and operating) $654,208

NOTE: The impact of the costs listed above can be mitigated by creating a three to five year plan to complete the changes.
INSTITUTIONAL GUIDELINES: STEPS IN THE UNIVERSITY STATUS PROCESS

- College’s Board of Trustees passes a resolution in support of submitting a petition seeking university designation.

- College prepares a petition and appendices based on regulations at N.J.A.C. 9A:1-3 et seq., and the guidelines document provided by the Office of the Secretary of Higher Education (OSHE).

- College submits an electronic version of the petition to OSHE.

- College identifies potential consultants and submits the consultant CV’s to OSHE for approval. Consultants must be from outside New Jersey and should have no prior significant relationship with the College or be otherwise conflicted.

- College, OSHE and consultants agree on dates for consultant team to visit campus for a site review. The site visit shall take place on a single day with an introductory meeting/dinner the evening before. At this time, the College should provide the consultants with an electronic copy of the petition and appendices.

- Once the consultants are approved and the dates have been set, the College and OSHE will execute an MOU that will govern the site visit. The consultants are to receive an honorarium of $1,800 each and the College shall cover all travel, lodging and related expenses for the consultants and agency staff.

- The College should begin making arrangements for a site visit. Most significantly, this involves developing an agenda for the site visit. OSHE staff will assist in developing an agenda, if needed. The College should also assist consultants and agency staff with travel and lodging arrangements.

- Consultants and OSHE staff conduct a site visit at the campus.

- Typically, two to three weeks after the site visit, the Consultants will submit a report to OSHE with a recommendation regarding the petition. OSHE will forward the report to the College and the College shall have the opportunity to submit a response to the report. The Board of Trustees for the College should take appropriate action based on the contents of the report regarding university status and name change.

- The College should forward Board resolutions and response to the consultants’ report to OSHE.

- OSHE shall forward the petition and related materials to the NJ Presidents’ Council. NJPC will refer the materials to the Academic Issues Committee, who will review the petition and related materials and provide the NJPC with a recommendation. NJPC will then vote on whether to adopt the AIC recommendation and forward the decision to the OSHE.
Institutional Guidelines:
Criteria for University Status

Petitions for university status are evaluated using the criteria contained within New Jersey Administrative Code (N.J.A.C. 9A: 1-3.1 et seq., 9A: 1-2.5 et seq., and 9A: 1-1.8 (e) and (f) – provided below.

SUBCHAPTER 3. CRITERIA FOR UNIVERSITY STATUS

9A: 1-3.1 Programs

(a) In an atmosphere of freedom of inquiry and expression, a university provides undergraduate studies leading to the baccalaureate in a broad range of academic disciplines, as well as graduate studies leading to advanced degrees in at least three academic and/or professional fields. A university also offers an array of graduate studies related to the fields in which it offers advanced degrees. Such offerings provide students elective opportunities and a selection of support studies that may be useful although not prescribed for a particular graduate degree program. A university faculty is actively engaged in research or other scholarly activities. The institution promotes linkages to the wider community through programs of outreach and public service.

(b) Within an environment that emphasizes research, as well as the teaching mission, in curricula and in the allocation of resources for faculty and facilities, a research university offers graduate programs that lead to the Ph.D. degree. Its criteria for promotion and tenure place relatively heavier emphasis on a faculty member's record of research publications in refereed journals and published books. Its faculty generates a relatively higher level of Federal research funding. Its faculty members tend to integrate what they have learned from their own research into the material presented in undergraduate courses, and they routinely expect each graduate student to initiate or participate in a substantial research program. A research university clearly meets or exceeds the qualitative criteria stated in the rule on doctoral degree programs (N.J.A.C. 9A: 1-2.8).

(c) Within an environment that emphasizes the teaching mission in curricula and in the allocation of resources for faculty and facilities, a comprehensive university offers graduate programs that lead to the master's degree in a variety of academic disciplines and professional fields; it also may offer a limited number of professional doctoral degrees. A comprehensive university's doctoral offerings clearly meet or exceed the criteria for doctoral degree programs (N.J.A.C. 9A: 1-2.8). Its criteria for promotion and tenure place relatively heavier emphasis on a faculty member's record of excellence in teaching. While traditional forms of research are encouraged, the scholarship of its faculty includes more integrative and bibliographic research, often with a focus on pedagogy and practical classroom application.

9A: 1-3.2 Organization

(a) A university clearly identifies graduate studies and programs as distinct elements in its organization. Characteristically, it selects graduate and professional students who show evidence of superior achievement in undergraduate studies.
b) A university recruits faculty for graduate or professional programs whose competence is known beyond the institution. A significant number of the faculty in each graduate program are associated with the institution full time, have terminal degrees appropriate to their disciplines or records of substantial and superior professional achievements, and remain abreast of their respective fields. The faculty, including representation from the departments offering graduate programs, participates in the initiation, development, and approval of curricula.

c) A university provides an appropriate and adequate administrative staff whose primary responsibility is the administration of graduate and professional programs.

9A: 1-3.3 Resources

A university possesses the financial ability to support graduate and professional programs, and its facilities and equipment reflect the more sophisticated level of work required in both. Laboratories and library support permit specialized study in depth in the fields of graduate study and professional study offered, as well as in supporting fields. An adequate financial base is provided to support the appropriate independent research activity of faculty and students.

9A: 1-3.4 Accreditation

The Commission on Higher Education of the Middle States Association of Colleges and Schools accredits universities.

9A: 1-3.5 Eligibility for university status and use of “university” as part of an institution’s name

(a) Educational institutions that are incorporated and located in New Jersey; licensed by the Commission; and listed as "research universities," "doctoral universities," or "master's (comprehensive) universities and colleges" in the Carnegie Foundation for the Advancement of Teaching's Classification of Institutions of Higher Education and that believe they meet all of the requirements stipulated in this subchapter are, with the concurrence of their governing boards, eligible to apply to the Commission for university status. Educational institutions dedicated primarily to the education or training of ministers, priests, rabbis or other professional persons in the field of religion are not eligible to apply for university status.

(b) When an institution's governing body decides to seek university status, it shall file with the Commission a petition-of-intent seeking authority to do so. The petitioning institution shall develop a fully documented proposal and, with the concurrence of the Commission, select two consultants to review the proposal. The two consultants shall be totally independent of all higher education institutions in New Jersey and shall be recognized authorities on graduate education. The consultants shall prepare a written report of their findings, which the college shall submit to the Commission. The Commission shall consider both the report and the proposal in deciding on the college's application for university status.

(c) The proposal shall demonstrate the institution's eligibility for designation as a university and shall include a history of having met the criteria defined in this subchapter
for a period of at least five years. Alternatively, the petitioning institution may indicate, through a combination of retrospective and prospective data, intent to meet the criteria for a total period of five years. The Commission shall consider such institutions to be in a period of candidacy for university designation. In no case shall formal university designation be granted until an institution has met the minimum criteria for at least five years.

(d) University status and the initial use of the term "university" in the institution's title require approval by the Commission.

9A: 1-2.5 Graduate Education

(a) The scope of an institution's graduate curriculum shall closely reflect and support its mission. Graduate education presupposes advanced study beyond the undergraduate curriculum in terms of rigor, expectations of scholarship, curricular depth, and exercise of independent thought.

(b) To fulfill such expectations, an institution's governing board shall demonstrate a continuing commitment of institutional funds for its graduate programs, particularly for the associated faculty and student research activity. Support for graduate programs should be derived from the general applicable resources of the institution, as well as from tuition and fees paid by students in the programs.

(c) Beyond the needs of the undergraduate college, a graduate school shall have, for each program, a variety and depth of specialized materials available on the campus. For example, the library that supports a graduate program shall provide an adequate and current base for research activities. The library should provide books and other materials, both in the fields of instruction and research and in related areas, to serve as background material and to support special investigation in much greater depth.

(d) Existing graduate programs shall be reviewed periodically by the institutions themselves and, insofar as possible, cooperatively with regional and professional accrediting agencies.

(e) The objectives of every graduate or graduate professional program shall be clearly defined and stated. The work in such programs shall be beyond the baccalaureate level in intellectual demand, and a substantial part of it shall be in courses designed explicitly for graduate students, although exceptionally well-qualified undergraduates occasionally may be admitted.

9A: 1-2.6 Master's degree programs

(a) A master's degree requires at least 30 credits of graduate study or its equivalent.

(b) Master's degree programs should be distinguishable by their primary objectives as belonging to one of two general types: disciplinary or professional. The degree awarded to students completing disciplinary programs should be master of arts or master of science, with the discipline named (for example, master of arts in English literature, master of science in engineering). In professional programs, the degree should be appropriately specific (for example, master of library science, master of business administration, master of education, master of social work). The determining criterion is the objective that the program is designed to serve. The two types are
further distinguished as follows:

1. **Disciplinary type**: A disciplinary master's degree entails advanced study and exploration in a particular academic discipline (for example, history, physics, engineering science, or musicology). The primary objective is increased knowledge of the subject, rather than its application to professional use. The majority of the degree credit awarded in programs of this type shall be at the advanced level in the principal field. Credit toward this type of master's degree shall not be given for introductory or elementary courses in the field.

2. **Professional type**: A master's degree program of the professional type consists of advanced study to extend and apply previous study to practice in such fields as engineering, law, applied music, pastoral ministry, or teaching; some such subjects may lend themselves also to disciplinary programs. Professional master's programs should be complete in themselves, although they may in some circumstances also be adaptable to preparation for a research or professional doctorate. A limited amount of introductory work in the field may have an appropriate place, especially in first-level professional programs.

**9A:1-2.7 Specialist programs**

(a) Institutions may organize programs of graduate work beyond the master's level that lead not to doctorates but to specialist degrees (such as the Ed.S.) or to comparable certificates. Such programs shall be composed of more advanced coursework than is required for the master's, shall perform definable functions, and shall not be merely continuations of courses beyond the master's. They shall possess a definite philosophy, purpose, design, and sequence and be self-containing and terminal in nature. A comprehensive examination should be required.

(b) Students admitted to specialist programs in education shall have master's degrees in the same field as that of the certificate. Students with master's degrees in unrelated fields shall complete preliminary coursework or demonstrate equivalent knowledge acquired through work experience.

**9A:1-2.8 Doctoral degree programs**

(a) Programs leading to doctoral degrees shall represent three or more years of full-time study and research beyond the baccalaureate or the equivalent thereof in part-time work.

(b) They should be so designed that elements such as course requirements, foreign language requirements, qualifying examinations, research requirements, and the dissertation are coherently related to a clearly defined set of educational goals.

(c) Programs leading to a doctor of philosophy degree shall be oriented toward original research.

(d) Professional doctorates usually are oriented toward increased professional competence. The requirements for a professional degree should include either a research thesis or a project involving the solution of a substantial problem of professional interest.

(e) Because a doctoral program benefits from complementary programs in other
fields, no institution should seek to establish doctoral studies piecemeal or to initiate its first doctoral program unless it offers or has formulated long-range plans for mounting cognate doctoral programs in related fields.

(f) For each doctoral program, an institution shall demonstrate that:

1. The program has clear educational objectives and its requirements are appropriate for the nature of the doctorate;
2. It is supported by related studies and research in ancillary fields;
3. Its faculty is recognized beyond the bounds of the institution as possessing professional qualifications and research achievements sufficient to support the program;
4. The institution possesses adequate library holdings, laboratory space, research facilities, and other necessary resources;
5. It has committed the faculty time necessary for thesis supervision and research guidance; and
6. It has formulated acceptable long-range plans for developing cognate doctoral programs in other fields if such programs do not already exist at the institution.

9A: 1-1.8 Faculty

(e) Faculty teaching in graduate programs shall hold appropriate terminal degrees. They shall be productive contributors to the field of their specialties. The academic schedule should permit adequate time for instruction, advisement, direction of research, and supervision of theses, as well as continued professional growth and scholarly activity.

(f) Part-time and adjunct faculty shall possess the same qualifications as full-time faculty or compensating preparation, as the institution determines.
Institutional Guidelines:
Preparing a University Status Petition

These guidelines are intended to assist a campus in preparing a petition to seek university status as defined in N.J.A.C. 9A:1-3.1 et seq. The institution should provide information to address each of the categories of questions provided below. Please note that the consultants may also request additional data to support their assessment of the institution's petition. Please direct any questions concerning the petition content or process to the Office of the Secretary of Higher Education, at 609-984-2709.

I. Introduction

Provide a brief history of the college and its mission with an emphasis on graduate education. Describe the institution's plans for graduate education during the next five years. Append a copy of the current college catalogue(s). Include the college's policy with regard to academic freedom and append the college's most recent Middle States Association "Statement of Accreditation Status."

II. Institutional Characteristics of Graduate Education

A. Organizational Structure

Identify the scope of graduate studies and describe how graduate education is organized and administered (e.g., is there a graduate faculty? is there a graduate school(s)? how is funding for graduate/professional education determined?). Provide documentation on the administrative structure of the institution and locus for graduate/professional studies at your institution (e.g., an organization chart depicting reporting lines). Include copies of official publications and promotional materials that support this description.

Identify the administrative staff (both managerial/professional and clerical) with primary responsibility for graduate/professional programs. Include information on their specific responsibilities, their qualifications for the positions held and the amount of time each devotes to the administration of graduate/professional education (e.g., FT, 25%).

B. Financial Support

Provide information indicating the college's ability to support graduate/professional studies. Include the college's most recent audited financial statements. Indicate approximately how much (percentage) of the college's total educational and general expenditures are dedicated to support graduate/professional study. Has this percentage changed significantly in recent years, or is it expected to change substantially in the near future? Please explain. Provide evidence of the institution's commitment to scholarly activities appropriate to its mission (e.g., support of independent research by faculty and students, art exhibits and concerts given by faculty and students). Provide similar information on support of scholarly activities by outside sources (e.g., research supported by outside grants or contracts).
C. Quality Control

Describe what measures are used to gauge graduate/professional program quality (e.g., indicate which programs enjoy specialized accreditation and by what organization or whether institutional program reviews are conducted and how the results of such reviews are used to assure quality).

D. Faculty

Describe the characteristics of the faculty providing graduate/professional education. What percentage have doctorates or other terminal qualifications? What evidence is there that faculty remain abreast of their fields? Please include information on all faculty (full-time and adjunct) providing graduate/professional education that attests to their qualifications and professional scholarly achievements (e.g., full up-to-date vitae with information on publications, presentations, exhibits). Provide information on graduate faculty teaching loads. Each vita should indicate the status of the faculty member (FT, PT, or adjunct). Describe professional development programs that are available to faculty and the college's sabbatical policy. Describe the faculty's involvement in the development and modification of graduate/professional programs. How is faculty participation in the governance of graduate/professional education assured?

For each graduate/professional program offered last fall, indicate what percentage of courses were taught by full-time faculty. Append the college's faculty handbook.

E. Students

Describe the graduate student population and appropriate subpopulations (e.g., by school or program) at your college.

What is the institution's policy on admission to graduate/professional programs at the college? Who is responsible for the establishment of such policy(ies)? How are the graduate programs marketed to prospective students?

What is the admissions process? What specific criteria are used in the process? Do these criteria vary by degree program? If so, please provide criteria for each degree program. What percentage of students are admitted under these criteria? Are there exceptions? If so, what are they and how many students are admitted as exceptions?

What is the institution's total FTE and graduate/undergraduate FTE breakdowns? (FTEs are computed in the following manner: Undergraduate - the total number of undergraduate credits generated the previous academic year divided by 32; Graduate - the total number of graduate credits generated the previous academic year divided by 24.)

What percentage of your total degree-seeking student body (headcount) was enrolled in graduate/professional programs at the time of the most recent fall enrollment? Be certain to include those students enrolled in graduate certification programs (where the majority of the courses required in the program are at the graduate level).
For each graduate/professional degree and certificate program, indicate the number of students who are part-time and who are full-time.

For each graduate/professional degree and certificate program, indicate the number and percent of courses which are for graduate students only.

What is the average class size and range of enrollments in graduate classes? What is the attrition rate for each degree program and how is it calculated? What is the average time-to-degree completion rate for each degree program? Provide the annual graduation rate by degree program for the past five years.

What follow-up activities are conducted to determine the satisfaction/success of graduates? What have been the findings of such follow-up? Have those findings resulted in program changes? If so, please describe.

What forms of financial aid are available for graduate/professional students (e.g., scholarships, teaching assistantships, tuition remission), and what percentage of students benefit?

What information is provided to students regarding employment opportunities upon degree completion? Are any special student services provided to graduate/professional students (e.g., career counseling/placement)? If so, please describe them.

F. Academic Support Services

Specifically in regard to the library, what specialized library collections and services (e.g., databases, automated catalogues) are available to support graduate/professional education? Please include a description of the number of volumes and periodicals directly ascribable to graduate/professional education. What portion of the library's budget goes to support graduate/professional programs? How are acquisitions for these programs determined? What types of specialized library personnel are there to support graduate/professional programs? Include vitae of full-time and part-time librarians.

Please provide evidence that the institution has support services in place at appropriate levels for the graduate/professional programs offered or planned (e.g., library collections, databases, and automated catalogues; computer hardware, software, and networks; specialized equipment and facilities; and specialized personnel such as librarians and computer support staff). What proportion of the budget in each of these areas is in support of graduate/professional programs?

G. Public Service

Indicate to what extent the college is currently involved in public service and provide examples pertinent to graduate education. Does the college have plans to expand public service activities? If so, please describe these plans.