

WILLIAM PATERSON UNIVERSITY

# Institutional Profile

AY 2011



# WILLIAM PATERSON UNIVERSITY

## INSTITUTIONAL PROFILE, AY 2011

### Table of Contents

Topic	Page
<b>I. Preface</b> (with Presidential Signature)	1
<b>II. Data by Category</b>	
<b>Section A. Accreditation Status: Institutional and Professional</b>	
1. Institutional accreditation	2
2. Professional accreditation	2
<b>Section B. Number of Students Served</b>	
1. Number of undergraduates by attendance status	3
2. Number of graduates and first-professionals by attendance status	3
3. Number of non-credit students served	3
4. Unduplicated number of students for the entire academic year	3
<b>Section C. Characteristics of Undergraduate Students</b>	
1. Mean SAT scores	4
2. Basic skills testing	4
3. Race/ethnicity, sex, and age (separately)	6, 7
4. Numbers of students receiving financial assistance	7
5. Percentage of students who are New Jersey residents	8
<b>Section D. Student Outcomes</b>	
1. Graduation rates by race/ethnicity	
a. Four-, five- and six-year graduation rates	9
2. Third-semester retention rates	10
3. Transfer students	
a. Percentage of entering students who are transfers	10
4. Student research, presentations and other outcomes	10
<b>Section E. Faculty Characteristics</b>	
1. Full-time faculty by race/ethnicity, sex, academic rank and tenure status	14
2. Percentage of course sections taught by full-time faculty	15
3. Ratio of full- to part-time faculty	15
<b>Section F. Characteristics of the Board of Trustees</b>	
1. Race/ethnicity and gender (simultaneously)	16
2. List of trustees with titles and affiliations	16
3. URL of webpage with information on trustees	16

<b>Section G. Profile of the Institution</b>	
1. Degree and certificate programs	17
2. Other topics of note	18
<b>Section H. Major Research and Public Service Activities</b>	
1. Research	20
2. Community service and outreach efforts	21
<b>Section I. Major Capital Projects Underway in Fiscal Year 2011</b>	23
<b>Section J. Other Institutional Information</b>	
Appendix A. Faculty publications bibliography	25

## I. Preface

With a diverse student body and a scholarly faculty, William Paterson University is a leader in educating the citizens of New Jersey. Today, the University serves nearly 12,000 students, including 2,600 who reside on campus, offering more than 250 academic programs through five colleges.

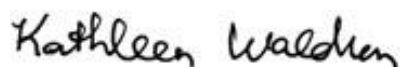
The University's academic offerings continue to grow with new and innovative undergraduate and graduate programs. Adding to its emphasis on graduate programs, this year marked the initiation of the University's first doctoral program in nursing practice, a milestone in the life of the University.

William Paterson's students learn in an environment that promotes scholarship and research. The University was cited in the *Chronicle of Higher Education* as one of the leading institutions in producing Fulbright Scholars. Its Cotsakos College of Business was included in Princeton Review's *Best 300 Business Schools*, and the college's financial planning students placed first in the 2010 national collegiate financial planning competition. The National Science Foundation and the Department of Education, among others, awarded nearly \$9 million to support science research and teacher education. The depth and scope of the University's programs and efforts were confirmed this past year when William Paterson University was fully reaccredited by the Middle States Commission on Higher Education.

Students learn in classrooms that feature the latest digital equipment. Each of the residence halls has wireless capabilities, giving students immediate access to electronic resources in the Library and on the Internet. Last year, the University opened Science Hall West, a new 67,000-square-foot addition to its Science Building with contemporary classrooms and state-of-the-art research facilities for students and faculty. The University is located just twenty miles from New York City, providing students with access to all the opportunities available in Manhattan—from internships with major corporations and organizations to the ability to take advantage of the city's vast cultural and artistic offerings.

William Paterson University is committed to promoting good stewardship of our resources. Last fall, the University completed the installation the largest solar energy facility at any university in the nation and the third largest in the Northeast. The solar panels will save the institution millions of dollars in energy costs while supplying up to 20 percent of our energy needs.

As our Mission states, our distinguished teachers, scholars, and professionals actively challenge students to high levels of intellectual and professional accomplishment and personal growth. 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.



Kathleen Waldron, Ph.D.  
President

## **II. Data by category**

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

Since 1958, William Paterson University has been continuously accredited by the Middle States Commission on Higher Education (MSCHE), the region's accrediting body for colleges and universities. The University's preparations for reaccreditation culminated in a successful MSCHE team visit to the campus this past spring. This June, President Waldron, the Board of Trustees and the University community received official notification that William Paterson University is fully reaccredited by the Commission.

Additionally, the high quality of our academic programs is evidenced by the national accreditations many of them have earned. 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 approximately 10,000 undergraduate students attended William Paterson University (Table II.B.1). This is an increase of more than 7.0 percent over the prior year. Most undergraduates, 85.0 percent, attended the University as full-time students. A small number of students, 101, also attended as undergraduate non-degree-seeking students.

<b>Table II.B.1: William Paterson University Undergraduate Enrollment by Attendance Status, Fall 2010</b>				
<b>Full-Time</b>		<b>Part-Time</b>		<b>Total</b>
<b>Num</b>	<b>Pct</b>	<b>Num</b>	<b>Pct</b>	
8,311	84%	1,527	16%	9,838
Source: IPEDS Fall Enrollment Survey				

The reverse is true for the 1,501 graduate students attending William Paterson. Since the majority is employed full-time, 78.0 percent attended as part-time students (Table II.B.2).

<b>Table II.B.2: William Paterson University Graduate Enrollment by Attendance Status, Fall 2010</b>				
<b>Full-Time</b>		<b>Part-Time</b>		<b>Total</b>
<b>Num</b>	<b>Pct</b>	<b>Num</b>	<b>Pct</b>	
332	22%	1,169	78%	1,501
Source: IPEDS Fall Enrollment Survey				

Students enrolled at the University either in the fall, spring or both semesters yielded an unduplicated headcount of 10,810 undergraduate and 2,217 graduate students with an overall University FTE of 10,359 (Table II.B.4).

<b>Table II.B.4: William Paterson University Unduplicated Enrollment, FY 2010</b>			
	<b>Headcount Enrollment</b>	<b>Credit Hours</b>	<b>FTE</b>
Undergraduate	10,810	279,980	9,333
Graduate	2,217	24,635	1,026
<b>TOTAL</b>	<b>13,027</b>	<b>304,615</b>	<b>10,359</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 needs. Last fall undergraduate admissions received more than 7,000 applications to the University and 22.0 percent, or 1,535 of these applicants, enrolled as new first-time, full-time, first-year students. This is the largest entering first-time, full-time, first-year cohort in the past decade. New transfer students increased substantially over last year as well to 1,157, an increase of 12.0 percent. An additional 102 second degree and 196 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, 69.0 percent or 1,062 students, met all admission criteria and were regular admitted students, with average verbal SAT scores of 518 and average math SAT scores of 529 (Table II.C.1). A rigorous honors program accepted 99 new first-time, full-time students with combined SAT scores of 1,193.

Another 20.0 percent were admitted as special admit students using additional admission criteria. Some 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.

**Table II.C.1:**  
**William Paterson University**  
**Mean Math, Reading and Writing SAT Scores for First-Time Freshmen,**  
**by Admission Status and Overall, Fall 2010**

	Full-Time Students						Part-Time Students					
	Math	N	Reading	N	Writing	N	Math	N	Reading	N	Writing	N
Regular Admits	529	1,042	518	1,042			470	3	477	3		
EOF Admits	447	107	421	107								
Special Admits	440	307	428	307			510	2	385	2		
All Admits	504	1,456	492	1,456			486	5	440	5		
Missing Scores		60		60		1,516		3		3		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 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 10.0 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, 47.0 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, 91.0 percent of those enrolled in basic skills reading courses passed the course, 89.0 percent passed the writing course, and 61.0 percent passed basic skills computation. 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.

<b>Table II.C.2: William Paterson University Enrollment in Remediation Courses</b>		
<b>Total Number of Undergraduate Students Enrolled in Fall 2010</b>		
<b>Total Undergraduate Enrollment</b>	<b>Number of Students Enrolled in One or More Remedial Courses</b>	<b>% of Total</b>
9,838	988	10%
<b>Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2010</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>
1,516	707	47%
<b>First-Time, Full-Time Students (FTFT) Enrolled in Remediation in Fall 2010 by Subject Area</b>		
<b>Subject Area</b>	<b>Number of FTFT Enrolled In:</b>	<b>Percent of all FTFT Enrolled In:</b>
Computation	462	31%
Algebra	0	0%
Reading	338	22%
Writing	103	7%
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 mission and reflected in the University’s enrollment figures. In fall 2010, 49.0 percent of undergraduates were White; 20.0 percent were Latino/a; 14.0 percent were African American; 6.0 percent were Asian and almost 1.0 percent were international students (Table II.C.3.a).

At the graduate level 72.0 percent were White, 10.0 percent Hispanic, 5.0 percent African American and 3.0 percent identified themselves as Asian. An additional 2.0 percent were international or non-resident aliens and 8.0 percent declined to report the information.

<b>Table II.C.3.a: William Paterson University Undergraduate Enrollment by Race/Ethnicity, Fall 2010</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	4,105	49%	1,181	14%	1,621	20%	537	6%	13	0%	66	1%	788	9%	8,311	100%
Part-time	737	48%	160	10%	338	22%	83	5%	6	0%	6	0%	197	13%	1,527	100%
Total	4,842	49%	1,341	14%	1,959	20%	620	6%	19	0%	72	1%	985	10%	9,838	100%

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

Like many public senior degree-granting institutions around the country, more than half of William Paterson’s undergraduates, 55.0 percent, are female (Table II.C.3.b). The average age of undergraduates was 22.5 years; 61.0 percent were 21 years or younger and almost 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 2010</b>														
Full-Time					Part-Time					Total				
Male	Pct	Female	Pct	Total	Male	Pct	Female	Pct	Total	Male	Pct	Female	Pct	Total
3,823	46%	4,488	54%	8,311	652	43%	875	57%	1,527	4,475	45%	5,363	55%	9,838

**Table II.C.3.c:  
William Paterson University  
Undergraduate Enrollment by Age, Fall 2010**

		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	17	2,381	2,677	2,228	692	149	77	69	21	0	0	8,311
	Pct	0%	29%	32%	27%	8%	2%	1%	1%	0%	0%	0%	100%
Part-Time	Num	52	31	102	421	406	189	106	145	73	2	0	1,527
	Pct	3%	2%	7%	28%	27%	12%	7%	9%	5%	0%	0%	100%
Total	Num	69	2,412	2,779	2,649	1,098	338	183	214	94	2	0	9,838
	Pct	1%	25%	28%	27%	11%	3%	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), Spanish Club as well as many others [student clubs-and-organizations.dot](http://www.william-paterson.edu/student-clubs-and-organizations.dot). 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 Francophone Studies, Anthropology, Art and Art History, 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. This past year there was a 10.0 percent increase in the number of funded undergraduate students and a 42.0 percent increase in funded graduate students. Almost 80.0 percent of undergraduates attending William Paterson received some form of financial aid to help pay for college. All told in AY 2009-10, 25,521 awards were made to undergraduate and graduate students totaling almost \$100 million, including some other loans (SMART, ACG, EOF graduate students, etc.) not listed in the following table.

Approximately 18.0 percent of the awards in Table II.C.4, \$15,834,000, were State of New Jersey funded. William Paterson helps as well by dispersing close to \$9 million through various institutional funds and programs. This includes tuition waivers not listed in the table.

During the past fiscal year, 447 of our students applied for nearly 200 scholarships from the University Foundation and Alumni Association. The Foundation and Alumni Association awarded more than \$395,000 dollars to WPU students to help them in the upcoming year.

<b>Table II.C.4:</b> <b>William Paterson University</b> <b>Distribution of Undergraduate Financial Aid from Federal, State &amp; Institution-Funded Programs, AY 2009-10</b>			
	Recipients	Dollars(\$)	\$/Recipient
<b>FEDERAL PROGRAMS</b>			
Pell Grants	3,215	13,236,000	4,117
College Work Study	209	405,000	1,938
Perkins Loans	78	145,000	1,859
SEOG	547	431,000	788
PLUS Loans	579	4,997,000	8,630
Stafford Loans (Subsidized)	5,028	20,878,000	4,152
Stafford Loans (Unsubsidized)	5,287	20,184,000	3,818
SMART & ACG or other	538	612,000	1,138
<b>STATE PROGRAMS</b>			
Tuition Aid Grants (TAG)	2,471	10,886,000	
Educational Opportunity Fund (EOF)	441	523,000	4,406
Outstanding Scholars (OSRP)	0	0	1,186
Distinguished Scholars	42	37,000	--
Urban Scholars	66	57,000	881
NJ STARS	53	145,000	864
NJCLASS Loans	410	4,186,000	2,736
<b>INSTITUTIONAL PROGRAMS</b>			10,210
Grants/Scholarships	4,019	7,189,000	1,789
Loans	0	0	--
Source: NJIPEDS Form #41 Student Financial Aid Report			

In addition to administering and monitoring these 200 Foundation and academic departmental scholarships, the Office of Scholarships provides services to more than 1,000 William Paterson University scholars who are recipients of various institutional merit-based scholarships for incoming students. For more scholarship information please see [WPUNJ scholarships](#).

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

While the majority of full-time, first-year students are from New Jersey (Table II.C.5), a number of those from out of state are international students representing 36 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:</b> <b>William Paterson University</b> <b>Fall 2010 First-Time Undergraduate Enrollment by State Residence</b>			
State Residents	Non-State Residents	Total	% State Residents
1,490	34	1,524	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 four years. A number of recent University efforts such as an online winter session and the implementation of a 120-credit degree requirement are helping students keep on track to an earlier degree completion date. On average William Paterson full-time students enroll 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 2004 cohort, 18.0 percent graduated in four years, 42.0 percent in five years and 50.0 percent in six years. By the end of the 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 10.0 percent at other institutions, bringing the *undergraduate success and progress rate for William Paterson to over 75.0 percent.*

**Table II.D.1.a:  
William Paterson University  
Four-, Five- and Six-Year Graduation Rates of Fall 2004 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 2004 Cohort	813		195		264		97		23		41		1,433	
Graduates after 4 years	143	18%	17	9%	44	17%	25	26%	7	30%	9	22%	245	17%
Graduates after 5 years	361	44%	61	31%	103	39%	48	49%	11	48%	18	44%	602	42%
Graduates after 6 years	421	52%	73	37%	121	46%	55	57%	12	52%	20	49%	702	49%

\*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 2004 cohort are 15.0 percent and 45.0 percent, respectively. These rates are a bit lower than the overall graduation rates for all the students who make up the fall 2004 cohort, at 17.0 percent and 49.0 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 Asian American females, 69.0 percent, and for White females, 61.0 percent. Unlike other males in the cohort, the Latino graduation rate, 51.0 percent, was above the overall University rate. (The overall variations in graduation patterns at William Paterson are also reflected at the national level in the figures from

the Consortium for Student Retention Data Exchange, CSRDE, which collects data from more than 420 colleges and universities across the country.)

## 2. *Third-semester retention rates*

For the fourth 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 2009, 79.0 percent of the cohort continued into the second year (Table II.D.2).

Full-Time			Part-Time		
Fall 2009 First-Time Undergraduates	Retained in Fall 2010	Retention Rate	Fall 2009 First-Time Undergraduates	Retained in Fall 2010	Retention Rate
1,435	1,130	79%	20	10	50%

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 2010, 1,157 new transfers made up 39.0 percent of all newly enrolled students. More than half, 56.0 percent, were female and the average age of entering transfers was 23.5. A large percent, 85.0, attend as full-time students and 23.0 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 2004 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 74.0.

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 four new articulation agreements – business administration, early childhood education, liberal studies and psychology - were instituted with Mercer County Community College. Another articulation agreement with Bergen Community College, to facilitate the transfer of business program students at BCC into the University's Cotsakos College of Business, 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, 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.

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 there were 17 Biology students who were co-authors of presentations and five who were co-authors of publications. Two Chemistry students accompanied Dr. B. Chauhan to the ACS national meeting and gave poster presentations. Three students attended the NJ American Chemical Society Polymer Topical Group symposium with Dr. Chauhan and presented posters. In Environmental Science, J. Callanan worked with five students on research, two of whom presented their research at the ESA conference in Montclair. Dr. M. Becker in Environmental Science traveled with several students to the Geologic Society of America conference in Pittsburgh, PA. Dr. A. Rady in Kinesiology took 40 students to the NJAHPERD conference and four of these students participated in Dr. Rady's session entitled, "Urban Physical Education Activities for Today's Secondary School Physical Education Curricula," while another 10 students presented their research projects. Four new graduates from Communication Disorders presented their thesis data, with their faculty mentors, at the ASHA convention and a few have applied to present next November. Dr. D. Nacin and Dr. P. VonDohlen in Mathematics worked with six math majors who participated in the 7<sup>th</sup> Annual Garden State Undergraduate Mathematics Competition. In Public Health, five student poster presentations were given at a state-wide public health conference.

College of Humanities and Social Sciences (CH&SS) students had a busy past year as well. History majors Peter Blasevick and Bruce Spadaccini's research caught the attention of *The Sunday Star Ledger*. As part of their senior project the two history majors set about finding out why 90 men elected to attend the Continental Congress over 200 years ago declined to serve. To answer this question, the students spent the spring semester researching documents at the Morristown National Historical Park archives. The two were able to read letters and personal documents from these men and piece together the stories of many of the 90. For example, William Paterson, the University's namesake, declined because he did not want to leave the responsibilities of his large law practice serving New Jersey.

Another CH&SS student is a double major in French and Francophone studies and Political Science. This past year she received a prestigious scholarship from Pi Delta Phi, the French National Honor Society, which allowed her to study in the South of France this past summer. During the year she also arranged a trip to Montreal for the French Club that gave students an opportunity to practice French.

A Sociology major came to the University as a transfer student and quickly became an active and engaged student and member of the campus community. She served as President of the Student Government Association and, together with Sociology Professor Sheetel Ranjan, presented findings from research on cyberstalking on campuses at the Eastern Sociology Association annual conference.

Cotsakos College of Business (CCOB) students participated in some unique opportunities. Three students won the first place award in the National Financial Planning Challenge Knowledge Bowl at the National Financial Planning Association (FPA) conference in Denver, Co. on October 9, 2010. The team won \$10,000 worth of scholarships for William Paterson University.

Other CCOB 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 Berrie 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 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.

College of Arts and Communication students have numerous opportunities for hands-on experiences and working with faculty. Over 25 art students participated in internships this past fall and spring. Art students presented their work in the Collaborative Digital Sculpture Exhibit: *Alpha and Zeta* at the School of Visual Arts in New York City. One student's digital painting was selected for "SPILL," a juried national exhibition responding to the Gulf of Mexico environmental disaster, at the Indigo Sky Gallery in Savannah, Georgia.

Music professor David Dempsey and seven jazz students were invited to perform at the prestigious Detroit Jazz Festival, where Mulgrew Miller, also a professor of jazz studies, was the featured Artist in Residence.



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

Communication majors had many opportunities to put their learning into action this past year. Those interested in Theatre/Comedy hosted for the fifth year and participated in the National Collegiate Stand-up Comedy Competition. Those interested in television production had the opportunity to work at WPTV-6. Students created over 92 episodes for the channel.

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. Another 139 upperclassmen were in school classrooms around the state as student teachers for the semester. During the spring another 275 students were enrolled in practicum courses and another 350 were student teachers.

**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 380 full-time professors taught at the University. Forty-eight percent were female and 32.0 percent identified themselves as African American, Asian or Hispanic. Twenty-two, or 6.0 percent, are new tenure-track faculty. A short demographic portrait follows.

<b>Table II.E.1: William Paterson University Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2010</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	54	42	5	4	5	6	23	7	0	1	0	0	1	0	88	60
Associate Prof.	33	30	9	3	2	4	5	5	0	0	1	0	0	4	50	46
Assistant Prof.	14	16	7	5	2	3	3	0	0	0	0	0	0	0	26	24
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>101</b>	<b>88</b>	<b>21</b>	<b>12</b>	<b>9</b>	<b>13</b>	<b>31</b>	<b>12</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>164</b>	<b>130</b>
<b>Without Tenure</b>																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	5	2	0	0	0	0	2	0	0	0	0	0	0	0	7	2
Assistant Prof.	16	27	2	2	4	3	1	9	0	0	2	3	0	0	25	44
All Others	1	5	0	0	0	1	0	1	0	0	0	0	0	0	1	7
<b>TOTAL</b>	<b>22</b>	<b>34</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>33</b>	<b>53</b>
<b>Total</b>																
Professors	54	42	5	4	5	6	23	7	0	1	0	0	1	0	88	60
Associate Prof.	38	32	9	3	2	4	7	5	0	0	1	0	0	4	57	48
Assistant Prof.	30	43	9	7	6	6	4	9	0	0	2	3	0	0	51	68
All Others	1	5	0	0	0	1	0	1	0	0	0	0	0	0	1	7
<b>TOTAL</b>	<b>123</b>	<b>122</b>	<b>23</b>	<b>14</b>	<b>13</b>	<b>17</b>	<b>34</b>	<b>22</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>197</b>	<b>183</b>
<i>*Note: Asian includes Pacific Islanders and unknown includes 2 or more races.</i>																
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 54.0 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: William Paterson University Percentage of Course Sections Taught by Full-Time Faculty, Fall 2010						
Total Number of Course Sections	Taught by Full-Time Faculty		Taught by Part-Time Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
2,419	1,307	54	1,019	42	93	4

*\*Note: Others include full-time administrators and teaching assistants.*

Table II.E.3: William Paterson University Ratio of Full- to Part-Time Faculty, Fall 2010					
Full-Time		Part-Time		Total	
Number	Percent	Number	Percent	Number	Percent
380	34%	751	66%	1,131	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 161 refereed papers, presented 91 performances, and gave 214 peer-reviewed presentations. A fuller summary is presented in the following table. An author’s bibliography is found in Appendix A.

William Paterson University Summary of Faculty Scholarly Work for AY 2011						
	Colleges					
	Arts & Communication	Business	Education	Humanities & Social Sciences	Science & Health	Total
<i>Publications</i>						
1. Refereed papers	12	46	27	45	31	161
2. Non-refereed papers (includes book reviews)	40		7	42	28	117
3. Books	4					4
a. Edited			1	4		5
b. Single author/coauthor	2	1	1	9	9	22
c. Chapter contribution	7	3	11	12	1	34
d. Creative expression (poems, short stories, video)				79		79
4. Other (includes refereed conference proceedings)	11	44			7	62
<i>Artistic Artifacts /Events</i>						
1. Performances/readings	73			18		91
2. Productions	49			2		51
3. Exhibits & recordings	51			3		54
4. Commissions						
5. Grants	6					6
6. Acquisitions						
<i>Lectures and Presentations</i>						
1. Juried/peer-reviewed presentations	7	58	63	86		214
2. Invited lectures/panelists/TV, radio interviews	63		38	94	104	299
3. Contributed lectures	12				12	24
4. Residences/workshops	6		55	9	16	86
5. Adjudications	21					21
6. Advisory Boards/reviewers	24					24
7. Clinics	9					9

**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: William Paterson University Governing Board Characteristics								
1. Race/Ethnicity and Gender of Governing Board								
	White	African American	Hispanic	Asian	Native American	Non-Res Alien	Unknown	Total
Male	6	2	0	0	0	0	0	8
Female	4	0	0	0	0	0	0	4
Total	10	2	0	0	0	0	0	12

William Paterson University		
2. Members of the Board of Trustees		
Name	Title	Affiliation
Mr. Stephen Adzima	Owner and President	Universal Electric Motor Service, Inc.
Ms. Maureen Conway	Retired (VP & Chief Information Officer)	Hewlett-Packard Company
Ms. Nalani DeMarco-Clissett	Student representative	William Paterson University Student
Mr. Frederick L. Gruel	President and CEO	AAA New Jersey Auto Club
Mr. Robert Guarasci	President and CEO	New Jersey Community Development Corporation
Mr. Michael L. Jackson	President and CEO	Info-Tech Systems, Inc.
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 Niro	Executive Vice President and Chief Risk Officer	Grand Bank, N.A., Princeton, 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. Robert H. Taylor	Retired (VP for Engineering, Design and Construction)	AT&T
Dr. Kathleen Waldron	Ex Officio	William Paterson University President

3. URL	
If your organization has a web site that includes information on your governing board, please report the URL.	
URL	<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. 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 44 different academic majors, including three education majors, and graduate students in 22 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 certification in teaching Asian languages.

A list of current WPUNJ degrees follow:

<b>William Paterson University</b>	
<b>UNDERGRADUATE LEVEL</b>	<b>GRADUATE LEVEL</b>
<b><i>Degree Program</i></b>	<b><i>Degree Program</i></b>
<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 (B.A./M.S.)	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	Secondary Education
French and Francophone Studies	
Geography	<u>Master of Business Administration (M.B.A.)</u>
History	Business Administration
Latin American and Latino Studies	
Liberal Studies	<u>Master of Education (M.Ed.)</u>
Mathematics	Educational Leadership
Music	Curriculum and Learning
Philosophy	Literacy
Political Science	Professional Counseling
Psychology	Special Education
Secondary Education	
Sociology	<u>Master of Fine Arts (M.F.A.)</u>
Spanish	Art
Women’s and Gender Studies	Creative and Professional Writing

William Paterson University	
UNDERGRADUATE LEVEL	GRADUATE LEVEL
<i>Degree Program</i>	<i>Degree Program</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>	<u>Communication Disorders (B.A./M.S.)</u>
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	Post-Master's Nursing Education
Environmental Science	
Exercise Science	
Mathematics	
Nursing	
Physical Education	
Professional Sales	
Public Health Education	
Source: Office of Registration Services	

**2. Other topics of note**

A number of significant University initiatives moved forward during the past year. Most important among them was preparing for the Middle States Commission on Higher Education's reaffirmation of the University's accreditation. The self-study report was submitted to the Commission and the visiting team arrived for the campus visit in early March. This past June the Commission notified the University of its reaffirmation of accreditation for the next decade.

The self-study process helps the University set its next priorities. Both the University and the Commission recognized the importance of developing a strategic plan to set priorities for the University.

William Paterson began working with strategic planning consultants this past April. President Waldron appointed a Strategic Planning Steering Committee that engaged in discussions with many campus constituent groups during the spring term. Four dinners with faculty and staff in April and May on institutional visibility, resource planning, academic focus, and enrollment management were attended by more than 100 people and garnered much valuable feedback and good ideas. President Waldron met with administrators at the May Directors' Council meeting with 40 people in attendance. In June, the William Paterson University Foundation Board and

the Alumni Executive Council met to discuss the strategic planning process. Immediately after Commencement in May, the Board of Trustees held a retreat on strategic planning, led by the consultants.

The Strategic Planning Steering Committee met throughout the summer months engaging in frank and honest dialogue with the consultants. Reflecting the collective thinking of the group, the draft framework that emerged from their work will set the stage for the University's upcoming year's work.

In recognition of the need for and importance of the role of enrollment management in a new strategic plan, the President's Cabinet was expanded to include the newly created and filled position of vice president for enrollment management.

This past year William Paterson signed a sister university relationship memorandum of understanding with Zhejiang University of Technology in Hangzhou, China that establishes William Paterson University as the Chinese university's Students Overseas Training Center in North America. In establishing the Center, Zhejiang will send students to William Paterson for short-term programs administered through the University's Cotsakos College of Business.



## 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 2010, the total value of new awards, primarily from state and federal agencies, fostered primarily through the University's Office of Sponsored Programs, totaled \$14,670,926; \$7,419,574 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 \$7,419,574.

<b>William Paterson University</b> <b>Table II.H:</b> <b>Major Research and Public Service Activities</b> <b>R&amp;D Expenditures: Year 2010</b>	
	Amount (\$)
Federally Financed Academic R&D Expenditures	849,844
Institutionally Financed Academic R&D Expenditures	826,934
Total Academic R&D Expenditures	1,676,778
<i>Note: Dollar amount as reported to the National Science Foundation (NSF) on Form #411 (Survey of Research and Development Expenditures at Colleges and Universities).</i>	

Three notable new multi-year awards were received from the U.S. Department of Education. The Teacher Quality Enhancement Partnership program provided \$10.8 million for the *Garden State Partnership for Teacher Quality*, a five-year 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. The project includes Rowan University and Kean University and eight of New Jersey's high-need school districts. The Child Care Access Means Parents In School (CCAMPIS) Program supported the four-year *Enhancing Child Care for Low-Income Eligible Parents* in the University's Child Development Center. William Paterson University is one of several collaborating institutions on a National Science Foundation award to Rutgers–Newark for the *Garden State Louis Stokes Alliance for Minority Participation in the Sciences* project which is intended to increase the graduation and retention of science majors. The Safe and Drug-Free Schools and Communities–National Program supported *The New Jersey Higher Education Consortium Project to Prevent and Reduce Alcohol Abuse*.

Among the other important awards received in FY 2010 are the N.J. Commission on Higher Education support for *Reinvesting in the Disengaged Adult Learner: Implementation of an Online, Weekend and Evening Program for Degree Completion*, the National Endowment for the Arts for the *2011 Cross-Cultural Arts Festival: Africa and the African Diaspora*, and several contracts with the Paterson and Passaic public schools for the provision of professional development and pre-college programs.

Support for research was received from the N.J. Department of Education and the Elizabeth Public Schools for *Preschool Classroom Assessments*, The Research Corporation for *Leveraging Protein Homology of Rapid and Robust Molecular Dynamics Calculations*, the National Oceanic

and Atmospheric Administration through the N.J. Sea Grant Program for *Assessing Genetic Diversity and Plant Performance in Natural and Restored Populations of American Beach Grass*, ExxonMobil for Environmental Research, Aysta Life Sciences North America, LLC for *Bacterial LHPCR Analysis of Disinfested Soil Communities*, and the Passaic River Coalition for *Greenwood Lake Watershed Research Services*.

### 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 services and activities are included:

#### [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, as well as being a sponsor of this year's inaugural Tunnels to Towers run and memorial honoring the victims of September 11th. Our athletes work in the community with such organizations as the Wayne PAL and the township's volunteer organization helping families who were devastated by this year's flooding.

---

## I. Major capital projects underway in FY 2011

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. President Waldron has commenced a University-wide strategic planning process that will reorient the capital project priority schedule and ultimately create a new Facilities Master Plan.

While strategic planning is currently focused on academic programs and overall goals, facility planning continues to occur. Requests for proposals for a Campus Traffic Study and an Academic Zone Plan Update have been issued. The Academic Zone Plan Update will focus on the infrastructure and renovation requirements of five heavily utilized pre-1970 academic buildings. The

Traffic Study is focusing on existing entries to the campus, internal circulation, mass transportation, and the shuttle service. In January 2010, the University updated its Master Parking Plan, which concluded that with projected growth, the University will have a deficit of over 800 parking spaces by 2015. The design of a new structured parking facility adjacent to the Science Complex is currently underway with anticipated completion in 2013.

The renovation of the existing Science Hall is nearing completion and is scheduled to be fully occupied by faculty and students for classes in January 2012. 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 and wireless technology. 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. The new greenhouse opened this past spring and research is actively being conducted.

An addition and full renovation to Morrison Hall is ongoing. Upon completion in 2012 it will serve as the combined home for Enrollment Management Services including Admissions, Registration Services, Financial Aid and the Center for Student Services. Simultaneous improvements in Raubinger are creating combined and renovated spaces for EOF, EEC, Testing, First-Year Experience, and Academic Support.

Energy savings and the reduction of greenhouse gases is an ongoing commitment. In August 2010, the campus unveiled one of the largest solar energy installations at any university in the country. Data indicates that this clean and renewable energy source will save the University more than \$4 million over 15 years. An additional 500kw of photovoltaic panels on the roofs of three additional academic buildings is anticipated by the end of the year. The installation is



Artist's rendition of renovated Morrison Hall

being performed in tandem with replacement of roofs at Valley Road, Hobart Hall and Science Hall. In September 2010, the University received a \$1.2M grant from the federal government to implement “smart building” technology in four mature campus buildings. The Atrium, Hobart Manor, Ben Shahn Hall, and Raubinger Hall are being upgraded with modern HVAC and lighting controls by the end of year. These upgrades are expected to reduce annual energy costs by approximately \$310,000 per year. Both central chillers at the Atrium were recently replaced. Additionally, an analysis of the Cheng Library’s mechanical system has been performed and major system upgrades are planned in 2012.

The front plaza of Shea Center for the Performing Arts is being completely renovated and the roof is being replaced. Additionally, the recital and large rehearsal spaces in the lower level are being completely renovated with acoustical, audio-visual equipment, mechanical and other finish upgrades. Wightman Gym will be getting a new roof and other interior improvements during the next year. The classrooms in Hunziker Hall have been upgraded with smart classrooms, air conditioning, new furniture, and finishes.

As part of an overall plan, security enhancements are being incorporated with all improvements and occasionally as their own projects. Improved central security hardware and operating platforms have been installed at Police Headquarters for CCTV, card access and alarm systems. Building-wide security improvements are currently underway in Hobart Hall, Shea Center, and Science Hall East and West. The campus phone system is also being upgraded this summer.

Currently there is also about \$1.5 million in road and parking improvements underway. Many areas are being repaved, including a long section between lots 6 and 7, which includes new pedestrian improvements, lighting, and other features. Lot 5 will also have the lighting improved. The campus water tower has been repaired, equipped with new controls, and painted both internally and externally. It also features a new logo.

**J. Other institutional information**

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

<http://www.wpunj.edu/library/authorreception/>