

WILLIAM PATERSON UNIVERSITY

INSTITUTIONAL
PROFILE

AY 2010



WILLIAM PATERSON UNIVERSITY
INSTITUTIONAL PROFILE, AY 2010

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P R E F A C E

William Paterson University, now in its 155th year, serves over 11,300 students and continues to experience growth in enrollment and development of new and exciting undergraduate and graduate academic programs. The Institutional Profile for 2010 provides information about our students and faculty and highlights the University's community outreach and economic development activities over the past year. The University remains committed to enabling the diverse citizens of New Jersey to fulfill their educational aspirations.



Kathleen Waldron

President

William Paterson University

Introduction

The past academic year, 2009-2010, includes several particularly important transitions for the William Paterson University community. In addition to marking its 155th year of service to the citizens of New Jersey the University welcomed its 7th President, Dr. Kathleen Waldron. The University expanded its mission and the University's Doctor of Nursing Practice (DNP) was approved by the NJ Presidents' Council. As well, the Middle States Commission on Higher Education's decennial accreditation self study process was in full swing in preparation for the March 2011 visiting team's campus arrival.

The campus is located on 370 landscaped acres in suburban Wayne, NJ, just 25 miles from New York City. Strong academic programs and daily interactions with an outstanding faculty are at the heart of the William Paterson experience. Students tell us they feel challenged to do their very best here and the academic majors we offer are the most important reason they attend WPUNJ. Students have the opportunity to participate in a host of undergraduate majors, minors and concentrations as well as graduate programs in the liberal arts and sciences, education, business, health professions, communication and the arts. Graduate students also have the opportunity to pursue certification, certificate and endorsement programs. The University continues to expand its academic and continuing education and professional development offerings.

During the past academic year nearly 11,000 William Paterson students took advantage of the suburban campus with its convenient access to the cultural and educational activities of New York City. The following pages highlight the University's students and faculty and what they accomplish in the classroom, on campus and in their communities. But the best way to get to know William Paterson is to come and visit us at an open house. For undergraduate tours please see <http://ww2.wpunj.edu/admissions/visiting/ohouse.cfm> and for graduate information please see <http://ww2.wpunj.edu/graduate/>.

A. Accreditation status: institutional and professional

Since 1958 William Paterson University has been continuously accredited by the Middle States Commission on Higher Education, the region's accrediting body for colleges and universities. This past year preparations for the spring 2011 accreditation visit from the Middle States Commission on Higher Education were in full swing, engaging all members of the campus community - faculty, students, administrators and Board of Trustees – in self reflection and planning for the next decade.

Additionally, the high quality of our academic programs is evidenced by the national accreditations held by many of them. This past year the computer science program ABET accreditation, CCNE re-accreditation of the undergraduate Nursing program, and the SOPHE re-accreditation of the Public Health department are noteworthy accomplishments.

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

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 Music Merchants Affiliated Music Business Institutions (NAMBI)
- 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 the Advancement of Health Education Baccalaureate Program Approval Committee

B. Number of students served

This past fall William Paterson University served 10,820 students; 9,179 attended as undergraduates and 1,641 attended as graduates. This is an increase of almost 6 percent over the prior year. Most undergraduates, 85.0 percent, attended the University as full-time students. The reverse is true for graduate students since the majority are employed full-time; 81.0 percent attended as part-time students. A small number of students at the undergraduate level, 124, attended as non-degree seeking students. Students enrolled at the University either in the fall, spring or both semesters yielded an unduplicated headcount of 10,021 undergraduate and 2,009 graduate students with an overall University FTE of 8,761.

**Wm. Paterson
Table II.B.1:
Undergraduate Enrollment by Attendance Status, Fall 2009**

| <u>Full-time</u> | | <u>Part-time</u> | | <u>Total</u> |
|------------------|------------|------------------|------------|--------------|
| <u>Num</u> | <u>Pct</u> | <u>Num</u> | <u>Pct</u> | |
| 7,768 | 85.0% | 1,411 | 15.0% | 9,179 |

Source: IPEDS Fall Enrollment Survey

**Wm. Paterson
Table II.B.2:
Graduate Enrollment by Attendance Status, Fall 2009**

| <u>Full-time</u> | | <u>Part-time</u> | | <u>Total</u> |
|------------------|------------|------------------|------------|--------------|
| <u>Num</u> | <u>Pct</u> | <u>Num</u> | <u>Pct</u> | |
| 308 | 19.0% | 1,333 | 81.0% | 1,641 |

Source: IPEDS Fall Enrollment Survey

**Wm. Paterson
Table II.B.4:
Unduplicated Enrollment, FY 2009**

| | <u>Headcount Enrollment</u> | <u>Credit Hours</u> | <u>FTE</u> |
|---------------|---------------------------------|---------------------|------------|
| Undergraduate | 10,021 | 240,579 | 8,019 |
| Graduate | 2,009 | 17,819 | 742 |
| TOTAL | 12,030 | 258,398 | 8,761 |

Source: IPEDS 12-Month Enrollment Survey

C. Characteristics of undergraduate students

William Paterson University meets the higher education needs of New Jersey high school graduates who are looking for an outstanding college education. Last fall continued the trend of increases in applications to the University, in acceptances, and those enrolling as new first-time, full-time, first-year students; 1,435. New transfer students increased substantially as well to 1,030. An additional 111 second degree and 139 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 undergraduate students. The majority of first-time, full-time, first-year students, 76.0 percent or 1,083 students, met all admission criteria and were regular admitted students, with average verbal SAT scores of 508 and average math SAT scores of 522. A growing honors program accepted 110 new first-time, full-time, first-year students with combined SAT scores of 1179.

Another 15.0 percent were admitted as special admit students using additional admission criteria. Some like sponsored students 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.

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Table II.C.1:
Mean Math, Reading and Writing SAT Scores for First-Time Freshmen,
by Admission Status and Overall, Fall 2009

| | Full-Time Students | | | | Part-Time Students | | | |
|----------------|--------------------|-------------|----------------|----------------|--------------------|-------------|----------------|----------------|
| | <u>N</u> | <u>Math</u> | <u>Reading</u> | <u>Writing</u> | <u>N</u> | <u>Math</u> | <u>Reading</u> | <u>Writing</u> |
| Regular Admits | 1,104 | 521 | 508 | 497 | 10 | 468 | 436 | 426 |
| EOF Admits | 101 | 436 | 414 | 408 | | | | |
| Special Admits | 207 | 438 | 429 | 431 | | | | |
| All Admits | 1,412 | 503 | 490 | 481 | 10 | 468 | 436 | 426 |
| Missing Scores | -- | 23 | 23 | 60 | -- | 8 | 8 | 10 |

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 basic 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 do not take math placement tests. Those who do not meet these criteria are tested using Accuplacer.

This past fall, 988 or 11.0 percent of William Paterson’s undergraduates were enrolled in one or more basic skills courses. For those who were first-time, full-time, first-year students 48.0 percent required some help. Computation and reading are the areas in which students most frequently need assistance. Students requiring these courses are closely monitored to ensure that courses are successfully completed during their first year attending William Paterson. This past fall, 92.0 percent of those enrolled in basic skills reading courses passed the course, 89.0 percent passed the English course and 60.0 percent passed basic skills math. Students who successfully complete their basic skills requirements are as successful at college level work as other students who did not have any basic skills requirements.

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IIC.2 ENROLLMENT IN REMEDIATION COURSES

Total Number of Undergraduate Students Enrolled in Fall 2009

| <u>Total Fall 2009</u> <u>Undergraduate Enrollment</u> | <u>Number of Students</u> <u>Enrolled in One or</u> <u>More Remedial</u> <u>Courses</u> | <u>% of Total</u> |
|---|--|-------------------|
| 9,179 | 988 | 11.0% |

Total number of First-time, Full-time (FTFT) students enrolled in remediation in Fall 2009

| <u>Total Number of FTFT</u> <u>Students</u> | <u>Number of FTFT</u> <u>Students Enrolled in</u> <u>One or More Remedial</u> <u>Courses</u> | <u>Percent of FTFT</u> <u>Enrolled in One or</u> <u>More Remedial</u> <u>Course</u> |
|--|---|--|
| 1,435 | 690 | 48.0% |

First-time, Full-time students (FTFT) enrolled in remediation in Fall 2009 by basic skills subject area

| <u>Subject Area</u> | <u>Number of FTFT</u> <u>Enrolled In:</u> | <u>Percent of all FTFT</u> <u>Enrolled In:</u> |
|---------------------|--|---|
| Computation | 451 | 31.0% |
| Algebra | 0 | 0.0% |
| Reading | 332 | 23.0% |
| Writing | 87 | 6.0% |
| English | 0 | 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 mission and reflected in the University’s enrollment figures. In fall 2009, 52.0 percent of undergraduates were White; 19.0 percent were Latino/a; 14.0 percent were African American; 6.0 percent were Asian and almost 1 percent were international students.

At the graduate level 72.0 percent were White, 10.0 Hispanic, 4.0 percent African American and 3.0 percent identified themselves as Asian. An additional 2.0 percent were international or non-resident aliens and 9.0 percent declined to report the information.

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Table II.C.3.a
Undergraduate Enrollment by Race/Ethnicity, Fall 2009**

| | <u>Full-Time</u> | | <u>Part-Time</u> | | <u>Total</u> | |
|---------------------------|------------------|------------|------------------|------------|--------------|------------|
| | <u>Num</u> | <u>Pct</u> | <u>Num</u> | <u>Pct</u> | <u>Num</u> | <u>Pct</u> |
| <u>White</u> | 4,035 | 52.0% | 757 | 54.0% | 4,792 | 52.0% |
| <u>African American</u> | 1,108 | 14.0% | 137 | 10.0% | 1,245 | 14.0% |
| <u>Hispanic</u> | 1,502 | 19.0% | 281 | 20.0% | 1,783 | 19.0% |
| <u>Asian</u> | 484 | 6.0% | 76 | 5.0% | 560 | 6.0% |
| <u>Native American</u> | 12 | 0.2% | 8 | 0.6% | 20 | 0.2% |
| <u>Non Resident Alien</u> | 65 | 1.0% | 10 | 0.7% | 75 | 0.8% |
| <u>Race Unknown</u> | 562 | 7.2% | 142 | 10.0% | 704 | 8.0% |
| <u>Total</u> | 7,768 | 100.0% | 1,411 | 100.0% | 9,179 | 100.0% |

Like many public senior degree granting institutions around the country, more than half of William Paterson’s undergraduates, 55.0 percent, are female. The average age of undergraduates was 22.6 years and 53.0 percent of all undergraduates were 21 years or younger and almost 8.0 percent were 30 years or older.

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Table II.C.3.b
Undergraduate Enrollment by Sex, Fall 2009**

| <u>Male</u> | <u>Full-time</u> | | | | <u>Total</u> | <u>Part-time</u> | | | | <u>Total</u> | <u>Total</u> | | | |
|-------------|------------------|---------------|------------|--------------|--------------|------------------|------------|---------------|------------|--------------|--------------|------------|---------------|------------|
| | <u>Pct</u> | <u>Female</u> | <u>Pct</u> | <u>Total</u> | | <u>Male</u> | <u>Pct</u> | <u>Female</u> | <u>Pct</u> | | <u>Male</u> | <u>Pct</u> | <u>Female</u> | <u>Pct</u> |
| 3,590 | 46.0% | 4,178 | 54.0% | 7,768 | 570 | 40.0% | 841 | 60.0% | 1,411 | 4,160 | 45.0% | 5,019 | 55.0% | 9,179 |

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Table II.C.3.c
Undergraduate Enrollment by Age, Fall 2009

| | | <u>LT 18</u> | <u>18-19</u> | <u>20-21</u> | <u>22-24</u> | <u>25-29</u> | <u>30-34</u> | <u>35-39</u> | <u>40-49</u> | <u>50-64</u> | <u>65+</u> | <u>Unknown</u> | <u>Total</u> |
|-----------|-----|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|----------------|--------------|
| Full-time | Num | 11 | 2271 | 2527 | 2070 | 602 | 145 | 52 | 66 | 22 | 0 | 2 | 7,768 |
| | Pct | 0.0% | 29.0% | 33.0% | 27.0% | 8.0% | 2.0% | 1.0% | 1.0% | 0.0% | 0.0% | 0.0% | 100.0% |
| Part-time | Num | 50 | 28 | 77 | 388 | 366 | 169 | 101 | 162 | 68 | 2 | 0 | 1,411 |
| | Pct | 4.0% | 2.0% | 6.0% | 28.0% | 26.0% | 12.0% | 7.0% | 12.0% | 5.0% | 0.0% | 0.0% | 100.0% |
| Total | Num | 61 | 2,299 | 2,604 | 2,458 | 968 | 314 | 153 | 228 | 90 | 2 | 2 | 9,179 |
| | Pct | 1.0% | 25.0% | 28.0% | 27.0% | 11.0% | 3.0% | 2.0% | 3.0% | 1.0% | 0.0% | 0.0% | 100.0% |

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, & Equity), Spanish Club as well as many others <http://ww2.wpunj.edu/Studentservices/studentactv/clubs.htm>. It is also seen 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 Francophile Studies, Anthropology, International Business, Sociology, History, Geography and Political Science as well as many more.

4. Numbers of students receiving financial assistance

University students are recipients of private, state, federal and university support. Last year, three-quarters of undergraduates attending William Paterson received some form of financial aid to help pay for college. All told in AY 2009, 21,682 awards were made totaling almost \$85,000,000 including some other loans (SMART, ACG, EOF graduate students etc.) not listed in this table. Approximately 18.0 percent of these awards, \$13,543,000, were State of New Jersey funded.

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Table II.C.4:
Financial Aid from Federal, State & Institution-Funded Programs, AY 2008-09

| | <u>Recipients</u> | <u>Dollars(\$)</u> | <u>\$/Recipient</u> |
|--------------------------------|-------------------|--------------------|---------------------|
| <u>FEDERAL PROGRAMS</u> | | | |
| Pell Grants | 2,387 | 7,925,000 | 3,320.00 |
| College Work Study | 255 | 330,000 | 1,294.00 |
| Perkins Loans | 240 | 392,000 | 1,633.00 |
| SEOG | 587 | 529,000 | 901.00 |
| PLUS Loans | 384 | 3,388,000 | 8,823.00 |
| Stafford Loans (Subsidized) | 4,454 | 18,468,000 | 4,146.00 |
| Stafford Loans (Unsubsidized) | 4,583 | 19,040,000 | 4,154.00 |
| SMART & ACG or other | 235 | 250,000 | 1,064.00 |

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Table II.C.4:

Financial Aid from Federal, State & Institution-Funded Programs, AY 2008-09

| | <u>Recipients</u> | <u>Dollars(\$)</u> | <u>\$/Recipient</u> |
|---------------------------------------|-------------------|--------------------|---------------------|
| <u>STATE PROGRAMS</u> | | | |
| Tuition Aid Grants (TAG) | 2,094 | 8,420,000 | 4,021.00 |
| Educational Opportunity Fund (EOF) | 428 | 489,000 | 1,143.00 |
| Outstanding Scholars (OSRP) | 8 | 28,000 | 3,500.00 |
| Distinguished Scholars | 44 | 39,000 | 886.00 |
| Urban Scholars | 74 | 68,000 | 919.00 |
| NJ STARS | 43 | 132,000 | 3,070.00 |
| NJCLASS Loans | 451 | 4,367,000 | 9,683.00 |
| <u>INSTITUTIONAL PROGRAMS*</u> | | | |
| Grants/Scholarships | 2,903 | 6,884,000 | 2,371.00 |
| Loans | 0 | 0 | -- |

*The University contributes an additional \$765,337 in WP-TAG funds and \$1,668,489 to cover tuition waivers

Source: NJIPEDS Form #41 Student Financial Aid Report

The University helps as well by dispersing close to \$8 million through various institutional funds and programs including tuition waivers. During fiscal year 2010, 442 of our students applied for nearly 200 scholarships from the University Foundation and Alumni Association. The Foundation and Alumni Association provided \$363,000 in scholarship awards.

In addition to administering and monitoring these 200 Foundation and Academic Departmental Scholarships, the Office of Scholarships provides services to more than 800 William Paterson University scholars who are recipients of various institutional merit-based scholarships for incoming students. For more scholarship information please see <http://ww2.wpunj.edu/scholarships/>.

5. Percentage of students who are NJ residents

The majority of full-time, first-year students are from New Jersey.

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Table II.C.5

Fall 2009 First-time Undergraduate Enrollment by State Residence

| <u>State Residents</u> | <u>Non-State Residents</u> | <u>Total</u> | <u>% State Residents</u> |
|------------------------|----------------------------|--------------|--------------------------|
| 1,416 | 39 | 1,455 | 97.0% |

Source: IPEDS Fall Enrollment Survey

D. Student outcomes

1. Graduation rates by race/ethnicity:

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

Since most 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 four years. A number of recent University efforts such as an on-line winter session and the implementation of a 120 credit degree requirement are helping students keep on track to an earlier degree completion date. But on average William Paterson full-time students are enrolled for 13 credits per semester, making five to six years a more realistic time frame for completing a degree. In addition, 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.

Following the VSA model, for the most recent graduating full-time, first-year cohort to complete six years, the fall 2003 cohort, 21.0 percent graduated in four-years, 46.0 percent in five-years and nearly 52.0 percent in six-years. An additional 10.0 percent graduated from another college and an additional 6.0 percent are still pursuing their degrees at William Paterson University and 9.0 percent are pursuing degrees at other institutions bringing the *undergraduate success and progress rate for William Paterson to over 75 percent.*

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Table II.D.1.a

Four-, Five- and Six-Year Graduation Rates of Fall 2003 Full-time First-time Freshmen by Race/Ethnicity

| | <u>White</u> | | <u>African American</u> | | <u>Hispanic</u> | | <u>Asian</u> | | <u>Non-Resident Alien</u> | | <u>Other *</u> | | <u>Total</u> | |
|-------------------------|--------------|------------|-------------------------|------------|-----------------|------------|--------------|------------|---------------------------|------------|----------------|------------|--------------|------------|
| | <u>Num</u> | <u>Pct</u> | <u>Num</u> | <u>Pct</u> | <u>Num</u> | <u>Pct</u> | <u>Num</u> | <u>Pct</u> | <u>Num</u> | <u>Pct</u> | <u>Num</u> | <u>Pct</u> | <u>Num</u> | <u>Pct</u> |
| Fall 2003 Cohort | 741 | | 172 | | 230 | | 67 | | 10 | | 49 | | 1,269 | |
| Graduates after 4 Years | 166 | 22.0% | 35 | 20.0% | 36 | 16.0% | 13 | 19.0% | 3 | 30.0% | 9 | 18.0% | 262 | 21.0% |
| Graduates after 5 Years | 365 | 49.0% | 80 | 47.0% | 85 | 37.0% | 25 | 37.0% | 7 | 70.0% | 24 | 49.0% | 586 | 46.0% |
| Graduates after 6 Years | 401 | 54.0% | 90 | 52.0% | 104 | 45.0% | 28 | 42.0% | 7 | 70.0% | 24 | 49.0% | 654 | 52.0% |

* Other includes American Indian and Unknown Race.

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 2003 cohort are 18.0 percent and 47.0 percent, respectively. These rates, continue to improve, and are a bit lower than the overall graduation rates for all the students who make up the fall 2003 cohort; 21.0 percent and nearly 52 percent, respectively. The six-year graduation rate for female students, 56.0 percent, is above the overall University rate as is the rate for those who are African American females, 58.0 percent, and for White females, 60.0 percent. (These patterns are also reflected at the national level in the figures from the Consortium for Student Retention Data Exchange, CSRDE which collects data from over 420 colleges and universities across the country).

2. *Third-semester retention rates:*

For the third year in a row, the first-year retention rate for all William Paterson first-time, full-time, first-year students rose; for those entering in Fall 2008 77.0 percent of the cohort continued into the second year.

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Table II.D.2
Third Semester Retention of First-time Undergraduates, Fall 2008 to Fall 2009

| <u>Fall 2008</u> <u>First-Time</u> <u>Undergraduates</u> | <u>Full-Time</u> <u>Retained</u> <u>in</u> <u>Fall 2009</u> | <u>Retention</u> <u>Rate</u> | <u>Fall 2008</u> <u>First-Time</u> <u>Undergraduates</u> | <u>Part-Time</u> <u>Retained</u> <u>in</u> <u>Fall 2009</u> | <u>Retention</u> <u>Rate</u> |
|--|--|---------------------------------|--|--|---------------------------------|
| 1,204 | 931 | 77.0% | 141 | 102 | 72.0% |

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 2009, 1,030 new transfers made up 38.0 percent of all newly enrolled students. More than half, 55.0 percent, were female and the average age of entering transfers was 23.5. A quarter transferred in from out-of-state. Transfer students are most interested in pursuing degrees in business administration, psychology, sociology, communication, physical education, biology and English. Those who entered in Fall 2003 with 60 transfer credits or associate degrees had a graduation rate of 71.0 percent.

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 a new program in conjunction with Mercer County Community College and another articulation agreement with Bergen Community College, to facilitate the transfer of honors program students at BCC into the University's Honors College, continued the tradition of smooth transitions to the University.

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

Also quite illustrative of student outcomes are the many student accomplishments in research, publications, and 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 percent of College majors) were involved in

undergraduate research activities; in 2008-2009 there were 383 (21 percent) and in 2009-10 there were 534 (26 percent).

Internships are required in Public Health and Exercise Physiology. Other types of practicum are required in Communication Disorders, Environmental Science, Nursing, Physical Education and Athletic Training. The Biology program's goal is to provide each major with the opportunity for either an internship or research experience, or both.

Department-based student clubs exist in nine departments (Biology, Chemistry, Communication Disorders, Environmental Science, Public Health, Computer Science, Kinesiology, Mathematics, and Nursing). Student clubs are active in offering educational programs and assisting with recruitment into the major. Five departments have Honor Societies.

Many students attend professional conferences with faculty. Several Biology faculty attended conferences with their research students, and in three cases, the students gave the presentation. Several Chemistry students were able to attend the ACS national meeting in California and gave poster presentations. One student co-published with Dr. Chauhan. Dr. L. Kaufman and two students in Computer Science presented at the SIAM conference. In Environmental Science, Professor J. Callanan worked with four students on research, all of whom attended a regional conference in Maryland with her and two of the students made presentations. Dr. M. Becker in Environmental Science traveled with several students to collect fossils in Arkansas and published an article with two of the students. Dr. A. Rady in Kinesiology took 40 students to the NJAHPERD conference and 10 of these students participated in Dr. Rady's session entitled, "Innovative Secondary School Activities for Today's Diversified Populations", while another 10 students presented their research projects. Four new graduates from Communication Disorders presented their thesis data at the ASHA convention and one presented at the American Academy of Audiology. Dr. D. Nacin and Dr. P. VonDohlen in Mathematics worked with six math majors who participated in the 7th Annual Garden State Undergraduate Mathematics Competition. Dr. M. Zeleke accompanied two math education students (MAST grant participants) to the Moravian College Mathematics conference to present their research. In Public Health, five student poster presentations were given at a state-wide public health conference.

The Fourth Annual Undergraduate Research Symposium was organized by the College of Science and Health and hosted by WP this past April. There were 55 research posters from 15 institutions, including WPUNJ students from the five colleges.

Students in other Colleges at the University also experienced similar enriching learning experiences. College of Humanities and Social Sciences students had a busy past year. Asian Studies graduating senior Linda Hahn received an award to the US State Department's Critical Language Scholarship Program in Hindi and has been accepted into the doctoral program in Asian Studies at the University of Washington.

The English department hosted its annual English Department Honors and Awards Salute to Seniors Ceremony at which 72 students were inducted into Sigma Tau Delta, the English Honors Society. The students produced two journals: *Zeitgeist* (Timothy Liu, faculty advisor) and *The Mix*, a professional quality magazine produced under the direction of Theresa DiGeronimo (adjunct faculty member) and Professor Martha Witt.

French and Francophone Studies students published *La Revue Francophone* under the direction of Dean Kara Rabbitt and Professor Madhuri Mukherjee and Spanish majors participated in the department's Faculty and Student Lecture Series. The well established Writing-Across-the-Curriculum initiative culminated in a magazine of student writing distributed across the campus.

Two political science majors were honored in the 2010 Gandhian Forum Student Writing Contest, which recognizes outstanding student writing related to the themes of peace or justice. The paper "Environmental Justice: The Case of North Carolina, Warren County Protests" received "The Best Essay" distinction and "Honorable Mention" in the contest went to the paper "Place Entrepreneurs, Private Capital and the Growth Machine Model of Urban Development or Bust – A False Choice."

The political science department continued to honor its high-achieving students in two annual honors reception, at the undergraduate and graduate levels. Recognition is given to Outstanding Undergraduate Student, Excellence in Academic Achievement and Service Award, Pi Sigma Alpha Inductees and members, Model UN participants, Pre-law participants, Dean's List awardees. At the graduate program level all graduates were asked to present their thesis or field analysis paper; the department recognized the Outstanding Graduate Student and inducted new Pi Sigma Alpha honor society members.

This past March 9 sociology undergraduates and 3 graduate students presented their research at the Eastern Sociological Society's annual conference in under the direction of Professors Sheetal Ranjan, Keumjae Park, Gennifer Furst, and Paula Fernandez. On University Research Day, 11 undergraduate and graduate students also posted their individual research. The Department also held its annual AKD National Sociology Honor Society dinner attended by about 100 honor students, family members, and faculty. With support from faculty members Charley Flint, Keumjae Park, and Sheetal Ranjan, the Sociology student club was recognized by the Student Government as the best student club on campus in 2010.

Women's and Gender Studies students had a variety of experiences this past year. One presented her paper at the New Jersey Women's and Gender Studies Consortium at The College of New Jersey as well as receiving the Norma Van Dyke Award for Excellence in Women's Studies this past May. Two other students had the opportunity to participate in the Rutgers New Leadership Program for Women.

The director of the growing Honors College, Dr. Susan Dinan, continues to expand course offerings and activities for students in the program. Honors students tackled an ambitious array of research projects this past year. In recognition of these efforts, students had a special day where they presented their research projects to the larger University community.

Cotsakos College of Business students were able to participate in some unique opportunities. WPU students competed in the New York Society of Security Analysts' (NYSSA) Investment Trading Challenge. Benefits to students included free educational seminars in finance and public speaking, guidance from Wall Street executives assigned to WPU, and shadowing and internship opportunities with NYSSA partnering institutions.

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 Berry Institute's (RBI) 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 the speed selling event. Students from 20 universities across the U.S. competed in the competition. Donors 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.

College of Arts and Communication students have numerous opportunities for hands on experiences and working with faculty. Printmaking faculty and 35 art students displayed their works at the Riverdale Art Center. The exhibit, "Printmaking for William Paterson University," showcased a broad range of printmaking media. Works were created using both oil- and water-based inks and were made using various techniques including etching, lithography, linocuts, silkscreen and blue film etching. In addition, students have ample opportunity to display their work in formal and informal settings on campus.

Students interested in the television industry had a banner year. With the addition of Colleen Lubisco as television coordinator, the number of student shows jumped ten-fold. Student members of the WP-TV Club produced 12 different shows, ranging from sport and news to political and entertainment programming airing every night on Channels 6 and 76 in Wayne and North Haledon. A total of 67 episodes of original student programming aired during the fall semester. The television broadcast has a potential of 72,000 viewers on and off campus.

This past November was the first time the live truck covered Hoops Mania at the Recreation Center. The event, broadcast live on campus, was sponsored by the Athletics Department, and consisted also of a pre-game show, the actual game, and a post game show.

Under the guidance of general manager, Rob Quicke, students also re-energized the radio station with new programming and a high level of creative spirit. WP 88.7 FM has a unique mix of indie rock, alternative, classic rock and more heard Monday-Friday, 9am to 6pm, and the WPSC's Fresh Meat Show was on weekdays at noon featuring only new music.

Theatre productions provide numerous opportunities to audition and act for communication majors as well as other aspiring actors across the campus. This past year, four plays were mounted. The Comedy Festival, now in its fourth season, under the direction of Dr. Liz Stoppel and Professor Steve Rosenfield, drew student competitors from New York, New Jersey and Connecticut. Students from 6 colleges across the region participated. This is the first year the Festival expanded beyond New Jersey to include regional colleges. An office has been set up in Hobart Hall to accommodate the growing number of students interested in creating a student comedy club.

Journalism students had first-hand reporting experience by working on *The Pioneer Times*, published weekly during the semester and also available online. Under the guidance of Professor John Rhodes, students also participated in the News at Noon Show; produced bi-weekly by students in WPUNJ's Studio B and broadcast via campus cable.

The Student Public Relations Association, (SPRA) is now in its third year. Under the guidance of Professor Lorra Brown, the students developed promotional materials and launched several fundraisers as well as produced newsletters for clients.

Students majoring in Sound Engineering Arts, Music Management and Music Education completed internships as part of their degree studies. Students were assigned a professional corporation or studio, attending the site on a regular basis, and completed many of the tasks, which will be important to their careers as musicians.

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. Professors D'Haem and Griswold have opened opportunities for students to study abroad. Professors also serve as advisors to student chapters of professional associations (e.g., Professor Vitalone-Raccaro advises the Student Council for Exceptional Children).

Other College of Education faculty-student collaborations have resulted in publications in the following areas: early childhood, technology and early childhood, literacy research and instruction, and bi-lingual education; student presentations (Bi-Lingual and ESL candidates) at the annual New Jersey Educational Research Association; student submission of a proposal to the National Association for Multicultural Education based on her thesis research; student presentations at national and international conferences. In addition, three PT4T scholars attended the NSTA Conference.

E. Faculty characteristics

William Paterson faculty is 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 371 full-time professors taught at the University. Forty-seven percent were female and 32.0 percent identified themselves as African American, Asian or Hispanic. Twenty-two percent are new tenure-track faculty. A short demographic portrait follows.

**Wm. Paterson
Table II.E.1:
Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2009**

| | <u>White</u> | | <u>African American</u> | | <u>Hispanic</u> | | <u>Asian</u> | | <u>Non-Resident Alien</u> | | <u>Total</u> | |
|-----------------------|--------------|--------------|-------------------------|--------------|-----------------|--------------|--------------|--------------|---------------------------|--------------|--------------|--------------|
| | <u>Men</u> | <u>Women</u> | <u>Men</u> | <u>Women</u> | <u>Men</u> | <u>Women</u> | <u>Men</u> | <u>Women</u> | <u>Men</u> | <u>Women</u> | <u>Men</u> | <u>Women</u> |
| Tenured | | | | | | | | | | | | |
| Professors | 54 | 45 | 5 | 5 | 5 | 3 | 24 | 6 | 0 | 0 | 88 | 59 |
| Associate Prof. | 33 | 30 | 8 | 3 | 2 | 4 | 7 | 6 | 1 | 0 | 51 | 43 |
| Assistant Prof. | 15 | 16 | 7 | 6 | 0 | 2 | 1 | 1 | 2 | 2 | 24 | 25 |
| All Others | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |
| TOTAL | 102 | 91 | 20 | 14 | 8 | 9 | 32 | 13 | 3 | 3 | 164 | 127 |
| Without Tenure | | | | | | | | | | | | |
| Professors | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Associate Prof. | 5 | 2 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 7 | 3 |
| Assistant Prof. | 15 | 21 | 2 | 1 | 3 | 2 | 2 | 7 | 0 | 0 | 23 | 34 |
| All Others | 2 | 6 | 1 | 0 | 0 | 2 | 0 | 1 | 0 | 1 | 3 | 9 |
| TOTAL | 22 | 30 | 4 | 2 | 3 | 4 | 3 | 8 | 0 | 1 | 33 | 47 |
| Total | | | | | | | | | | | | |
| Professors | 54 | 46 | 5 | 5 | 5 | 3 | 24 | 6 | 0 | 0 | 88 | 60 |
| Associate Prof. | 38 | 32 | 9 | 4 | 2 | 4 | 8 | 6 | 1 | 0 | 58 | 46 |
| Assistant Prof. | 30 | 37 | 9 | 7 | 3 | 4 | 3 | 8 | 2 | 2 | 47 | 59 |
| All Others | 2 | 6 | 1 | 0 | 1 | 2 | 0 | 1 | 0 | 2 | 4 | 9 |
| TOTAL | 124 | 121 | 24 | 16 | 11 | 13 | 35 | 21 | 3 | 4 | 197 | 174 |

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 almost 60 percent. Students are more likely to have full-time faculty in upper division courses which are predominantly courses in their major areas.

**Wm. Paterson
Table II.E.2
Percentage of Course Sections Taught by Full-time Faculty, Fall 2009**

| Total Number of Course Sections | Taught by Full-time Faculty | | Taught by Part-time Faculty | | Taught by Others | |
|---------------------------------|-----------------------------|---------|-----------------------------|---------|------------------|---------|
| | Number | Percent | Number | Percent | Number | Percent |
| 2,318 | 1,277 | 55.0% | 986 | 43.0% | 55 | 2.0% |

Note: Others includes Full-time Administrators and Teaching Assistants

Wm. Paterson
Table II.E.3:
Ratio of Full- to Part-time Faculty, Fall 2009

| <u>Full-time</u> | | <u>Part-time</u> | | <u>Total</u> | |
|------------------|------------|------------------|------------|--------------|------------|
| <u>Num</u> | <u>Pct</u> | <u>Num</u> | <u>Pct</u> | <u>Num</u> | <u>Pct</u> |
| 371 | 36.0% | 650 | 64.0% | 1,021 | 100.0% |

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 184 refereed papers, 155 performances and 142 workshops. A fuller summary is presented in the following table. As well, an author's bibliography is found in Appendix A.

| Wm. Paterson | | | | | | |
|---|-------------------------|----------|-----------|--------------------------------|---------------------|-------|
| Summary of Faculty Scholarly Work for AY 2010 | | | | | | |
| | <i>Colleges</i> | | | | | |
| | Arts & Communication | Business | Education | Humanities & Social Science | Science & Health | Total |
| <i>Publications</i> | | | | | | |
| 1. Refereed papers | 58 | 42 | 23 | 28 | 33 | 184 |
| 2. Non-refereed papers (includes book reviews) | 29 | 1 | 15 | 50 | 6 | 101 |
| 3. Books | | | | | | |
| a. Edited | 1 | 0 | 1 | 3 | 0 | 5 |
| b. Single author/coauthor | 6 | 0 | 1 | 12 | 5 | 24 |
| c. Chapter contribution | 8 | 0 | 7 | 13 | 4 | 32 |
| d. Creative expression (poems, short stories, video) | 0 | 0 | 0 | 14 | 0 | 14 |
| 4. Other (includes referred conference proceedings) | 8 | 24 | 0 | 0 | 2 | 34 |
| <i>Artistic Artifacts /Events</i> | | | | | | |
| 1. Performances | 155 | 0 | 0 | 0 | 0 | 155 |
| 2. Productions | 61 | 0 | 0 | 0 | 0 | 61 |
| 3. Exhibits & Recordings | 88 | 0 | 0 | 0 | 0 | 88 |
| 4. Commissions | 0 | 0 | 0 | 0 | 0 | 0 |
| 5. Grants | 8 | 0 | 0 | 11 | 0 | 19 |
| 6. Acquisitions | 4 | 0 | 0 | 0 | 0 | 4 |
| <i>Lectures and Presentations</i> | | | | | | |
| 1. Juried/peer-reviewed presentations | 5 | 25 | 49 | 91 | 125 | 295 |
| 2. Invited Lectures/panelists | 85 | 6 | 22 | 103 | 0 | 216 |
| 3. Contributed Lectures | 31 | 0 | 0 | 0 | 0 | 31 |
| 4. Residences/Workshops | 24 | 0 | 105 | 0 | 13 | 142 |
| 5. Adjudications | 30 | 0 | 0 | 0 | 0 | 30 |
| 6. Advisory Boards/Reviewers | 22 | 0 | 0 | 0 | 0 | 22 |
| 7. Clinics | 7 | 0 | 0 | 0 | 0 | 7 |

F. Characteristics of the Board of Trustees

The composition 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. Mr. Pesce, an alumnus, is especially generous with his time and often serves as a speaker to students.

Wm. Paterson

Board of Trustees 2009-2010

Mr. Vincent J. Mazzola (Chair)
 Mr. William J. Pesce (Vice-Chair)
 Mr. Michael L. Jackson (Secretary)
 Mr. Stephen Adzima
 Dr. Peter Fan
 Mr. Frederick L. Gruel
 Mr. Robert Guarasci
 Ms Anna Marie Mascolo
 Ms Linda Niro
 Dr. Henry J. Pruitt, Jr.
 Mr. Robert H. Taylor
 Ms. Jennifer Bauer (Student)
 Dr. Arnold Speert (President) Ex Officio(Retired)

1. Race/Ethnicity and Gender of Governing Board

Wm. Paterson

II. G. GOVERNING BOARD CHARACTERISTICS

| | White | Black | Hispanic | Asian | American Indian | Non-Res Alien | Unknown | Total |
|--------|-------|-------|----------|-------|-----------------|---------------|---------|-------|
| Male | 6 | 2 | 0 | 1 | 0 | 0 | 0 | 9 |
| Female | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Total | 9 | 2 | 0 | 1 | 0 | 0 | 0 | 12 |

| Wm. Paterson | | |
|---|--|--|
| Members of the Board of Governors and/or Trustees as of Fall 2009 | | |
| Name | Title | Affiliation |
| Mr. Stephen Adzima | Owner and President | Universal Electric Motor Service, Inc. |
| Peter Fan, M.D. | Senior Attending Surgeon | Hackensack University Medical Center |
| Mr. Frederick L. Gruel | President and CEO | AAA New Jersey Auto Club |
| Mr. Michael L. Jackson | President and CEO | Info-Tech Systems, Inc. |
| Ms. Linda Niro | Executive Vice President and Chief Risk Officer | Grand Bank, N.A. in Princeton, New Jersey |
| Mr. Vincent J. Mazzola | Retired | Lucent Technologies |
| Jennifer Bauer | Student representative | William Paterson University Student (Graduated May 2010) |
| Mr. William J. Pesce | President and CEO | John Wiley & Sons, Inc. |
| Dr. Henry J. Pruitt, Jr. | Retired | Board President of the Teaneck Public Schools, Educational Consultant, and Retired Principal |
| Mr. Robert H. Taylor | Retired (VP for Engineering, Design and Construction) | AT&T |
| Mr. Robert Guarasci | President and CEO | New Jersey Community Development Corporation |
| Ms Anna Marie Mascolo | Executive Assistant and Legal Counsel to the President | Nassau Community College (NCC) |
| Dr. Arnold Speert | Ex Officio | William Paterson University President (Retired August 2010) |

Further information about Board of Trustee members and any changes that may have occurred in the Board's composition are found at: <http://www.wpunj.edu/university/BoardOfTrustees/>

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. Most notable is the University's new doctorate in Nursing Practice (DNP) degree. 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 43 different academic majors, including three education majors, and graduate students in 20 master's programs and numerous education-related certification and endorsement programs. 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 a teaching license in Asian languages.

A list of Fall 2009 degrees follows:

| Wm. Paterson | | | |
|---|-------------------------|---|-------------------------|
| <u>UNDERGRADUATE LEVEL</u> | | <u>GRADUATE LEVEL</u> | |
| <i>DEGREE PROGRAM</i> | <i>CIP CODE*</i> | <i>DEGREE PROGRAM</i> | <i>CIP CODE*</i> |
| <u>Bachelor of Arts (B.A.)</u> | | <u>Master of Arts (M.A.)</u> | |
| African, African American and Caribbean Studies | 050201 | Applied Sociology | 451101 |
| Anthropology | 450201 | Clinical and Counseling Psychology | 420201 |
| Art | 500701 | English | 230101 |
| Art History | 500703 | History | 540101 |
| Asian Studies | 050103 | Media Studies** | 090102 |
| Communication | 090101 | Public Policy and International Affairs | 451001 |
| Communication Disorders (B.A./M.S.) | 510201 | <u>Master of Arts in Teaching (M.A.T.)</u> | |
| Early Childhood Education | 131210 | Elementary Education | 131202 |
| Earth Science | 400601 | | |
| Economics | 450601 | <u>Master of Business Administration (M.B.A.)</u> | |
| Elementary Education | 131202 | Business Administration | 520201 |
| English | 230101 | | |
| French and Francophone Studies | 160901 | <u>Master of Education (M.Ed.)</u> | |
| Geography | 450701 | Educational Leadership | 130401 |
| History | 540101 | Education | 131206 |
| Latin American and Latino Studies | 050107 | Literacy | 131315 |
| Liberal Studies | 240101 | Professional Counseling | 131101 |
| Mathematics | 270101 | Special Education | 131001 |
| Music | 500901 | | |
| Philosophy | 380101 | <u>Master of Fine Arts (M.F.A.)</u> | |
| Political Science | 451001 | Art | 500101 |
| Psychology | 420101 | | |
| Secondary Education | 131205 | <u>Master of Music (M.M.)</u> | |
| Sociology | 451101 | Music | 500901 |
| Spanish | 160905 | | |
| Women's and Gender Studies | 050207 | | |

| Wm. Paterson | | | |
|---------------------------------------|-------------------------|--|-------------------------|
| <u>UNDERGRADUATE LEVEL</u> | | <u>GRADUATE LEVEL</u> | |
| <i>DEGREE PROGRAM</i> | <i>CIP CODE*</i> | <i>DEGREE PROGRAM</i> | <i>CIP CODE*</i> |
| <u>Bachelor of Fine Arts (B.F.A.)</u> | | <u>Master of Science (M.S.)</u> | |
| Arts, Fine | 500701 | Biology | 260101 |
| | | Biotechnology | 261201 |
| <u>Bachelor of Music (B.M.)</u> | | Communication Disorders (B.A./M.S.) | 510201 |
| Music | 500903 | Exercise and Sport Studies | 310505 |
| | | | |
| <u>Bachelor of Science (B.S.)</u> | | <u>Master of Science in Nursing (M.S.N.)</u> | |
| Accounting | 520301 | Nursing | 511608 |
| Applied Health | 510000 | | |
| Athletic Training | 510913 | <u>Post-Baccalaureate Certificate</u> | |
| Biology | 260101 | Assessment and Evaluation Research | 130603 |
| Biotechnology | 261201 | | |
| Business Administration | 520201 | | |
| Chemistry | 400501 | | |
| Computer Science | 110101 | | |
| Environmental Science | 030103 | | |
| Exercise Science | 310505 | | |
| Mathematics | 270101 | | |
| Nursing | 511601 | | |
| Physical Education | 131314 | | |
| Professional Sales | 521804 | | |
| Public Health | 511504 | | |
| | | | |
| Source: Registrar's Office | | | |

2. Other topics of note

Of great significance for the William Paterson University community was the successful search and smooth transition of a new president this past year. Dr. Kathleen Waldron became the University's seventh president. She comes to the University with a distinguished track record in both the public and private sectors. A full biographical description is found at <http://www.wpunj.edu/president/biography-president-waldron.dot>.

This past year the University constructed a new solar energy facility on the campus that is the largest solar facility at a university in the nation. It is expected to save millions of dollars in energy costs for the University, and supports the University's ongoing commitment to being "green" by reducing our carbon footprint. Further details are found in section J.

H. Major research and public service activities

Research

There are many ways the University actively pursues outside resources for its activities; one way is through grants often awarded to faculty and administrators. In FY 2009, the total value of new awards, primarily from State and Federal agencies, fostered through the University’s Office of Sponsored Programs, totaled \$11,486,926; \$4,767,357 was related to projects supporting student-related activities and scholarships, teacher professional development, faculty research, community services, and cultural programming. The figures below are a subset of the \$4,767,357.

| Wm. Paterson | |
|--|-------------|
| <u>II.I MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES</u> | |
| R&D EXPENDITURES : YEAR 2009 | |
| Institution: William Paterson University | |
| | Amount (\$) |
| Federally Financed Academic R&D Expenditures | \$ 565,710 |
| Institutionally Financed Academic R&D Expenditures | \$ 951,282 |
| Total Academic R&D Expenditures* | \$1,516,992 |
| *Includes \$350,159 for externally (state, local and private)financed expenditures | |
| Note: Dollar amount as reported to the National Science Foundation (NSF) on Form #411 (Survey of Research and Development Expenditures at Colleges and Universities). | |

Several notable new multi-year awards were received. The U. S. Department of Education’s Transition to Teaching Program funded the New Vistas project, a five-year, new teacher preparation collaboration with Kean University. The U. S. Department of Education’s Teacher’s for a Competitive Tomorrow program funded the Math and Science Teachers project to support undergraduate and graduate students who are working to become teachers. The National Science Foundation supported the Robert Noyce Teacher Scholarship Program or the preparation of new science and math teachers by the College of Education and the College of Science and Health with funding provided by the American Recovery and Reinvestment Act of 2009. The Robert Wood Johnson Foundation supported the four-year New Jersey Nursing Initiative for the collaborative preparation of new nursing college faculty by WPUNJ, Kean University, the College of New Jersey, and Richard Stockton College. The New Jersey Department of Human Services, Division of Addiction Services supported the three-year WPU Recovery Support and Environmental Management Project to provide dedicated abstinence housing for undergraduate students, counseling services for recovering undergraduate students, and programs/activities to reduce the use of alcohol and other substances by WPU students. Funding was also received from the National Science Foundation, the Institute for Museum and Library Service, the N. J. Department of Education, the N. J. State Council on the Arts, the N. J. Historical Commission and other agencies for the continuation of previously funded projects.

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 screening, 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. A few highlights follow and a full list of activities are found at: http://ww2.wpunj.edu/community/index_community.html.

The University's well known *Distinguished Lecturer Series* completed its 30th season last year and hosted one of the 2009 Gubernatorial Debates and brought the well known team of Penn and Teller to the northern NJ area.

Launched in 1978, *The Jazz Room* is one of the largest and most prestigious college-sponsored jazz events in the country. Performers include renowned professionals who encompass the complete spectrum of jazz, from practitioners of traditional jazz to avant-garde to bebop to swing to Afro-Latin jazz, as well as William Paterson's own student ensembles. The series has won numerous grants from the National Endowment for the Arts and the New Jersey State Council on the Arts for its innovative programming. Concerts begin at 4 p.m. on Sundays in the Shea Center for Performing Arts on campus. "Sittin' In," informal jazz talks with the afternoon's artists, are presented prior to the concerts. The talks begin at 3 p.m. in Shea Center 101 and are free to all Jazz Room ticketholders. Each concert begins with a performance by a William Paterson student jazz ensemble. Last year the Jazz Room Series featured performances by special guest Pete Escovedo with the William Paterson Latin Jazz Ensemble directed by Chico Mendoza as well as a performance that combined the talents of George Cables, Jeff "Tain" Watts, James Genus and Gary Bartz.

The Jazz Workshop for high school and college students celebrated its 17th annual edition with the special participation of Dr. Billy Taylor and renowned resident faculty, Jim McNeely, Richard DeRosa, David Demsey, Steve La Spina, Marcus McLaurine, and James Weidman. It was funded in part by a generous grant from the Geraldine R. Dodge Foundation.

The University also presents the works of regionally or nationally known artists working in a variety of mediums at the campus's *Ben Shahn Galleries*. This past year Ben Shahn Galleries hosted eight professional contemporary art exhibits which included the work of a total of 113 painters, sculptors, printmakers, photographers and artists. In addition a special exhibition from the University Collection: *Objects of Power: Selections from the Joan and Gordon Tobias Collection of African Art* was also presented. The exhibit was documented with an extended educational catalog. The annual student art exhibit, *Profiles of the Future*, was on view in the South Gallery.

In conjunction with the University hosting the Third Biennial Conference of the William Carlos Williams Society, celebrating one of the region's most significant writers, the Ben Shahn Galleries helped the University celebrate the City of Paterson and the William Carlos Williams epic poem, "Paterson" with a lively variety of interconnected programs including a special exhibit, a poetry series, and original musical compositions inspired by the poem.

Working with the city of Paterson's Middle Eastern community, the College of Arts and Communication launched the inaugural *Cross-Cultural Arts Festival*. Dedicated to the arts of the Middle East, more than fifteen hundred guests attended the events. As a preamble to the festival, music faculty members visited the Middle East. They conducted master classes and collaborated with faculty at the Edward Said National Conservatory of Music, with campuses in Jerusalem, Ramallah and Bethlehem. The project received partial funding from the Muna and Basem Hishmeh Foundation.

In August 2010, the College of the Arts and Communication received the annual Achievement Award of the American Muslim Union for "its commitment and exceptional dedication in education and its innovative program to promote Community Understanding and Awareness."

Also highlighting the University's commitment to community outreach to the city of Paterson, the Music Department's *Music After School Program* celebrated its second year of providing instrumental music enrichment for Paterson Public Schools students, grades 5-8.

This past spring Dr. Jan Lewis, a professor of history at Rutgers University, presented the 26th annual Abram Kartch/Thomas Jefferson Lecture at William Paterson University. (The series began in 1985 after Abram Kartch, a retired Paterson businessman and Jefferson scholar, provided William Paterson with an endowment to establish and continue the series). Dr. Lewis is one of the foremost Jeffersonian scholars in the country. She is the author of several books including *The Pursuit of Happiness: Family and Values in Jefferson's Virginia*, and *The Revolution of 1800: Democracy, Race, and the New Republic*. Her lecture to almost 400 area high school students called, "Thomas Jefferson's Two Families," looked at how the former president managed to care for the members of his two disparate families in the same house, was the topic of the address. Her lecture included a discussion of what it meant for Jefferson to house his two, separate families under one roof. One family was privileged and acknowledged, and the other was a hidden, slave family. Lewis expertly connected the history of private life and family with the history of race.

The College of Education maintains varied relations with public school districts through professional development schools and grant-supported teacher development programs. Following a similar pattern, the College of Humanities and Social Sciences offers programs supporting the teaching of history and languages reflecting the cultural diversity of the area.

The Cotsakos College of Business participates in reciprocal relations with the community through the Small Business Development Center and the Center for Closely Held Business, and receives input from the community through its advisory boards. The Small Business Development Center provides expertise to existing small business or to those looking to begin a business of their own. Seasoned consultants can help business owners develop tools for growth, a good business plan, financial analysis or a marketing strategy.

The College of Science and Health interacts regularly with community agencies and hospitals through its nursing and other health science and education programs, and faculty from environmental science and other disciplines participate in grant projects relating to water quality and management, while others interpret features of the environment for the appreciation of the public. There is an active Center for Creative Aging sponsored by the College and University and associated with the Department of Public Health.

Other units of the University also perform public service and conduct community awareness and fundraising activities. The range of efforts spans local, regional and national organizations as well as international causes. The Division of Student Development & Enrollment Management, through the offices of Campus Activities and Student Leadership, the Women's Center, Recreational Services, Residence Life, Athletics and in conjunction with student groups such as the Student Government Association, Greek Senate, Student Activities Programming Board, among others, have regularly collaborated with campus partners over the years to coordinate the following activities:

- Annual Breast Cancer Campus Walk that benefits the Susan G. Komen Foundation, National Breast Cancer Foundation and the American Cancer Society
- Up 'til Dawn Program for St. Jude Children's Research Hospital
- Relay for Life for the American Cancer Society
- Annual Red Dress Dinner for the American Heart Association
- Special drives (food, toiletries, etc.) for Covenant House in Newark, NJ
- William Paterson teams for off campus walks for the Multiple Sclerosis Society, March of Dimes, A.I.D.S, etc. and various Habitat for Humanity sites
- Numerous collections and programs focused on supporting the Father English Center, Strengthening Our Sisters and OASIS centers in Passaic County who serve homeless families, battered women and children and coordinate shelters, soap kitchens, etc.
- Awareness programs that go beyond the University community to support international issues and causes such as the displaced people in Darfur, Haitian earthquake victims, and efforts to reduce violence against women as well as addressing the educational needs of the young in war torn Iraq and Afghanistan

Continuing and Professional Education offers many summer youth programs, funded by grants or available on a fee basis to members of the local community, is a major recipient of workforce development grants, and actively participates in the Paterson Alliance.

In addition, the Friends of the Cheng Library has offered programs on local and regional history and the arts, and has collaborated on presentations in the community—at the Paterson Public Library, the McBride Environmental Center, and the Islamic Center of Passaic County.

Finally many employees and students are active in their home communities serving on library and school boards and volunteering at animal shelters, hospices, Special Olympics, and many, many other civic organizations.

I. Major capital projects underway in FY 2010

William Paterson University continues to direct its efforts towards capital improvements identified by the Student Success Plan and the Facilities Master Plan. Both plans recognize the continually growing student demand for modern campus facilities that are conducive to learning. The University's new President, Dr. Waldron, announced that a new cycle of strategic planning will begin during the current fiscal year. The university-wide strategic planning process will result in a renewed capital project priority schedule that will replace the current Facilities Master Plan, which was completed in 2003.



Artist's rendition of renovated Science Building

In July 2010, the new Science addition opened its doors to both students and faculty. This state-of-the-art 65,000 square foot facility includes 12 classroom laboratories, 27 research laboratories, and 7 large classrooms in the fields of biology, biotechnology, molecular research, physics, tissue culture, physical, analytical and organic chemistry, physiology, environmental science and ecology, and instrumentation. Research and laboratory spaces have been configured to maximize the collaboration between faculty and students. The new facility also has provided the opportunity for new lab equipment, safety improvements, and implementing classroom technology.

The renovation of the existing Science Hall is underway and is scheduled to be completed next fiscal year. The building will be upgraded, and a number of classrooms will be resized to provide much-needed classrooms on campus that accommodate 40 students. In addition, the renovation will include new computer labs, wireless technology, and a greenhouse. Faculty offices will be better arranged and suited to facilitate dialog with students outside the classroom. Lance Risley, professor and chair of the Biology Department, continues to serve as a faculty liaison, or project "shepherd," representing the interests of the building's users.

In August 2010, the campus unveiled the largest solar energy installation at any university in the country. The 3 Megawatt installation, developed in conjunction with Sundurance Energy, covers five surface parking facilities and two roofs. In addition to the ongoing commitment to the environment, the University anticipates saving \$4.3 million dollars in electricity costs over the next 15 years.

In September 2010, the University received a \$1.2M grant from the federal government to implement "smart building" technology in five mature campus buildings. The Atrium, Hobart Manor, Ben Shahn Hall, and Raubinger Hall will be upgraded with modern HVAC and lighting controls. These upgrades are expected to reduce annual energy costs by approximately \$310,000 per year. Work is expected to be completed within the next calendar year.

Other recently completed projects include the Raubinger Plaza site development project, which concluded the implementation of a pedestrian "spine" through the lower campus. Additionally,

the Valley Road facility had a new roof installed and is being considered for additional solar energy development.

More space and a more convenient campus location are the hallmarks of the Counseling, Health and Wellness Center's newly renovated facility on the ground floor of Overlook South. Occupying an entire floor of a wing of the residence hall, the Center is a state-of-the-art healthcare facility which includes four new exam rooms, and numerous offices where counselors and other medical professionals are available to meet with students.

Health services include clinical and sports physicals, care for illness and injury, immunizations, lab services, referrals for specialty or emergency care, HIV testing, and men and women's health services. Counseling services help students deal with such issues as managing academic stress, time management, issues with self-esteem and doubt, and depression. The Center is staffed with a physician, a nurse practitioner, several registered nurses and licensed psychologists, and licensed clinical social workers. Having all services under one roof fosters a holistic approach to wellness.

Other ongoing projects include a new recreational facility between the two largest residence halls, Overlook North and South, which is scheduled for completion in January. Scheduled to start in January, is the full renovation of Morrison Hall and the partial renovation of Raubinger Hall, which will consolidate enrollment services and academic services, now dispersed throughout the campus.

APPENDIX A:
FACULTY PUBLICATIONS BIBLIOGRAPHY

Dear WPU Community,

The David and Lorraine Cheng Library is pleased to present its annual author bibliography in a new format, which we hope you will find attractive. With this edition, we have introduced the practice of using book jacket images to highlight the books authored or edited by our faculty and staff.

Our collaboration with the Senate Research Council and our participation in Research and Scholarship Day continues to be rewarding. It is the perfect opportunity to showcase research that has resulted in the publication of scholarly work. It is here that the impact of libraries is most evident – when reading leads to ideas, which lead to research, which leads to publications and standing in the profession.

This edition also marks the beginning of a permanent, comprehensive database that will include the citations of all publications authored or edited by our faculty and staff. Again, we will depend on the authors themselves to self-report. Please look for the database to be unveiled by September 2010.

We are pleased to honor our colleagues with this bibliography and our annual recognition reception and we look forward to similar celebrations in the future.

Sincerely,
Anne Ciliberti, Ph.D.
Director of Library Services

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