

WILLIAM PATERSON UNIVERSITY

# Institutional Profile

AY 2012



# WILLIAM PATERSON UNIVERSITY

## INSTITUTIONAL PROFILE, AY 2012

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## I. Preface

William Paterson University strives to provide an affordable high quality education to the citizens of New Jersey and beyond. The fulfillment of this mission guides the actions of the University, as it develops new and innovative academic programs, provides student leadership and teamwork development skills through co-curricular activities, and enhances internship and career-building opportunities for the 11,000 students it enrolls. Responding to the economic realities of our state and nation, and particularly our diverse student body, the University has instituted historically-low increases in tuition and fees for the second year in a row.

This year, much of the University's collective energy went into the development of a ten-year Strategic Plan, completed in March, 2012. With widespread input from all sectors of the campus community, the Strategic Plan outlines five key goals for the University in the areas of academic programming, the enrollment and engagement of a diverse student body, the development of enrichment opportunities for students outside the classroom, the creation of an enhanced sense of community on campus, and finally, the establishment of the University as a model for outstanding, affordable public higher education. The Strategic Plan stays true to the mission of the University and will focus our collective activities on these five key goals.

The University's faculty continue to develop new academic programs at the undergraduate and graduate level that respond to the demands of a changing society. Eight new degree programs were added last year, including an innovative program in environmental sustainability. Consistent with the University's commitment to promoting good stewardship of our resources, this new academic program complements the many "green" initiatives that have been undertaken in recent years. The solar panels constructed on campus in 2011, one of the largest solar energy installations at a higher education institution in the country, are a very visible sign of our commitment to environmental concerns. The University was honored as a finalist in the 2012 Second Nature Climate Awards, sponsored by the AAC&U Presidents Climate Commitment.

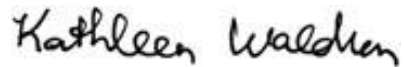
Our distinguished faculty create a learning environment that promotes research, scholarship, and creative activity. Students are engaged in scientific research and invaluable internship programs that prepare them for the world after graduation. One of our newest programs, the innovative financial planning degree rated among the top 10 programs by *Financial Planning Magazine*. Students majoring in the financial planning program consistently place at the top of the national collegiate financial planning competition. The University's radio station, a truly "hands-on" learning space, was named the Best College/University Station (with more than 10,000 enrollment) in the 2012 Intercollegiate Broadcasting System awards.

The University is committed to providing classrooms and laboratories that feature industry-standard equipment and materials. The new Science Complex features contemporary classrooms and state-of-the-art research facilities for students and faculty, and the University is undertaking a \$4 million renovation and upgrade to our television production studios. Students in residence halls have wireless access to electronic resources in the Library and on the Internet.

Our faculty are also engaged in service to the surrounding community. The College of Education has gained significant external support from the U.S. Department of Education to provide in-school training to teachers in high-need districts. Over \$2.2 million has been awarded

by the state and federal government to enhance the University's impact on areas of greatest need in the state.

The University supports its students and faculty through fundraising and other philanthropic means. A primary focus of our fundraising efforts is to provide scholarship support for students. The University is actively appealing to our 55,000+ alumni to remain engaged with the University and to provide monetary and personal support for current students. William Paterson University provides a transformational experience for our students, as evidenced by an alumni who rise to leadership roles in their professional endeavors and are engaged and active citizens.

A handwritten signature in black ink that reads "Kathleen Waldron". The script is cursive and fluid.

Kathleen Waldron, Ph.D.  
President

## **II. Data by category**

### **A. Accreditation status: institutional and professional**

William Paterson University is proud that it has been continuously accredited by the Middle States Commission on Higher Education (MSCHE), the region's accrediting body for colleges and universities, since its first accreditation in 1958. In June 2011 the University was fully reaccredited by the Commission.

Additionally, the high quality of our academic programs is evidenced by the national accreditations many of them have earned. This past spring the College of Education successfully hosted an NCATE reaccreditation visit. The College was praised for its programs and assessment efforts.

The following is a list of all of the University's academic program accreditations and certifications.

#### **UNIVERSITY PROGRAM ACCREDITATIONS AND CERTIFICATIONS**

- American Chemical Society (ACS)
- American Speech-Language-Hearing Association (ASHA)
- Association to Advance Collegiate Schools of Business (AACSB)
- Commission for the Accreditation of Allied Health Education Programs (CAAHEP)
- Commission on Accreditation of Athletic Training Education (CAATE)
- Commission on Collegiate Nursing Education (CCNE)
- Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Masters in Psychology Accreditation Council (MPAC)
- National Association of Schools of Art and Design (NASAD)
- National Association of Schools of Music (NASM) Professional Services Board
- National Council for Accreditation of Teacher Education (NCATE)
- New Jersey Board of Nursing
- Society for Public Health Education (SOPHE)/American Association for Health Education (AAHE)/Baccalaureate Approval Committee (SABPAC)

**B. Number of students served**

Slightly over 10,000 undergraduate students attended William Paterson University this past fall (Table II.B.1). This is a modest increase of a little more than 2.0 percent from the prior year. The majority of undergraduates, 84.0 percent, attended the University as full-time students. A small number of students, 98, also attended as undergraduate non-degree-seeking students.

<b>Table II.B.1: William Paterson University Undergraduate Enrollment by Attendance Status, Fall 2011</b>				
<b>Full-Time</b>		<b>Part-Time</b>		<b>Total</b>
<b>Num</b>	<b>Pct</b>	<b>Num</b>	<b>Pct</b>	
8,426	84%	1,659	17%	10,085
Source: IPEDS Fall Enrollment Survey				

The reverse is true for the 1,433 graduate students attending the University. Over three-quarters, 77 percent, attended as part-time students (Table II.B.2) accommodating the majority of whom hold full-time employment positions.

<b>Table II.B.2: William Paterson University Graduate Enrollment by Attendance Status, Fall 2011</b>				
<b>Full-Time</b>		<b>Part-Time</b>		<b>Total</b>
<b>Num</b>	<b>Pct</b>	<b>Num</b>	<b>Pct</b>	
324	23%	1,109	77%	1,433
Source: IPEDS Fall Enrollment Survey				

Students enrolled at William Paterson either in the fall, spring or both semesters yielded an unduplicated headcount of 11,560 undergraduate and 2,056 graduate students with an overall University Full Time Equivalency (FTE) of 10,038 (Table II.B.4).

<b>Table II.B.4: William Paterson University Unduplicated Enrollment, FY 2011</b>			
	<b>Headcount Enrollment</b>	<b>Credit Hours</b>	<b>FTE</b>
Undergraduate	11,560	275,661	9,189
Graduate	2,056	20,382	849
<b>TOTAL</b>	<b>13,616</b>	<b>296,043</b>	<b>10,038</b>
Source: IPEDS 12-Month Enrollment Survey			

**C. Characteristics of undergraduate students**

New Jersey high school graduates looking for an outstanding college education continue to choose William Paterson University to meet their higher education aspirations. Last fall undergraduate admissions received nearly 7,000 applications to the University and 20.0 percent, or 1,393 of these applicants, enrolled as new first-time, full-time, first-year students.

For a third year in a row, we have increased the number of new transfer students. This is attributable in great measure to the increasing number of articulation agreements with New Jersey community colleges, including six new agreements added this past year. Last fall 1,282, an increase of 11.0 percent over the prior year, enrolled as new transfer students. As well, transfers who apply 60 or more credits towards their bachelor degrees have doubled in the past five years, reaching 48.0 percent of entering fall 2011 transfer students. An additional 72 second degree and 180 readmitted students were also welcomed to the campus.

**1. Mean SAT scores**

SAT scores are one of the criteria used in the admission decision process for new first-time undergraduate students. For the second year in a row, overall CSAT scores increased to 1,012. The majority of first-time, full-time, first-year students, 74.0 percent or 1,031 students, met all admission criteria (regular admitted students). This group had average verbal SAT scores of 522 and average math SAT scores of 530 or combined sat scores of 1,053 (Table II.C.1). Also of note were the 104 new first-time, full-time students accepted into a rigorous honors program with combined SAT scores of 1,193.

Another 20.0 percent were admitted as special admit students using additional admission criteria. Some sponsored students, for example, have special abilities in art, music or athletic aptitude that complement a number of University programs. An additional 7.0 percent were Educational Opportunity Fund (EOF) first-year students and smaller percents of new students were admitted as international and nontraditional or older students.

<b>Table II.C.1:                      William Paterson University                      Mean Math, Reading and Writing SAT Scores for First-Time Freshmen,                      by Admission Status and Overall, Fall 2011</b>												
	Full-Time Students						Part-Time Students					
	Math	N	Reading	N	Writing	N	Math	N	Reading	N	Writing	N
Regular Admits	530	1,031	522	1,031	--		517	6	528	6		
EOF Admits	450	103	417	103	--							
Special Admits	449	203	428	203	--							
All Admits	512	1,337	500	1,337	--		517	6	528	6		
Missing Scores		55		55	--	1,392		2		2		8

Source: SURE Fall Enrollment file



**2. Basic skills testing**

Academic support services offered through the University’s Academic Support Center, Education Enrichment Center, and discipline-based learning centers such as the Science Enrichment Center help students succeed in their choices of academic programs. In addition, for a number of first-time, full-time, first-year students, assistance comes in the form of a developmental skills course. Before starting classes a student’s need for developmental courses is established. Students who have VSAT scores equal to or greater than 550 and an Academic Index (AI) of 215 and above are exempt from reading and writing placement tests. Those with MSAT scores equal to or better than 600 and an AI of 215 or higher are not required to take math placement tests. Those who do not meet these criteria are then tested using Accuplacer.

This past fall, 852 or 8.0 percent of William Paterson’s undergraduates were enrolled in one or more basic skills courses (Table II.C.2). For those who were first-time, full-time, first-year students, 38.0 percent required some help; a decline of 9.0 percent from the prior year. Computation is the area in which students most frequently need assistance. A new campus initiative has first-year students with developmental skill requirements coming to campus during the summer for these courses prior to starting college- level courses in the fall. This past fall, 94.0 percent of those enrolled in basic skills reading courses passed the course, 98.0 percent passed the writing course, and 60.0 percent passed basic skills computation. Students who successfully complete developmental skills requirements are as successful at college-level work as other students who did not have any such skill requirements.

<b>Table II.C.2: William Paterson University Enrollment in Remediation Courses</b>		
<b>Total Number of Undergraduate Students Enrolled in Fall 2011</b>		
<b>Total Undergraduate Enrollment</b>	<b>Number of Students Enrolled in One or More Remedial Courses</b>	<b>% of Total</b>
10,085	852	8%
<b>Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2011</b>		
<b>Total Number of FTFT Students</b>	<b>Number of FTFT Students Enrolled in One or More Remedial Courses</b>	<b>Percent of FTFT Enrolled in One or More Remedial Courses</b>
1,394	527	38%
<b>First-Time, Full-Time Students (FTFT) Enrolled in Remediation in Fall 2011 by Subject Area</b>		
<b>Subject Area</b>	<b>Number of FTFT Enrolled In:</b>	<b>Percent of all FTFT Enrolled In:</b>
Computation	406	29%
Algebra	0	0%
Reading	186	13%
Writing	56	4%
English	0	0%
Source: SURE Fall Enrollment file		

**3. Race/ethnicity, sex and age**

The diversity of New Jersey’s population is embraced by the University’s new mission and vision statement and reflected in the University’s enrollment figures. In fall 2011, 48.0 percent of undergraduates were White; 21.0 percent were Latino/a; 14.0 percent were African American; 6.0 percent were Asian and 1.0 percent were international students (Table II.C.3.a).

At the graduate level 71.0 percent were White, 12.0 percent Hispanic, 5.0 percent African American and 4.0 percent identified themselves as Asian. An additional 2.0 percent were international or non-resident aliens and 6.0 percent declined to report this information.

<b>Table II.C.3.a: William Paterson University Undergraduate Enrollment by Race/Ethnicity, Fall 2011</b>																
	White		African American		Hispanic		Asian*		Native American		Non-Resident Alien		Unknown*		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Full-time	4,054	48%	1,234	15%	1,784	21%	552	7%	15	0%	69	1%	718	9%	8,426	100%
Part-time	831	50%	163	10%	357	22%	91	6%	2	0%	11	1%	204	12%	1,659	100%
Total	4,885	48%	1,397	14%	2,141	21%	643	6%	17	0%	80	1%	922	9%	10,085	100%

*\*Note: Asian includes Pacific Islanders and unknown includes 2 or more races.*

Source: IPEDS Fall Enrollment Survey

Like many public senior degree-granting institutions around the country, more than half of William Paterson’s undergraduates, 54.0 percent, are female (Table II.C.3.b). The average age of undergraduates was 22.6 years; 52.0 percent were 21 years or younger and 9.0 percent were 30 years or older (Table II.C.3.c).

<b>Table II.C.3.b: William Paterson University Undergraduate Enrollment by Sex, Fall 2011</b>															
Full-Time					Part-Time					Total					
Male	Pct	Female	Pct	Total	Male	Pct	Female	Pct	Total	Male	Pct	Female	Pct	Total	
3,906	46%	4,520	54%	8,426	716	43%	943	57%	1,659	4,622	46%	5,463	54%	10,085	

Source: IPEDS Fall Enrollment Survey

<b>Table II.C.3.c:</b> <b>William Paterson University</b> <b>Undergraduate Enrollment by Age, Fall 2011</b>													
		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Un-known	Total
Full-Time	Num	16	2,305	2,699	2,353	721	169	66	74	23	0	0	8,426
	Pct	0%	27%	32%	28%	9%	2%	1%	1%	0%	0%	0%	100%
Part-Time	Num	43	33	119	507	436	182	123	152	63	1	0	1,659
	Pct	3%	2%	7%	31%	26%	11%	7%	9%	4%	0%	0%	100%
Total	Num	59	2,338	2,818	2,860	1,157	351	189	226	86	1	0	10,085
	Pct	1%	23%	28%	28%	12%	4%	2%	2%	1%	0%	0%	100%

Source: IPEDS Fall Enrollment Survey

The diversity of the student body is also reflected in the wide variety of cultural and social activities sponsored by such University offices as the Women’s Center and the many student clubs such as the Muslim Student Association, FACE (Filipino American Cultural Entity), Italian Club, OLAS (Organization of Latin American Students), SABLE (Sisters for Awareness, Black Leadership, & Equality), the Spanish Club as well as many others [student clubs-and-organizations.dot](#). It is also reflected in specific academic majors such as Asian Studies, Africana World Studies, Latin American and Latino Studies, Women’s and Gender Studies and the new critical languages initiative —Arabic, Japanese, Chinese, Hindi, Korean, Persian, Russian and Turkish— for those majoring in teacher education. A cross-cultural perspective is especially infused in majors such as Spanish, French and Francophone Studies, Anthropology, Art and Art History, International Business, Sociology, History, Geography, and Political Science, as well as many others.

**4. Numbers of students receiving financial assistance**

William Paterson University students are recipients of private, state, federal and University support. This past year there was an 8.0 percent increase in the number of funded undergraduate students. Almost 78.0 percent of undergraduates attending William Paterson received some form of financial aid to help pay for college. All told in AY 2010-11, 27,823 awards were made to undergraduate and graduate students totaling almost \$109 million, including some other loans (SMART, ACG, EOF graduate students, etc.) not listed in the following table.

Approximately 16.0 percent of the awards in Table II.C.4, \$15,206,000, were State of New Jersey funded. William Paterson helps as well by dispersing close to \$9.7 million through various institutional funds and programs. This includes tuition waivers not listed in the table below.

<b>Table II.C.4: William Paterson University Financial Aid from Federal, State &amp; Institution-Funded Programs, AY 2010-11</b>			
	<b>Recipients</b>	<b>Dollars(\$)</b>	<b>\$/Recipient</b>
<b>FEDERAL PROGRAMS</b>			
Pell Grants	3,841	15,550,000	4,048
College Work Study	219	373,000	1,703
Perkins Loans	50	82,000	1,640
SEOG	313	408,000	1,304
PLUS Loans	651	6,385,000	9,808
Stafford Loans (Subsidized)	5,631	23,792,000	4,225
Stafford Loans (Unsubsidized)	5,923	23,183,000	3,914
SMART & ACG or other	701	844,000	1,204
<b>STATE PROGRAMS</b>			
Tuition Aid Grants (TAG)	2,639	10,310,000	3,907
Educational Opportunity Fund (EOF)	444	524,000	1,180
Outstanding Scholars (OSRP)	0	0	--
Distinguished Scholars	34	32,000	941
Urban Scholars	44	41,000	932
NJ STARS	65	168,000	2,585
NJCLASS Loans	387	4,131,000	10,674
<b>INSTITUTIONAL PROGRAMS</b>			
Grants/Scholarships	3,578	7,680,000	2,147
Loans	0	0	--
Source: NJIPEDS Form #41 Student Financial Aid Report			

Each spring enrolled WPUNJ students compete for over 225 William Paterson University Foundation and Alumni Association scholarships totaling more than \$425,000 thousand dollars. This past spring, 332 applications were submitted for academic year 2012-13 scholarship awards.

In addition to administering and monitoring Foundation and Alumni Association Scholarships, the Office of Scholarships provides services to more than 1,100 William Paterson University scholars who are recipients of various institutional merit-based scholarships for incoming students. For more scholarship information please visit <http://ww2.wpunj.edu/scholarships/>.

**5. Percentage of students who are NJ residents**

Most full-time, first-year students are from New Jersey (Table II.C.5) but a number of out of state are international students representing 37 countries from around the world. Some come from as close as Canada and others as far away as China and Kenya to study at the University.

<b>Table II.C.5: William Paterson University Fall 2011 First-Time Undergraduate Enrollment by State Residence</b>			
<b>State Residents</b>	<b>Non-State Residents</b>	<b>Total</b>	<b>% State Residents</b>
1,364	30	1,394	98%
Source: IPEDS Fall Enrollment Survey			

**D. Student outcomes**

**1. Graduation rates by race/ethnicity**

**a. Four-, five- and six-year graduation rates**

Since many college students must work while attending college, graduating in five years rather than four has become the national norm. Employment when attending college makes it difficult to carry 15 credits per semester, the number needed to complete a degree in eight semesters or four years. William Paterson undergraduate students enroll for 13 credits per semester on average. However a number of recent University efforts such as an online winter session, a new advising model and the implementation of a 120-credit degree requirement are helping students keep on track for an earlier degree completion date.

In addition, today’s college students are mobile, often starting at one college, moving onto another and finally graduating from yet another. The importance of these factors is recognized by such national initiatives as the Voluntary System of Accountability’s (VSA) *Student Profile* which incorporates the realities of today’s college students into its success and progress model. Applying the VSA model to the most recent full-time, first-year cohort to complete six years, the fall 2005 cohort, 18.0 percent graduated in four years, 39.0 percent in five years and 47.0 percent in six years. An additional 13.0 percent graduated from another college, another 9.0 percent are still pursuing their degrees at William Paterson University and 14.0 percent at other institutions, bringing the *undergraduate success and progress rate for William Paterson’s fall 2005 first year cohort to 82.0 percent.*

Table II.D.1.a: William Paterson University Four-, Five- and Six-Year Graduation Rates of Fall 2005 Full-Time First-Time Degree-Seeking Undergraduates by Race/Ethnicity														
	White		African American		Hispanic		Asian		Non-Resident Alien		Other*		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 2005 Cohort	685		168		272		105		7		59		1,296	
Graduates after 4 years	129	19%	26	16%	42	15%	19	18%	0	0%	19	32%	235	18%
Graduates after 5 years	283	41%	51	30%	92	34%	42	40%	2	29%	28	48%	498	38%
Graduates after 6 years	327	48%	71	42%	116	43%	53	51%	2	29%	30	51%	599	46%

\*Other includes Native American and unknown race.

Source: IPEDS Graduation Rate Survey

Background characteristics of students also influence retention and graduation rates. Gender, race/ethnicity, and income/social class are a few of the most influential ones. At William Paterson the four- and six-year graduation rates for minority students who are part of the fall 2005 cohort are 16 percent and 46.0 percent, respectively. These rates are a bit lower than the overall graduation rates for all students who make up the fall 2005 cohort, at 18.0 percent and 47.0 percent, respectively. The six-year graduation rate for female students, 55.0 percent, is above the overall University rate, as is the rate for those who are Asian American females, 57.0 percent, and for White females, 61.0 percent. The overall variations in graduation patterns at William Paterson mirror national figures and findings from the Consortium for Student Retention

Data Exchange, CSRDE, which collects data from almost 400 colleges and universities across the country.

## 2. *Third-semester retention rates*

For William Paterson first-time, full-time, first-year students entering in Fall 2010, 76.0 percent of the cohort continued into the second year (Table II.D.2).

Table II.D.2 William Paterson University Third Semester Retention of First-Time Undergraduates, Fall 2010 to Fall 2011					
Full-Time			Part-Time		
Fall 2010 First-Time Undergraduates	Retained in Fall 2011	Retention Rate	Fall 2010 First-Time Undergraduates	Retained in Fall 2011	Retention Rate
1,516	1,145	76%	8	5	63%
Source: IPEDS Fall Enrollment Survey, Part E					

## 3. *Transfer students*

Transfer students are a growing segment of William Paterson's new student class so some additional information about them is included here. In fall 2011, 1,282 new transfers made up 44.0 percent of all newly enrolled students. More than half, 56.0 percent, were female and the average age of entering transfers was 23.3. A large percent, 84.0, attend as full-time students and 14.0 percent live on campus. Transfer students are most interested in pursuing degrees in business administration, communication, biology, sociology, and psychology. At the end of three years, 61.0 percent of Fall 2005 full-time transfers who entered William Paterson with 60 transfer credits or associate degrees had graduated and by the end of five years the percent was 71.0.

The University continues to ensure a seamless transition for students wishing to transfer to WPUNJ through articulation agreements and increased transfer services. This past year six new articulation agreements were signed with New Jersey community colleges.

## 4. *Student successes: research, publications, internships, presentations, clubs and programs*

Quite illustrative of student successes are the many student accomplishments in research, publications, presentations and participation in activities that enable students to explore their majors outside of the classroom. These accomplishments are often the direct result of students working with faculty. A few illustrations are included here.

An increasing number of students in the *College of Science and Health* are involved in faculty research projects because of the College's Undergraduate Research Initiative. Almost all departments involve students in either individual or group research projects in research or capstone courses. In 2000-2001, 185 students (11.0 percent of the College's majors) were

involved in undergraduate research activities; in 2010-11 there were 550 (24.0 percent), and in 2011-12 there were 668 (27.0 percent).

Many students attend professional conferences or other activities with faculty. Several Biology faculty attended conferences with their research students, and there were 22 Biology students who were co-authors of presentations, 20 who were sole authors of presentations, and six who were co-authors of publications. Two Chemistry students accompanied Dr. B. Chauhan to the ACS national meeting and give poster presentations. Four students attended the MARM American Chemical Society meeting at UMBC in Baltimore with Dr. Chauhan and presented posters. In Environmental Science, J. Callanan worked with nine students on research, two of whom presented their research at the Association of American Geographers in NYC. Dr. M. Becker in Environmental Science traveled with several students to Arkansas to collect fossils. Dr. A. Rady in Kinesiology took 50 students to the NJAHPERD conference and seven of these students presented their research with Drs. Rady, Flores-Marti, and Mullin. Four exercise science students traveled with Dr. R. Emmons and Dr. M. Figueroa, and T. LaSala to the American College of Sports Medicine Annual Conference in San Francisco. Four new graduates from Communication Disorders and Sciences presented their thesis data, with their faculty mentors, at the ASHA convention and a few have applied to present again in the fall. In Public Health, five student poster presentations were given at a state-wide public health conference.

Dr. J. Menon, Assoc. Dean Fuller-Stanley, and a faculty committee organized the Sixth Annual Undergraduate Research Symposium at WP in April. There were 50 research posters from 56 students in 16 institutions, including WPUNJ.

*College of Humanities and Social Sciences* students had a busy past year as well. Many included travel in their activities. Last summer eight Anthropology students participated in an archaeological field experience in the Scottish Orkney Isles. with the goal of promoting ethnographic research on campus. A select group of dedicated Asian Studies students took part in the “William Paterson in Ishikawa” short-term summer study abroad program (SSAP-JAPAN). Three Women’s and Gender Studies students participated in the Fulbright Hays Group Projects Abroad (FHGPA), “The US-NJ-India Project at William Paterson University: Exploring Possibilities and Challenges of Multiculturalism and Globalization” and traveled to India with co-program director, Professor Vidya Kalaramadam.

Closer to home two Anthropology students (supervised by Professor Maria Villar) presented a poster at the Lilly Conference in Washington, DC. Two graduate students in the History department presented papers at the Phi Alpha Theta 2012 conference at the Kutztown University in Pennsylvania under the direction of Professor Bone. Five English graduate students attended the annual AWP Conference in Chicago to help launch the first issue of the Department’s new literary journal, *Map Literary*. Psychology professor Bruce Diamond’s students (two graduate and two undergraduate) were also in Chicago for a poster presentation at the Association of Psychological Science Annual Conference.

Internships are numerous in the College and the English department’s comprehensive efforts are highlighted here. Internship assignments this past year were varied and included some well-known companies in various industries e.g., publishing houses such as Pearson Publishing, Free Press (an imprint of Simon and Schuster), W.W. Norton, and Rutgers University Press; literary agency and magazine internships at Dunlow, Carlson, and Lerner Literary Agency, Teen Vogue

Magazine, and the research division of CBS Sports; and on-campus newsletter copy and editing responsibilities for the College's Newsletter. For students who are unable to travel to an employment site, the department offers a limited number of online internships.

Because the department recognizes the vital importance of internships for networking and making contacts with future employers, interns were encouraged to attend a panel with former William Paterson University English majors who have found employment in various fields related to their degree. Through the LinkedIn website, alumni shared their contact information and details about their employment so that interested students could add to their own networks and broaden the range of their options.

During the 2011-2012 academic year, the internship program worked closely with Theresa Cruz Paul at the office of Career Services. Interns were assigned to schedule mock interviews with Ms. Cruz Paul, and both undergraduates as well as graduates met in the computer laboratory at the Office of Career Services to learn more about effectively using social media for networking and job searches.

Psychology department faculty have provided numerous opportunities for students to work with them on original research. Six students (four in honors) worked with Dr. Learmonth on projects which were presented both at WPU Scholarship Day and at the Eastern Psychological Association's Annual Meeting. Professor Ma took two graduates of the Master's program to the American Psychological Association's Annual conference last August and will be taking three undergraduates and one graduate student this August. All were involved in research with Dr. Ma and are part of her poster presentations. Thirteen senior students presented their research at the WGS Department Colloquium in May. Professor Gordon worked with one of his Psychology students on a poster presentation for the annual meeting of The Psychonomic Society and Professor Holle worked with three undergraduate students this past fall and they presented a talk on the teaching of Psychology at the Atlantic Coast Teaching of Psychology Conference.

Dr. Obrecht continues to work with students in her Numerical Cognition and Inference lab. One student was recently awarded an NSF undergraduate summer fellowship in Perceptual Science and Technology at Rutgers. While in this program he will work on a research project with Dr. Stone, a professor at the Rutgers Center for Cognitive Science.

Two Philosophy majors presented their research at a Montclair conference titled "Ethics @ MSU: Ethics and Prostitution.

Six Sociology students presented their research at the Eastern Sociological Society's annual conference in spring 2012 under the direction of Professors Nuño, Park, and Phillips and one student won the award for the best poster at this event.

A student from Professor Bowles' HIST 3140 course was nominated for the Paul Stellhorn Award for best undergraduate paper in New Jersey history and another, supervised by anthropology Professor Murli Natrajan, was awarded first prize for an essay submitted to the Public Anthropology Project. A May M.F.A. graduate was a finalist in the 8th Annual New Jersey Playwrights Contest held at William Paterson University. A student minoring in Latin American and Latino Studies was awarded the first-ever Melvin and Marian Prottas Award for high achieving students working in Latin American and Latino Studies. The Political Science department continued its Model UN program under the direction of Professors Shalom and



Tesfaye. Students competed in the Five Colleges Model UN Conference held at Mt. Holyoke College in South Hadley, MA. One political science major won an award for best delegate in his committee and another received an honorable mention. Graduating Women's Studies and Gender Studies majors were selected for the Norma Van Dyke Award for Excellence in Women's and Gender Studies and a graduating political science senior was selected for the University's own Outstanding Senior Award.

Graduating seniors from the College often apply to graduate school to further their academic interests and careers. Some examples follow:

- a) Three graduating Philosophy majors have been accepted into graduate programs at Rutgers Law School, Rutgers Masters in Social Work program and one will pursue a Masters in History at WPU.
- b) Three Political Science pre-law students were admitted to a first-tier law school, Rutgers School of Law, Newark. Another political science major was accepted to the New Leadership Program of the Center for American Women and Politics at the Eagleton Institute of Politics.
- c) Sociology graduating seniors were accepted into the following graduate programs: MSW programs at New York University, Rutgers' University and Kean University, Masters of Arts, Higher Education and Student Affairs, University of Massachusetts, Amherst, Masters of Arts, Professional Counseling program, William Paterson University. Almost a dozen former undergraduates are enrolled in the Applied Sociology M.A. program at William Paterson.
- d) A Women's and Gender Studies graduate was accepted into the Women's and Gender Studies Graduate program at Rutgers University.

*College of Arts and Communication* students also have numerous opportunities for hands-on experiences and working with faculty. The Art department's internship program enrolls on average 25 students per year. The department strongly encourages students to explore internship experience not just in the usual areas of graphic design, photography and computer graphics, but also in sculpture and painting (these last two through the Sculptors Guild in NYC, and individual painter's studios). Art History students have interned in art galleries, small museums and artist's foundations. Internships have taken place in such place as: Aljira Center for the Arts, Newark; Paterson Museum; Lipo Chemical; Joan Mitchell Foundation, NYC; Sculptors Guild, NYC; Siona Benjamin, Painting Studio, Montclair; Visual Resource Collection, WPU; Ming Fay, Sculpture Studio, Jersey City; and MTV Network, NYC.

Communication students also engage in substantial creative activities both within the context of their classes and in the extra-curricular activities the department offers. This includes the writing and production of films, hosting radio talk shows, writing, directing and producing television shows that are shown on the university's cable station, writing and editing articles for the department's student newspaper, creating a public relation's plan for various university organizations (done by the PRSA), appearing in plays directed by university faculty, etc. Each semester the department has between 50 and 60 students doing external internships, such as: The Pioneer Times; WP 88.7 FM; The Film Association; The TV Club; PRSA; Lamda Pi Eta (32 members were inducted in April 2012); and The Theater Club.

*College of Education* faculty provided students with numerous faculty/student activities designed to include students in a quality professional experience. Faculty have both accompanied students to and presented with them at professional association conferences such as the National Science Teachers Association's (NSTA) Annual Conference.

Hands-on experiences are built right into the College of Education curriculum. Last fall nearly 300 undergraduate education majors were enrolled in a supervised practicum class. Close to a 150 upperclassmen were in school classrooms around the state as student teachers for the semester. During the spring almost another 300 students were enrolled in practicum courses and close to 350 were student teachers.

*Cotsakos College of Business (CCOB)* students participated in some unique opportunities. Three students won the second place award in the National Financial Planning Challenge Knowledge Bowl at the National Financial Planning Association (FPA) conference in Fall 2011.

The Global Financial Services Institute conducted the Student Managed Portfolio (SMP), an action learning program. The fund provides an experiential learning opportunity for WPU students by allowing students to implement financial theory obtained in the classroom to the management of an actual portfolio.

Other students in the Financial Planning concentration formed the first official student chapter of the Financial Planning Association. Professor Lukas Dean, who oversees the program, is making efforts to create networking opportunities for the students to pursue internships and employment after graduation.

All Professional Sales majors, minors and any students taking sales courses are required to participate in the Russ Berrie Institute's (RBI) Sales Triathlon. The most successful students then represent the University in the annual National Sales Challenge which attracts the nation's top college sales talent to the RBI/WPU campus. The Challenge features 3 events (the Triathlon) including an in-basket exercise, sales role play and a speed selling event. Students from across the U.S. competed in the competition. Donor support was used to pay travel, housing and meals in order to draw the best talent from across the nation to RBI. Outcomes included numerous interview offerings to students.

Four groups of students participated in Practicums in the last Academic Year. They worked on a variety of real-life projects that were supplied by companies in the region, acting as consultants to the companies under the supervision of faculty members.

**E. Faculty characteristics**

William Paterson faculty are at the forefront of ensuring student success and academic excellence through innovative teaching, scholarly research, as well as service to the University and larger communities.

This past fall 31 new professors joined the faculty bringing the total number of professors teaching at the University to 389. Fifty-one percent were female and 32.0 percent identified themselves as African American, Asian or Hispanic. A short demographic portrait follows (Table II.E.1).

<b>Table II.E.1: William Paterson University Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2011</b>																
	White		African American		Hispanic		Asian*		Native American		Non-Resident Alien		Unknown*		Total	
	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom
<b>Tenured</b>																
Professors	56	39	6	2	5	5	25	7	0	0	0	0	1	0	93	53
Associate Prof.	31	34	10	4	2	4	5	6	0	0	1	0	0	3	49	51
Assistant Prof.	11	16	4	4	2	4	2	3	0	0	0	0	0	0	19	27
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>98</b>	<b>89</b>	<b>20</b>	<b>10</b>	<b>9</b>	<b>13</b>	<b>32</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>161</b>	<b>131</b>
<b>Without Tenure</b>																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	4	1	0	0	0	0	2	0	0	0	0	0	0	0	6	1
Assistant Prof.	14	36	3	1	4	4	1	7	0	0	2	3	0	0	24	51
All Others	1	11	0	0	0	1	0	0	0	0	0	1	0	1	1	14
<b>TOTAL</b>	<b>19</b>	<b>48</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>31</b>	<b>66</b>
<b>Total</b>																
Professors	56	39	6	2	5	5	25	7	0	0	0	0	1	0	93	53
Associate Prof.	35	35	10	4	2	4	7	6	0	0	1	0	0	3	55	52
Assistant Prof.	25	52	7	5	6	8	3	10	0	0	2	3	0	0	43	78
All Others	1	11	0	0	0	1	0	0	0	0	0	1	0	1	1	14
<b>TOTAL</b>	<b>117</b>	<b>137</b>	<b>23</b>	<b>11</b>	<b>13</b>	<b>18</b>	<b>35</b>	<b>23</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>192</b>	<b>197</b>
*Note: Asian includes Pacific Islanders and unknown includes 2 or more races.																
Source: IPEDS Human Resources Survey																

The University also draws upon a number of adjunct faculty who are highly qualified practitioners in their specialties, especially in the arts, music, education and health; professionals in key areas of business; and well-prepared teachers and scholars in the liberal arts and sciences. Adjuncts are integrated into the academic life of the University with orientations, adjunct handbooks and compensated faculty development opportunities.

The percent of courses taught by full-time faculty is 55.0 percent. Students are more likely to have full-time faculty in upper division courses which are predominantly courses in their major areas (Table II.E.2).

Table II.E.2: William Paterson University Percentage of Course Sections Taught by Full-Time Faculty, Fall 2011						
Total Number of Course Sections	Taught by Full-Time Faculty		Taught by Part-Time Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
2510	1371	55	1055	42	84	3

*\*Note: Others include full-time administrators.*

Table II.E.3: William Paterson University Ratio of Full- to Part-Time Faculty, Fall 2011					
Full-Time		Part-Time		Total	
Number	Percent	Number	Percent	Number	Percent
389	34%	770	66%	1,159	100%

Source: IPEDS Human Resources Survey

As well as being accomplished teachers and mentors, faculty are productive participants in their academic fields, writing books, articles, and chapters as well as supporting their research through grants and presenting their original research at conferences. This past year William Paterson faculty published 196 refereed papers, presented 164 invited lectures, and delivered 91 peer-reviewed presentations. A fuller summary is presented in the following table. An author's bibliography is also found in Appendix A.

William Paterson University Summary of Faculty Scholarly Work for AY 2012						
	Colleges					Total
	Arts & Communication	Business	Education	Humanities & Social Sciences	Science & Health	
<i>Publications</i>						
1. Refereed papers	9	59	29	59	40	196
2. Non-refereed papers (includes book reviews)	34	4	5	0	6	49
3. Books	1	0	1	0	0	2
a. Edited	0	0	1	2	0	3
b. Single author/coauthor	6	0	0	10	7	23
c. Chapter contribution	4	5	10	15	3	37
d. Creative expression (poems, short stories, video)	10	0	0	27	0	37
4. Other (includes refereed conference proceedings)	1	11	0	0	10	22
<i>Artistic Artifacts /Events</i>						
1. Performances/readings	35	0	0	0	0	35
2. Productions	29	0	0	0	0	29
3. Exhibits & recordings	54	0	0	0	0	54
4. Commissions	0	0	0	0	0	0
5. Grants	4	0	0	0	0	4
6. Acquisitions	0	0	0	0	0	0
<i>Lectures and Presentations</i>						
1. Juried/peer-reviewed presentations	13	33	45	0	0	91
2. Invited lectures/panelists/TV, radio interviews	31	0	23	0	119	164
3. Contributed lectures	1	0	0	0	0	1
4. Residences/workshops	14	0	57	0	6	77
5. Adjudications	12	0	0	0	0	12
6. Advisory Boards/reviewers	4	0	0	0	0	4
7. Clinics	0	0	0	0	0	0

**F. Characteristics of the Board of Trustees**

The composition of the Board of Trustees mirrors the diversity of people and industries in New Jersey. Several members of the Board are also alumni of the University. Table II. F summarizes the characteristics of the Board of Trustees as we begin the new academic year.

<b>Table II. F: William Paterson University Governing Board Characteristics</b>								
<b>1. Race/Ethnicity and Gender of Governing Board</b>								
	White	African American	Hispanic	Asian	Native American	Non-Res Alien	Unknown	Total
Male	5	2	0	0	0	0	0	7
Female	4	0	0	0	0	0	0	4
Total	9	2	0	0	0	0	0	11

<b>William Paterson University</b>		
<b>2. Members of the Board of Trustees</b>		
<b>Name</b>	<b>Title</b>	<b>Affiliation</b>
Mr. Stephen Adzima	Owner and President	Universal Electric Motor Service, Inc.
Ms. Maureen Conway	Retired (VP & Chief Information Officer)	Hewlett-Packard Company
Mr. Frederick L. Gruel	President and CEO	AAA New Jersey Auto Club
Mr. Robert Guarasci	President and CEO	New Jersey Community Development Corporation
Ms. Anna Marie Mascolo	Retired (Executive Assistant and Legal Counsel to the President)	Nassau Community College (NCC)
Mr. Vincent J. Mazzola	Retired (President and CEO Lucent Japan and India)	Lucent Technologies
Ms. Linda A. Niro	Executive Vice President and Chief Risk Officer	Grand Bank, N.A., Hamilton Square, NJ
Mr. William J. Pesce	Retired (President and CEO)	John Wiley & Sons, Inc.
Dr. Henry J. Pruitt, Jr.	Retired (Janis E. Dismus Middle School, Englewood, NJ)	Board President of the Teaneck Public Schools, Educational Consultant
Mr. Stephen Tolud	Student representative	William Paterson University Student
Dr. Kathleen Waldron	Ex Officio	William Paterson University President
<b>3. URL for the University's governing board</b> <a href="http://www.wpunj.edu/university/BoardOfTrustees">http://www.wpunj.edu/university/BoardOfTrustees</a>		

## G. Profile of the institution

### 1. Degree and certificate programs

This past year a number of majors were added to the University's academic offerings. Because of extensive areas of concentration, minors, and interdisciplinary majors, undergraduate students are able to study in a wide range of areas culminating in one of 45 different academic majors, including three education majors, and graduate students in 23 master's programs, numerous education-related certification and endorsement programs as well as the Doctorate in Nursing Practice. William Paterson is still the only University in the country granting a degree in professional sales. The University also leads in preparing students to attain greater linguistic proficiency and to obtain certification in teaching Asian languages.

A list of AY 2012 WPUNJ degrees follow:

<b>William Paterson University</b>	
<b>UNDERGRADUATE LEVEL</b>	<b>GRADUATE LEVEL</b>
<i><b>Degree Program</b></i>	<i><b>Degree Program</b></i>
<u>Bachelor of Arts (B.A.)</u>	<u>Doctor of Nursing Practice (D.N.P.)</u>
Africana World Studies	Nursing Practice
Anthropology	
Art	<u>Master of Arts (M.A.)</u>
Art History	Applied Sociology
Asian Studies	Clinical and Counseling Psychology
Chemistry	English
Communication	History
Communication Disorders	Professional Communication
Early Childhood Education	Public Policy and International Affairs
Earth Science	
Economics	<u>Master of Arts in Teaching (M.A.T.)</u>
Elementary Education	Elementary Education
English	
French and Francophone Studies	<u>Master of Business Administration (M.B.A.)</u>
Geography	Business Administration
History	
Latin American and Latino Studies	<u>Master of Education (M.Ed.)</u>
Legal Studies	Educational Leadership
Liberal Studies	Curriculum and Learning
Mathematics	Literacy
Music	Professional Counseling
Philosophy	Secondary Education
Political Science	Special Education
Psychology	
Secondary Education	<u>Master of Fine Arts (M.F.A.)</u>
Sociology	Art
Spanish	Creative and Professional Writing
Women's and Gender Studies	

<b>William Paterson University</b>	
<b>UNDERGRADUATE LEVEL</b>	<b>GRADUATE LEVEL</b>
<i><b>Degree Program</b></i>	<i><b>Degree Program</b></i>
<u>Bachelor of Fine Arts (B.F.A.)</u>	<u>Master of Music (M.M.)</u>
Arts, Fine	Music
<u>Bachelor of Music (B.M.)</u>	<u>Master of Science (M.S.)</u>
Music	Biology
	Biotechnology
<u>Bachelor of Science (B.S.)</u>	Communication Disorders
Accounting	Exercise and Sport Studies
Applied Health	
Athletic Training	<u>Master of Science in Nursing (M.S.N.)</u>
Biology	Nursing
Biotechnology	
Business Administration	<u>Post-Baccalaureate Certificate</u>
Chemistry	Assessment and Evaluation Research
Computer Science	Learning Technologies
Environmental Science	Nursing Education
Exercise Science	
Mathematics	
Nursing	
Physical Education	
Professional Sales	
Public Health	
Source: Office of Registration Services	

## H. Major research and public service activities

### Research

The University actively pursues outside resources to help support its activities. One way this is accomplished is through grants primarily from state and federal agencies fostered through the Office of Sponsored Programs. \$8,820,378 was available for projects supporting student-related activities and scholarships, teacher professional development, faculty research, community services, and cultural programming. In FY 2011, the total value of new awards totaled \$6,423,463. New awards came from the National Science Foundation, the Research Corporation for Science Advancement, the US Department of Education, the US Department of Justice, the US Department of Energy through the NJ Board of Public Utilities, the NJ Department of Education, and the NJ Commission on Higher Education. During FY2011, significant attention was also directed at the initiation of the landmark awards received during the previous year, notably the U.S. Department of Education funded *Garden State Partnership for Teacher Quality*, a five-year, \$10.8 million project designed to improve both the preparation of new teachers at the undergraduate and graduate levels and to provide extensive professional development opportunities for veteran teachers.

Also of note was support for research received from the National Science Foundation for the *Acquisition of an Imaging Spectrograph for High Resolution Spectrographic Analysis of Discharge Plasmas*, The Research Corporation for Science Advancement for a research on *Leveraging Protein Homology of Rapid and Robust Molecular Dynamics Calculations*, Evonik-Degussa Corp. for research on the *Physio-Chemical Properties of Functional Silicon Based Materials*, the NJ Department of Education for the *NJ Preschool Quality Evaluation*, and Rutgers University for assistance with their National Science Foundation-funded research *Examining Effective and Cognitive Engagement in the Middle School Mathematics Classroom*.

Among the other important awards received in FY 2011 are the US Department of Education funded *Fulbright-Hays Group Project Abroad Program*, *US-NJ-India Project*, the US Department of Justice for the *WPU Campus Violence Prevention Program*, the US Department of Energy through a sub-award from the NJ Board of Public Utilities for the *Smart Buildings Project*, the NJ Department of Education for *REFORMS 2*, N.J. Commission on Higher Education support for the *Aim High Academy*, the *Reinvesting in the Disengaged Adult Learner: Implementation of an Online, Weekend and Evening Program for Degree Completion* project, and contracts with the Paterson, Passaic and other public schools for the provision of professional development and pre-college programs.

<b>Table II.H: William Paterson University Major Research and Public Service Activities R&amp;D Expenditures: Year 2011</b>	
	Amount (\$)
Federally Financed Academic R&D Expenditures	525,530
Institutionally Financed Academic R&D Expenditures	734,010
Total Academic R&D Expenditures*	1,259,540
<i>*Includes \$254,684 for externally (state, local, and private) financed expenditures.</i>	



### Community service and outreach efforts

As a public university William Paterson has as part of its mission an understanding of service to and a close relationship with its surrounding communities. The University and the University community are involved in a variety of community outreach efforts that include artistic and educational programming, free speech and hearing screenings, as well as support for community efforts such as the WP TV-6 student club's fundraising contributions to the Make-A-Wish Foundation and St. Jude's Children's Hospital. The following are a few examples of these services and activities:

#### [American Democracy Project](#)

The American Democracy Project is a multi-campus initiative that seeks to create an intellectual and experiential understanding of civic engagement for undergraduates. The goal of the project is to produce graduates who understand and are committed to engaging in meaningful actions as citizens in a democracy.

#### [Athletics](#)

The Pioneers compete in 13 intercollegiate sports including basketball, football, soccer and baseball. Games are open to the public at low or no cost.

#### [Connection to City of Paterson](#)

William Paterson University maintains strong ties with the City of Paterson where the institution was established in 1855. A multitude of academic programs, grants, and volunteer activities keep it an active, fruitful relationship that benefits the town and campus.

#### [Continuing Education](#)

Offerings include credit and noncredit courses, on campus or online, for professional and personal development, as well as special onsite programs for businesses and companies.

#### [Institute for Creative Aging](#)

The Institute works with older adults in our region in a variety of educational and professional development programs.

#### [Library](#)

The David and Lorraine Cheng Library features an extensive collection of print, multimedia, and electronic resources. Wayne residents may register to obtain borrowing privileges for circulating materials.

#### [Small Business Development Center](#)

Located in Paterson, New Jersey, the center provides advice and training for small business owners.

#### [Speech and Hearing Clinic](#)

The clinic provides auditory and speech pathology diagnosis and treatment services.

#### [Sports Camps](#)

The Athletics Department offers summer soccer camp for girls (grades 4 -10), basketball camp for girls (grades 4 -12), football camp for boys (grades 2 -8), and basketball camp for boys (ages

6 -17). Campers improve their strength, coordination, and athletic ability through organized team play and during supervised gym time.

#### [Ticketmaster](#)

Tickets to University concerts, Meadowlands events, and shows at Radio City Music Hall, Nassau Coliseum, Madison Square Garden, and numerous Broadway and off-Broadway theaters may be purchased seven days a week in the Recreation Center Ticketmaster outlet.

#### [University Events](#)

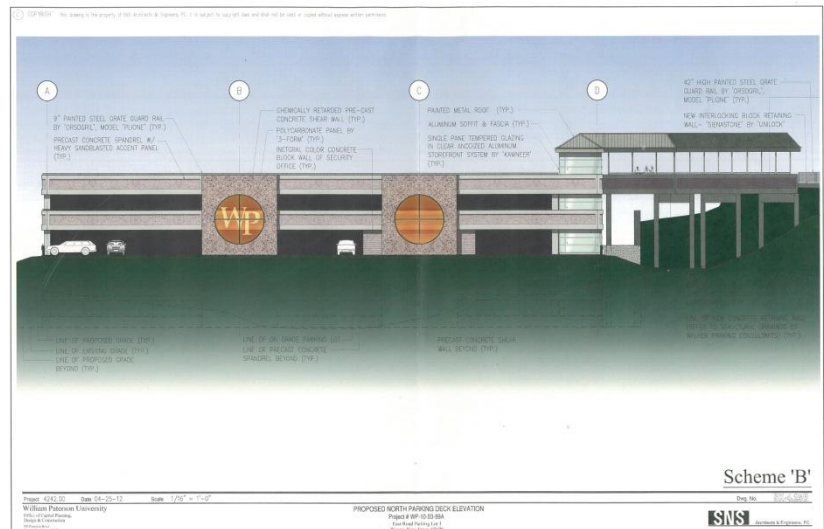
The University's comprehensive Events Calendar includes current listings for the varied academic, artistic and cultural offerings presented at William Paterson.

#### [Wayne Economic Impact Report](#)

William Paterson University contributes every day to the Township of Wayne, which it has called home since 1951, through public service and a broad range of programs and initiatives. WPU maintains a strong presence in the Wayne public schools with four professional development schools located throughout the district, as well as numerous student teachers assigned to the classroom. WPU is an annual participant in the Wayne Day celebration. Our athletes work in the community with such organizations as the Wayne PAL.

## I. Major capital projects underway in FY 2012

William Paterson University continued to direct much of its efforts towards strategic planning in FY2012. An updated plan for the Academic Zone was produced to promote discussion and make future decisions regarding six academic facilities at the core of the campus. The plan called for the renovation of four facilities and constructing two new academic buildings to take the place of two to be demolished. The conceptual plan could occur in 7 phases over the next 10 years. A recently completed Transportation Plan identified several major improvements to roads, intersections, mass transit, and pedestrian routes. Both plans recognize the continually growing student demand for accessible modern campus facilities that are conducive to learning. An update to the Residential Zone Plan is scheduled for 2013. The implementation and recommendations of all planning efforts are guided by the recently completed Strategic Plan.



The major new construction development is the first phase identified in the Academic Zone Plan Update – a new 80,000 square foot building in the academic core that will host Nursing, Communication Disorders, Kinesiology, and Public Health. The design has not started but is anticipated to be completed in 2013. Meanwhile, other academic programs continue to be enhanced through capital improvements. In the Communication Department, the broadcast studios, control rooms and editing suites will provide HD capabilities in a studio/classroom environment with new equipment. A new recital hall and additional practice rooms are also scheduled to be provided to the Music Department.

The major new construction development is the first phase identified in the Academic Zone Plan Update – a new 80,000 square foot building in the academic core that will host Nursing, Communication Disorders, Kinesiology, and Public Health. The design has not started but is anticipated to be completed in 2013. Meanwhile, other academic programs continue to be enhanced through capital improvements. In the Communication Department, the broadcast studios, control rooms and editing suites will provide HD capabilities in a studio/classroom environment with new equipment. A new recital hall and additional practice rooms are also scheduled to be provided to the Music Department.

The design of a new 1000 space parking garage is nearly complete. The garage's role in serving as an additional campus gateway was reinforced by the Academic Zone Plan update since it will be the primary parking destination for community members visiting the academic buildings to be renovated and constructed. The garage will have five levels and will have pedestrian bridges connecting it to the newly renovated Science Building and the academic core. While site work activities are ongoing, formal construction of the garage is expected to commence in the Fall and be complete in 2014.

The new “one stop” center for student services has been completed in Morrison Hall. It serves as the home for Enrollment Management, which includes Admissions, Registration Services, Financial Aid, and the Center for Student Services. Improvements in Raubinger scheduled for later in the year will create a consolidated Academic Support Center. Renovations in Raubinger have already been completed for the lecture halls, stairwells, entry lobby, Honors College, Sponsored Programs, Scholarships, and International Education. It is anticipated that the windows will be replaced next year.

Energy savings and the reduction of greenhouse gases is an ongoing commitment. The University continues to pursue additional solar installations on buildings in conjunction with recently completed roofs. The University completed its \$1.2 million “smart” buildings project, funded by an ARRA grant, for the Atrium, Hobart Manor, Ben Shahn Hall, and Raubinger Hall. These upgraded HVAC and lighting controls are anticipated to save approximately \$300,000 per year. Another grant funded a detailed energy audit of approximately 1 million square feet of academic and administrative to identify other energy saving opportunities to be considered in 2013. Additionally, major air conditioning equipment replacements were completed at the Atrium, Cheng Library, and Science Building.

Infrastructure improvements that have been recently completed include Library Elevator, Overlook Elevators (4), paving of Mills Drive and Lot 8, and roof replacements at Hobart Hall, Shea Center, and Wightman Gym. Future infrastructure improvements include Raubinger windows, Field House air conditioning, Hobart Manor exterior restoration, and Cheng Library HVAC Controls, roof, and exterior waterproofing. Landscaping projects are currently underway at the Science Halls and Gaedes Pond.

**J. Other institutional information**

*Appendix A. An online version of this year's print bibliography is available here:*

<http://www.wpunj.edu/library/authorreception/2012-author-reception.dot>