

WILLIAM PATERSON UNIVERSITY

**INSTITUTIONAL
ACCOUNTABILITY
REPORT**

2002 - 2003

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A. ACCREDITATION STATUS

1. *INSTITUTIONAL ACCREDITATION*

William Paterson University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. As part of the decennial process required for continuing accreditation, the University completed an Alternative Self-Study in which it assessed how well it was fulfilling its Mission Statement. The Middle States Evaluation Team that visited the campus in April 2001 found William Paterson University to be “a vibrant and proactive institution of higher education in and throughout its service region.” In June 2001, the Commission reaffirmed William Paterson’s accreditation, and commended the University for the quality of its self-study and for progress to date. The Commission has used the University’s self-study document as a model of an Alternative Self-Study.

2. *SPECIALIZED ACCREDITATION*

Professional programs at William Paterson University are currently accredited by the following specialized accrediting associations:

- *American Speech-Language-Hearing Association (ASHA)*
- *Commission for the Accreditation of Allied Health Education Programs (CAAHEP)*
- *Commission on Collegiate Nursing Education (CCNE)*
- *Council for Accreditation of Counseling and Related Educational Programs (CACREP)*
- *National Association of Music Merchants Affiliated Music Business Institutions (NAMBI)*
- *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*

The College of Business is currently a formal candidate for accreditation by The Association to Advance Collegiate Schools of Business (AACSB). In addition, the following academic programs are preparing to seek professional accreditation from specialized accrediting associations: Art, Clinical Psychology, Computer Science, and Journalism.

B. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

1. *MEAN MATH AND VERBAL SAT SCORES*

<i>Mean Math and Verbal SAT Scores for Full-Time First-Time First-Year Students, Fall 2002</i>				
	Full-Time Students			
	Math	N	Verbal	N
Regular Admits	530	919	517	919
EOF Admits	393	130	387	130
Special Admits	458	181	443	181
All Admits	505	1,230	493	1,230

The academic profile of entering full-time first-time first-year regular admit students has increased significantly in recent years. The mean combined SAT score has risen from 1026 in 1996 (the initial year for recentered SAT scores) to 1047 in 2002.

2. *PERCENTAGE OF FULL-TIME FIRST-TIME FIRST-YEAR STUDENTS NEEDING REMEDIATION IN READING/WRITING, MATH COMPUTATION AND ELEMENTARY ALGEBRA*

<i>Percentage of Full-Time First-Time First-Year Students Needing Remediation by Subject Area, Fall 2002</i>	
	% Needing Remediation
Reading	28.1
Writing	11.1
Basic Math with Algebra	67.4

To determine if students have the basic skills required to pursue college-level studies, all new full-time first-time first-year students are evaluated on a rolling basis as they are accepted to the University. Students with basic skills requirements are pre-registered into appropriate basic skills courses and the balance of their first-semester schedule is built around these courses. This process ensures that students receive remediation on a timely basis.

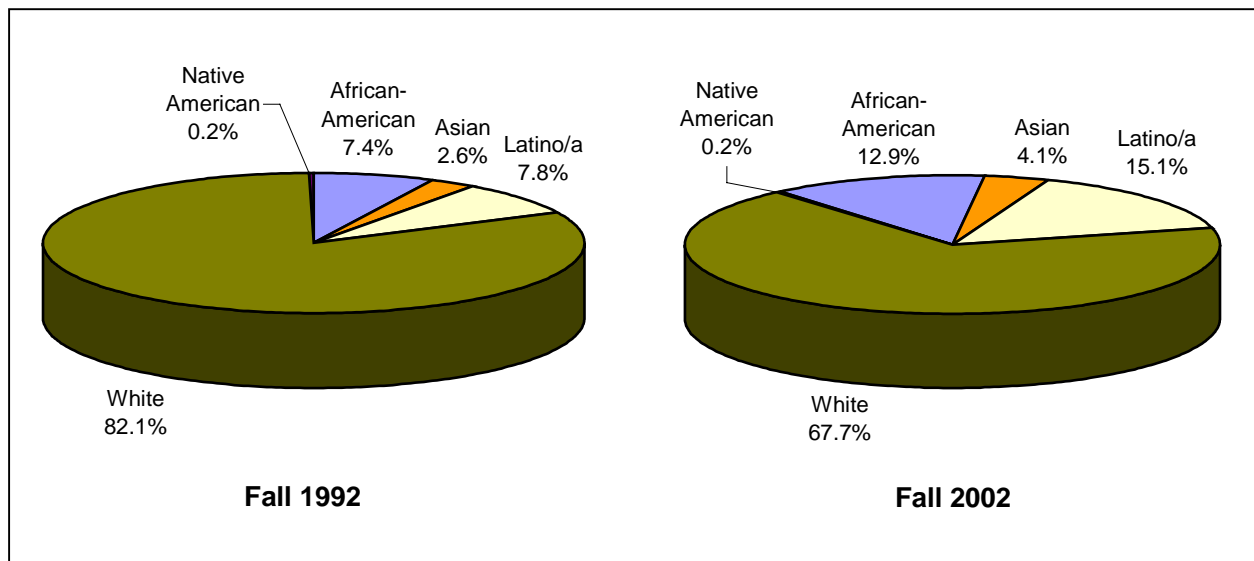
3.a RACE/ETHNICITY OF UNDERGRADUATE STUDENTS

Undergraduate Enrollment by Race/Ethnicity, Fall 2002																
	White		African American		Latino/a		Asian		Native American		Non-resident Alien		Unknown		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Full-time	4,561	63.4	930	12.9	1,029	14.3	298	4.1	11	0.2	108	1.5	253	3.5	7,190	100.0
Part-time	1,372	68.3	204	10.2	295	14.7	58	2.9	7	0.3	8	0.4	64	3.2	2,008	100.0
Total	5,933	64.5	1,134	12.3	1,324	14.4	356	3.9	18	0.2	116	1.3	317	3.4	9,198	100.0

William Paterson University continues its commitment to providing a diverse learning environment. In Fall 2002, 32.3 percent of undergraduates with known race/ethnicity were African American, Asian, Latino/a, or Native American. As can be seen in the graph below, in 1992 these groups made up only 18.0 percent of the undergraduate population with known race/ethnicity.

RACE/ETHNICITY OF UNDERGRADUATES, FALL 1992 AND FALL 2002

(Percentages are based on undergraduates with a known race/ethnicity, excluding non-resident aliens)



3.b GENDER OF UNDERGRADUATE STUDENTS

Undergraduate Enrollment by Gender, Fall 2002					
	Male		Female		Total
	N	%	N	%	N
Full-Time	3,051	42.4	4,139	57.6	7,190
Part-Time	717	35.7	1,291	64.3	2,008
Total	3,768	41.0	5,430	59.0	9,198

Females make up more than half of William Paterson's undergraduate student population. Their representation is somewhat higher among students who are studying on a part-time basis.

3.c AGE OF UNDERGRADUATE STUDENTS

Undergraduate Enrollment by Age, Fall 2002						
	Full-Time		Part-Time		Total	
	N	%	N	%	N	%
< 18	15	0.2	19	0.9	34	0.4
18-19	2,092	29.1	125	6.2	2,217	24.1
20-21	2,396	33.3	131	6.5	2,527	27.5
22-24	1,870	26.0	485	24.2	2,355	25.6
25-29	512	7.1	413	20.6	925	10.1
30-34	116	1.6	256	12.7	372	4.0
35-39	77	1.1	219	10.9	296	3.2
40-49	82	1.1	272	13.5	354	3.8
50-64	21	0.3	79	3.9	100	1.1
65 +	1	0.0	7	0.3	8	0.1
Unknown	8	0.1	2	0.1	10	0.1
Total	7,190	100.0	2,008	100.0	9,198	100.0

The majority of undergraduates (88.6 percent) who are enrolled full time are under 25 years of age. Among part-time students, however, the majority (62 percent) are 25 years of age or older. The average age of undergraduates in Fall 2002 was 23.5 years.

4. NUMBERS OF STUDENTS RECEIVING FINANCIAL ASSISTANCE FROM STATE-FUNDED AID PROGRAMS

Financial Aid from State-Funded Programs, FY 2003					
	Recipients	Awards	Dollars(\$)	\$/Recipient	\$/Award
TAG	2,033	3,641	4,866,611	2,394	1,337
EOF	424	792	428,950	1,012	542
Bloustein Scholars	44	89	44,500	1,011	500
Garden State Scholars	0	0	0	0	0
Urban Scholars	102	201	100,500	985	500
NJCLASS Loans*	—	242	1,575,114	—	6,509
OSRP*	—	50	166,250	—	3,325

* Information on number of recipients not available.

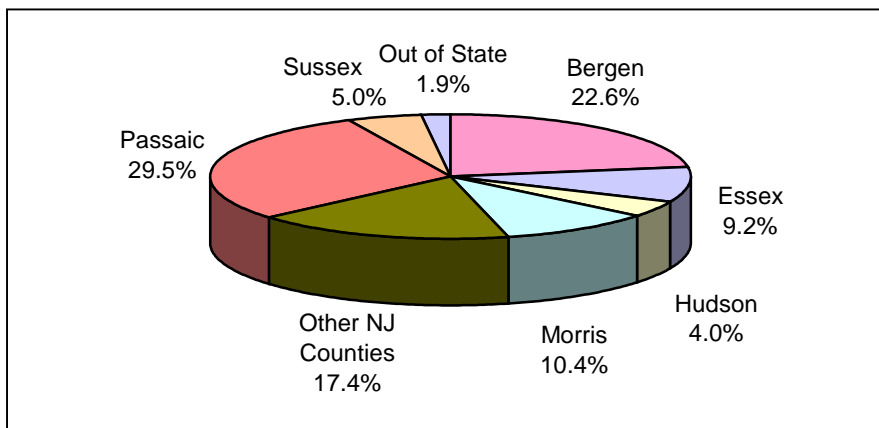
William Paterson University places a high priority on keeping tuition as low as possible, consistent with offering a high quality education. For NJ TAG-eligible students, for example, the institution covers tuition increases not covered by TAG. In FY 2003, this amounted to more than \$620,330. The University has also significantly increased its scholarship offerings in recent years from \$1,274,944 in FY 1998 to \$3,948,091 in FY 2003.

5. STATE OF RESIDENCE

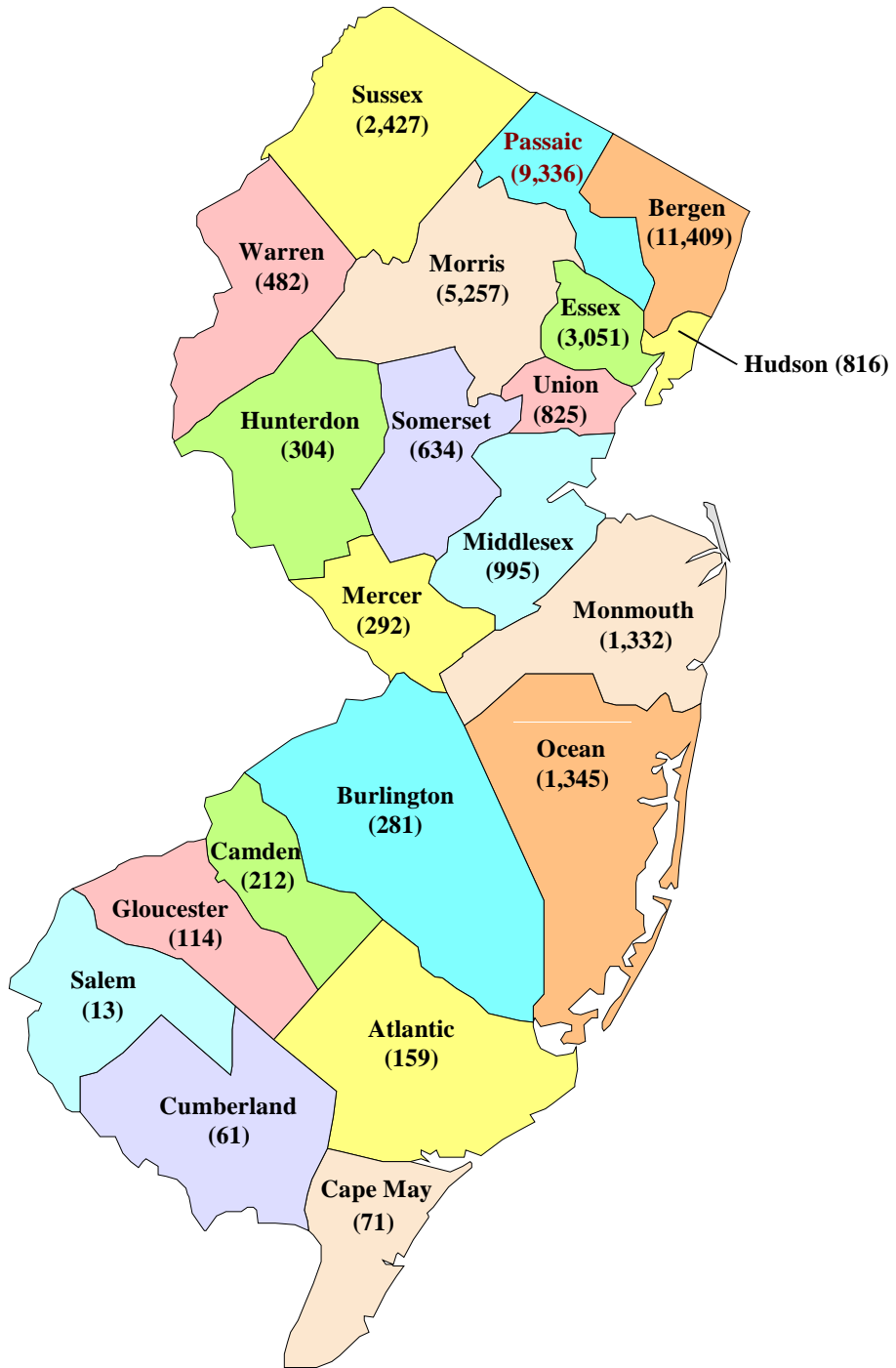
William Paterson University predominantly serves New Jersey residents. Among all undergraduates enrolled in Fall 2002, 98.1 percent were from New Jersey, and more than 80 percent are from six NJ counties. The majority of graduates continue to reside in New Jersey after completing their education. Among alumni (undergraduate and graduate) with valid addresses, 80.8 percent currently reside in New Jersey (see p.6).

COUNTY OF RESIDENCE OF UNDERGRADUATES, FALL 2002

(Percentages based on undergraduates with a known place of origin)



WILLIAM PATERSON UNIVERSITY ALUMNI (UNDERGRADUATE AND GRADUATE) RESIDING IN NEW JERSEY BY COUNTY OF RESIDENCE



Total Number of Alumni in New Jersey = 39,416

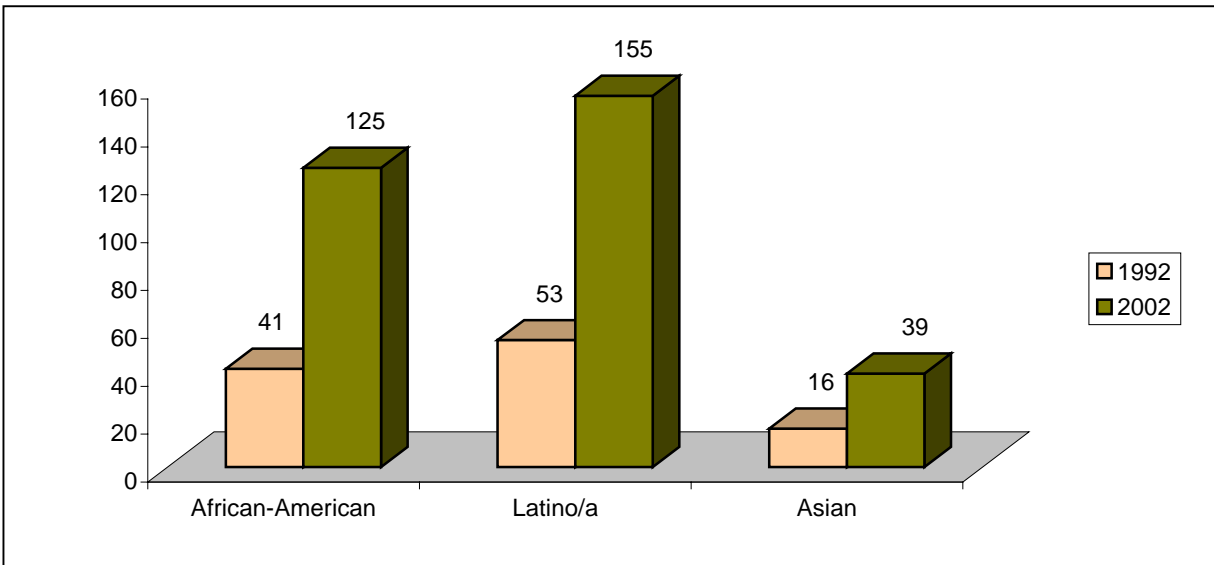
C. DEGREES CONFERRED (CHARACTERISTICS OF GRADUATES)

1.a DEGREES CONFERRED BY RACE/ETHNICITY

<i>Baccalaureate Degrees Conferred by Race/Ethnicity, FY 2002</i>															
White		African American		Latino/a		Asian		Native American		Non-Resident Alien		Unknown		Total	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
973	71.8	125	9.2	155	11.4	39	2.9	5	0.4	23	1.7	35	2.6	1,355	100.0

The number of students receiving baccalaureate degrees rose substantially during the past decade from 1,187 in FY 1992 to 1,355 in FY 2002. This period also witnessed an increase in the number of African Americans, Asians, and Latino/as who were awarded baccalaureate degrees, as the graph below shows. Nearly a quarter of degree recipients were African American, Asian, and Latino/a in FY 2002, compared to roughly 10 percent in FY 1992.

NUMBER OF MINORITY BACCALAUREATE RECIPIENTS BY RACE/ETHNICITY, FY 1992 & 2002



1.b DEGREES CONFERRED BY GENDER

Females received 858 (63.3 percent), and males received 497 (36.7 percent) of the 1,355 baccalaureate degrees awarded in FY 2002.

2. DEGREES CONFERRED BY GENERAL FIELD

Baccalaureate Degrees Conferred by Field, FY 2002			
Major Category	Number	Major Category	Number
BACHELOR OF ARTS		BACHELOR OF SCIENCE	
African, African-American & Caribbean Studies	5	Accounting	58
Anthropology	7	Biology	27
Art	29	Biotechnology	8
Communication	194	Business Administration	176
Elementary Education*	2	Chemistry	6
English	111	Community Health	24
Geography	6	Computer Science	27
History	54	Environmental Science	10
Liberal Studies*	2	Nursing	50
Mathematics	14	Physical Education	79
Music	9	TOTAL	465
Philosophy	6	OTHER BACHELOR'S DEGREES	
Political Science	16	Art/Fine Arts (BFA)	40
Psychology	117	Music (BM)	26
Sociology	154	TOTAL	66
Spanish	19		
Special Education	75		
Speech Pathology*	1		
Women's Studies	3		
TOTAL	824		
TOTAL			1,355

Note: Includes students who graduated in August 2001, January and May 2002. Names of fields in the above table reflect the nomenclature of degree programs at William Paterson University.

* *These programs have been discontinued.*

D. STUDENT OUTCOMES

1. *SIX-YEAR GRADUATION RATE*

The six-year graduation rate of full-time first-time first-year students who entered William Paterson in the Fall of 1996 was 47.4 percent, a significant increase over the 44.3 percent six-year graduation rate for the Fall 1995 cohort. It also exceeds the 42.8 percent six-year graduation rate for Fall 1995 cohorts at 94 moderately selective public colleges and universities, nationally (2002-2003 Consortium for Student Retention Data Exchange Report).

2. *UNDERGRADUATE ALUMNI ONE YEAR AFTER GRADUATION*

William Paterson students are well prepared for the job market and further education and are quite satisfied with the education they receive as evidenced by the results of a survey of undergraduates who graduated in 2002. In the year following graduation, 90 percent of William Paterson students are employed full or part time, and, of these students, over 80 percent indicate that their job is somewhat or directly related to their career goals. Twenty percent of graduates are pursuing additional education full or part time, one year after graduation. Nearly 95 percent of respondents indicated that they would probably or definitely recommend William Paterson to others.

3. *STUDENT LEARNING OUTCOMES ASSESSMENT*

To ensure that William Paterson graduates achieve the desired skills and knowledge, William Paterson University uses a variety of assessment techniques. These include classroom assessments, common exams across multiple sections of the same course, surveys, performances, exhibits, clinical observations, student teaching, capstone courses, senior projects, nationally-normed standardized exams, licensure exams, etc. Results from these assessments help to identify areas of strength as well as areas where change is needed in order to help students meet the desired learning goals.

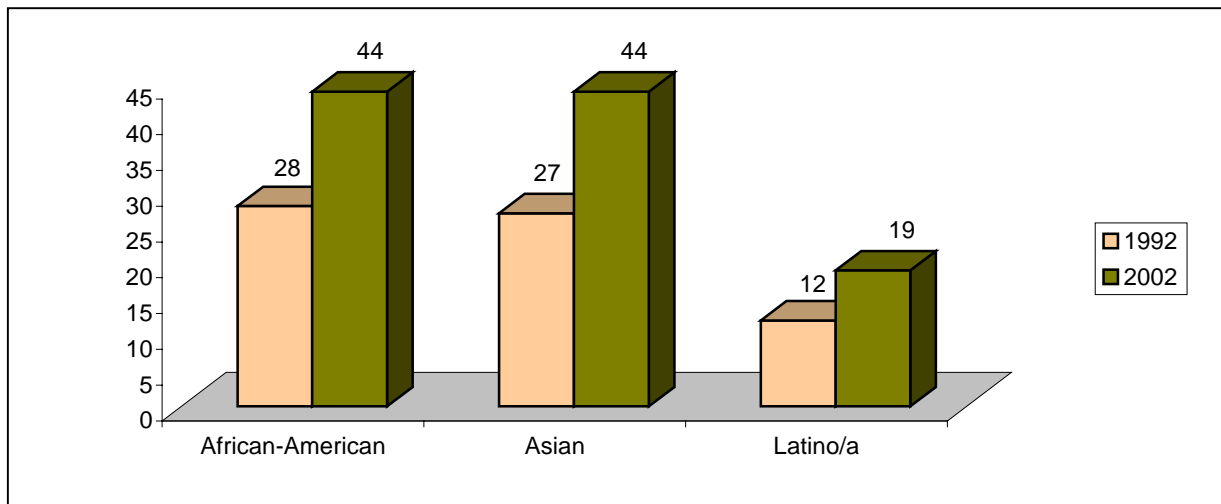
E. FACULTY CHARACTERISTICS

1. *FULL-TIME FACULTY BY RACE/ETHNICITY, GENDER, AND TENURE STATUS*

<i>Full-Time Faculty by Race/Ethnicity, Gender, and Tenure Status, Fall 2002</i>																
	White		African American		Latino/a		Asian		Native American		Non-res Alien		Unknown		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Tenured	151	69.9	24	11.1	12	5.6	28	13.0	0	0.0	1	0.5	0	0.0	216	100.0
Female	71	77.2	8	8.7	5	5.4	7	7.6	0	0.0	1	1.1	0	0.0	92	100.0
Male	80	64.5	16	12.9	7	5.6	21	16.9	0	0.0	0	0.0	0	0.0	124	100.0
Non-Tenured	96	65.3	20	13.6	7	4.8	16	10.9	0	0.0	8	5.4	0	0.0	147	100.0
Female	50	74.6	8	11.9	3	4.5	5	7.5	0	0.0	1	1.5	0	0.0	67	100.0
Male	46	57.5	12	15.0	4	5.0	11	13.8	0	0.0	7	8.8	0	0.0	80	100.0
Total	247	68.0	44	12.1	19	5.2	44	12.1	0	0.0	9	2.5	0	0.0	363	100.0
Female	121	76.1	16	10.1	8	5.0	12	7.5	0	0.0	2	1.3	0	0.0	159	100.0
Male	126	61.8	28	13.7	11	5.4	32	15.7	0	0.0	7	3.4	0	0.0	204	100.0

In Fall 2002, 59.5 percent of faculty were tenured; 43.8 percent of faculty were female; and 29.5 percent were persons of color. As the graph below illustrates, William Paterson has made significant progress in increasing the number of full-time minority faculty members since 1992.

NUMBER OF FULL-TIME MINORITY FACULTY, FALL 1992 & 2002



2. *PERCENTAGE OF COURSE SECTIONS TAUGHT BY FULL-TIME FACULTY*

Excluding courses taught by University employees who are not faculty and special courses, such as individual music lessons and thesis supervision, 61.7 percent of course sections offered in Fall 2002 and Spring 2003 were taught by full-time faculty. The remainder were taught by part-time and adjunct faculty.

While the number of full-time faculty increased from 307 to 363 over the past decade, the University continues to draw upon a significant number of adjunct faculty who are typically highly qualified practitioners in the arts, music, education and health; professionals in key fields of business and communication; and well-prepared teachers, scholars, and scientists in the liberal arts and sciences.

The availability of university and departmental adjunct handbooks, adjunct orientations, faculty development opportunities (for which adjuncts are compensated), etc. help to integrate adjuncts into the academic life of departments and the University as a whole.

F. CHARACTERISTICS OF TRUSTEES

1. RACE/ETHNICITY AND GENDER OF TRUSTEES

Name	Title	Ethnicity	Gender
Ms. Gwendolyn P. Taylor	Chair	African American	F
Mr. Frederick Gruel	Vice Chair	White	M
Ms. Sonia Rosado	Secretary	Latina	F
Dr. Peter Fan	Trustee	Asian	M
Ms. Clarice B. Jackson	Trustee	African American	F
Mr. Vincent J. Mazzola	Trustee	White	M
Mr. William Pesce	Trustee	White	M
Dr. Henry J. Pruitt, Jr.	Trustee	African American	M
Mr. Robert H. Taylor	Trustee	White	M
Ms. Carla Temple, Esq.	Trustee	White	F
Mr. James Butler	Student Rep.	White	M
Ms. Angela Rodriguez	Student Rep.	Latina	F
Dr. Arnold Speert	President (Ex Officio)	White	M

Note: Membership for 2002-2003 academic year.

G. DEGREE AND CERTIFICATE PROGRAMS

1. UNDERGRADUATE PROGRAMS

DEGREE PROGRAMS

Accounting (B.S.)
African, African American
and Caribbean Studies (B.A.)
Anthropology (B.A.)
Art (B.A.)
Arts, Fine (B.F.A.)
Biology (B.S.)
Biotechnology (B.S.)
Business Administration (B.S.)
Chemistry, Applied (B.S.)
Communication (B.A.)
Community Health/School Health Ed. (B.S.)
Computer Science (B.S.)
English (B.A.)
Environmental Science (B.S.)
French and Francophone Studies (B.A.)
Geography (B.A.)
History (B.A.)
Latin American Studies (B.A.)
Mathematics (B.A.)
Music (B.A.)
Music (B.M.)
Nursing (B.S.)
Philosophy (B.A.)
Physical Education (B.S.)
Political Science (B.A.)
Psychology (B.A.)
Sociology (B.A.)
Spanish (B.A.)

Special Education (B.A.)
Women's Studies (B.A.)

HONORS PROGRAMS

Biopsychology
Cognitive Science
Humanities
Life Science and Environmental Ethics
Music
Nursing
Performing Arts

CERTIFICATION PROGRAMS

Early Childhood and Elementary Ed. (N-8)
Special Education
Subject Fields (N-12)
Art
Biological Science
English
French
Health & Physical Education
Mathematics
Music
Physical Education
Physical Science
Social Studies
Spanish

2. GRADUATE PROGRAMS

DEGREE PROGRAMS

Art (M.F.A.)
Biological Science (M.A.)
Biotechnology (M.S.)
Business Administration (M.B.A.)
Communication Disorders (M.S.)
Educational Leadership (M.Ed.)
Elementary Education (M.A.T.)
Elementary Education (M.Ed.)
English (M.A.)
History (M.A.)
Media Studies (M.A.)
Music (M.M.)
Nursing (M.S.N.)
Public Policy (M.A.)
 International Relations and Affairs
 Political Science and Government
Psychology, Applied Clinical (M.A.)
Reading (M.Ed.)
School Personnel & Social Worker (M.Ed.)
Sociology (M.A.)
Special Education (M.Ed.)

INITIAL CERTIFICATION PROGRAMS

Elementary Education (N-8)
Special Education (N-12)
Subject Fields (N-12)

Art
Biological Science
English
Mathematics

Music
Physical Education
Physical Education/Health
Physical Science
Social Studies
Spanish

ENDORSEMENT (ADDITIONAL CERTIFICATION) PROGRAMS

Associate Media Specialist
Bilingual Education
Educational Media Specialist
English as a Second Language (ESL)
Learning Disabilities Teacher-Consultant
Mathematics Teacher
Reading Specialist
Reading Teacher
Special Education
 Developmental Disability
Student Personnel Services (School Counseling)
Subject Field (N-12) — *See list of subject fields under Initial Certification*

H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

1. *RESEARCH ACTIVITIES*

Research, scholarship and creative activities are central to defining a university. These activities help to create and sustain a faculty that is current and actively engaged in its disciplines, and thus able to “challenge students to high levels of intellectual and professional accomplishment” as called for in the William Paterson University mission statement.

Publications, Presentations, Performances and Exhibits

William Paterson University has among its faculty nationally and internationally known scholars, artists and experts, including 28 Fulbright Scholars. Their capabilities and commitment are evident in their critically acclaimed books and monographs, in the hundreds of peer-reviewed articles they publish each year, and in their leadership in the visual and performing arts. Their activities during the most recent year included the following: 32 books authored, 20 books edited, chapters in 50 books, and 160 papers published in refereed publications. They also authored 86 papers in non-refereed publications and gave 93 workshops, 340 invited or peer-reviewed lectures, and 184 other lectures and presentations. Among their artistic accomplishments were 151 performances, 40 productions, and 43 exhibits; they also received 10 commissions and completed 63 musical compositions. Not included in these numbers are contributions such as single poems published in magazines, CD’s, electronic publications, interviews on radio and television, films and videos, residencies, adjudications, etc. The 2002-2003 bibliography of publications by WPU authors prepared by the library in connection with its annual author recognition reception provides a sampling of faculty accomplishments (see appendix).

University Support for Research, Scholarship and Creative Activity

The University provides faculty financial support and released time from teaching for research, scholarship and creative activity. During the 2002-2003 academic year, 132 faculty received such awards, amounting to approximately \$190,000. Sabbatical Leaves, Research Travel and Incentive Grants, Career Development Awards, and Tuition Reimbursement are also sources of support for faculty research, scholarship and activity.

Faculty support for research, scholarship and creative activity is complemented by awards to undergraduate students for research projects supervised by their faculty. During 2002-2003, approximately \$18,000 was awarded to undergraduates through this program.

Within the College of Science and Health, the Center for Research promotes research activity among its faculty. The Center awards research grants to faculty and students and engages in a number of activities to encourage faculty to maintain an active research agenda. During this past year, the Center awarded Summer Research Stipends to 13 faculty and 10 students on a competitive basis.

Support to faculty and staff to seek funds from Federal and State agencies is provided by the Office of Sponsored Programs. This includes one-on-one assistance in identifying funding opportunities, developing projects, and writing and submitting proposals. The Office provides workshops and assistance in administering and reporting on grant-funded programs. It also maintains a library of resources, many of which are accessible through its Web site, distributes weekly electronic news announcements on programs of

interest to the campus community, and has added resources to help faculty and staff share the results of their research, service or creative activities. During this year, the Office of Sponsored Programs added a new Internet-based funding opportunity database, COS Funding Alerts, to its resources available for faculty. This resource, published by the well-respected Community of Science, provides information on over 24,000 funding opportunities across all the academic disciplines and the service areas.

An annual reception sponsored by the Library each spring (now in its twelfth year) honors William Paterson University authors for their publication activity during the year. In addition, the fifth Annual University Research and Scholarship Day in Spring 2003 engaged more than 80 faculty, professional staff, and graduate and undergraduate students in presenting and discussing their research. A “proceedings” of presentations offered during University Research and Scholarship Day 2003 is being developed for publication during the 2003-2004 Academic Year.

To foster a sense of intellectual community, each year the College of Humanities and Social Sciences hosts a series of Faculty Research Seminars. During 2002-2003, eight seminars brought together faculty and students to share research and scholarship in a collegial setting. In addition to activities at the University and College levels, individual departments throughout the University organize discipline-specific seminars and colloquia.

An Intellectually Stimulating Campus Environment

In addition to the numerous cultural events, conferences, and seminars described below under Public Service Activities, the University sponsors lectures, seminars and other activities that help to create an intellectually stimulating environment. The following is a sampling of such activities during the 2002-2003 academic year:

- Lecture by Paulette Eberle, a disabilities activist, entitled “Women With Disabilities: Our Forgotten Sisters”
- Lecture by Chris Hedges, *New York Times* foreign correspondent and author of *War Is a Force that Gives Us Meaning*
- “Race, Class, and Access to Higher Education,” a talk by Adolph Reed, Jr. of the New School University co-sponsored by William Paterson’s Race and Gender Project, College of Humanities and Social Sciences, and Political Science Department
- “Women in Business Forum,” featuring entrepreneurs and other accomplished women in business, co-sponsored by the Christos M. Cotsakos College of Business, the William Paterson Small Business Development Center, and JP Morgan Chase
- “Bone Morphogenetic Factors: Old Wine in New Bottles,” a presentation by Dr. Barry Hoffer, Scientific Director of National Institute on Drug Abuse, National Institute of Health
- Panel Discussions on the Bush Foreign and Domestic Policy Agendas, co-sponsored by William Paterson and CUNY’s John Jay College
- “Forgive for Good,” presentation on the nature and importance of forgiveness by Dr. Frederic Luskin, Senior Fellow at the Stanford Center on Conflict and Negotiation, Clinical Science Research Associate at the Stanford Center for Research in Disease Prevention, and co-creator and Director of the Stanford Forgiveness Projects
- Symposium by Barbara E. Ainsworth, Professor and Director of the USC Prevention Research Center, entitled “Epidemiology of Physical Activity and Obesity”
- “Women in Politics,” lecture by Assembly Woman Loretta Weinberg
- “Climate Change: hot air or hot water?”, colloquium by Dr. Armando Howard of the Goddard Institute for Space Science, NASA
- “The True Essence of a Woman: Strength, Dignity, and Excellence,” Sixth Annual Sister to Sister Conference featuring Monique Greenwood, former editor-in-chief, *Essence* Magazine, noted author and entrepreneur
- Poetry slam featuring muMs, who played “Poet” on the critically acclaimed HBO prison drama *OZ*, in observance of African Heritage Month

- “Past Reflections—There Is No Progress Without Struggle Future— Persistence,” Celebration of the life and legacy of Dr. Martin Luther King Jr., featuring Keynote speaker, Dr. Hazel N. Dukes, President, N.A.A.C.P., New York State Conference
- Presentation by Rich Giglio, Chief Photographer of *The Record*, entitled “Photo Ethics”
- “Studying Media Activism,” presentation by Ms. Amy Goodman, co-host of “Wake Up Call,” WBAI Radio and National Host of “Democracy Now,” Pacifica Radio

2. ***PUBLIC SERVICE ACTIVITIES***

William Paterson University has a strong commitment to public service. Many of its outreach efforts are rooted in the strengths of its academic programs. The following are examples of the types of public service activities offered by the University during this past year.

Educational Programs

As an educational institution that traces its roots to a normal school in the City of Paterson, it is not surprising that William Paterson University is deeply involved in helping to meet the educational needs of its region. This goes beyond the traditional educational opportunities offered to students enrolled in its educational programs to active engagement with teachers and students in the K-12 educational system. Here are some of the ways William Paterson reaches out to serve K-12 teachers and students.

Partnerships and Collaborations with K-12 School Districts. The College of Education is currently working with several school districts, particularly those identified by the State as “high need” districts. Examples of such collaborations are briefly described below:

- William Paterson is a member of the New Jersey Statewide Teacher Quality Enhancement Consortium funded by a five-year, \$8 million grant from the U.S. Department of Education. Working with four local school districts, Paterson, Passaic, Garfield, and Hawthorne, as well as the Passaic County Technical Institute, the University initiatives involve all areas of teacher training and quality, as well as issues critical to its partner districts that lead to increased student achievement. Specific activities focus on curricular reforms in the areas of world languages, health and physical education, and technology, as well as the New Jersey Core Content Curriculum Standards.
- The University is also a member of the Early Learning Improvement Consortium, which provides a variety of services, including preschool child assessments, classroom observations, and professional development and technical assistance, to eight Abbott school districts.
- Working with School 11 in Passaic and School 2 in Paterson, William Paterson is participating in the “Inquiry in Science and Math Project.”
- Funded by a \$285,000 grant from the Henry and Marilyn Taub Foundation and supplemented by additional gifts from Verizon, the New Jersey Nets Foundation, the William Paterson Alumni Association, and several individual donors, the College of Education’s Paterson Teachers for Tomorrow program in three Paterson high schools is designed to strengthen the recruitment and retention of teachers for Paterson public schools. Currently, 16 graduates of the Paterson schools are attending William Paterson with intentions of returning to Paterson to teach.
- The WPU College of Education is involved in a partnership with School 25 in Paterson to improve the academic success of School 25 students. Teachers and administrators in School 25 and at William Paterson University maintain an ongoing collaborative relationship that makes it possible for all to learn and grow together as they explore topics related to instructional improvement.

- Partnerships with Schools 4, 11, and 28 in Paterson involve working with their school leadership team throughout the year to identify critical issues and provide workshops and support for teachers.
- In conjunction with Montclair State University, the New Jersey City University, the New Jersey Department of Education, and the school districts of Paterson, Passaic, and Newark, William Paterson participates in NJCUE, an initiative aimed at preparing alternate route math, science, and special education teachers for those districts.

Professional Development Opportunities for Educators. In addition to the professional development activities that emerge during collaborations such as those described above, the University offered the following seminars, workshops and conferences this past year:

- 22nd Annual Bilingual/ESL Conference addressed linguistic pluralism and diversity in language instruction
- Spring Writers' Conference featuring prize-winning novelist Russell Banks and offering a variety of workshops around the theme of "Literature and the Family"
- "How Hip Hop Culture Can Inform the Race and Gender Conversation," a workshop for teachers
- Leadership Development Symposium featuring Dr. Sara Lawrence-Lightfoot
- Professional Development courses for District In-Service Days, such as "Teaching Kids Tolerance, Responsibility, and Respect: A Guide for Teachers," "Dealing with Bullying in the Schools and Classroom: Strategies for Teachers," and "Visual Teaching for Visual Learners"
- Summer 2003 Institutes for Teachers – approximately 18 courses offered (credit and non-credit) for teachers in grades K-12. Examples include "Enhancing Literacy in the Early Childhood Classroom: Puppetry, Bookmaking, and Storytelling," "Introduction to Computer Game Construction," and "Multiculturalism: Exploring Institutional and Individual Perspectives"
- "Teacher and Administrator Quality: Key to a Superior Education" – Critical Issues Conference
- "Teaching Asia," First Annual Asian Conference to foster deeper understanding of Asia and promote the integration of Asian studies into the high school curriculum
- Urban Music In-service Day for music teachers in Paterson, Passaic, and Garfield
- "Using Children's Literature in the Elementary School Classroom," a symposium featuring noted children's book authors, Tonya Bolden, Diana Engel, and Thomas Yeserski

Enrichment Opportunities for Area Students. Each year William Paterson University offers a number of lecture and workshop programs that bring middle school and high school students to the campus. Most of these programs are offered annually, some have been offered for more than 15 years. Attendance at programs typically ranges between 100 and 500. Programs during 2002-2003 included the following:

- 19th annual Abram Kertch/Thomas Jefferson Lecture, "Jeffersonian Citizenship, 1803 and 2003," by internationally recognized scholar, Ralph Ketcham
- Band Day
- Choral Day
- High School Scholars Institute – allows qualified junior and senior high schools students to enroll at the University in on-line and on-campus courses for college credit
- 9th Annual Summer Jazz – seven-day workshop of improvisation and performance for high school students age 14 and up as well as college students
- "Summer Money and Investing and Investing Boot Camp" – program developed for students grades 9-12 to increase their awareness of money management and investing
- History Day
- Poetry Recitation Contest

- Model UN competition for Middle School 9 and 12 in Paterson
- New Jersey State finals of the Academic Decathlon

Clinics

William Paterson University houses four clinics that serve the public: Speech and Hearing, Reading, Math, and Learning Disabilities. These clinics are offered in connection with graduate programs and provide service to the public at costs substantially lower than private clinics.

Institute for Creative Aging

The William Paterson University Institute for Creative Aging serves the region by offering programs to enhance the well-being of older adults through public education, professional development, involvement of older adults in the University community, and public policy. Two of the Institute's primary programs are the Students of Life (SOL) Program, in which older adults serve as mentors and resources to William Paterson students, and the Grandparents as Parents (GAP) program. During 2002-2003, the Institute sponsored the following activities and events:

- "Celebration of African Heritage Month," an event which brought together students, SOL volunteers, and 40 older adults from area senior centers to celebrate cultural and generational heritage through music and storytelling.
- "Older Americans Month" celebration featuring Pearls of Wisdom, an elder story telling troupe from Elder Share the Arts. University alumni, community partners, SOL volunteers and 35 older adults from the community were in attendance.
- GAP published a Resource Directory of Services in Passaic County for grandparents and other relative child caregivers and distributed about 500 copies.
- GAP sponsored a community forum for grandparent caregivers in Paterson, which was attended by more than 80 caregivers and family members.
- Hospice Teleconference Downsite and Host, "Living with Grief: Coping with Public Tragedy."
- Community Health Educators (CHE), a community based health promotion program for older adults facilitated by the Institute, conducted HIV/AIDS education at senior housing sites in Paterson.
- The Institute was invited to collaborate with the Paterson YMCA and Housing Authority to develop an exercise program for lower income seniors living in public housing sites in Paterson.

Small Business Development Center

The William Paterson University Small Business Development Center (SBDC) in downtown Paterson serves the citizens of Paterson and Passaic County by providing technical assistance to small business owners and entrepreneurs. The SBDC provides innovative consulting, training, specialized market development programs, and a broad range of educational seminars and workshops. In addition, it serves as a key advocate for entrepreneurship and small business development in the City of Paterson, Passaic County, and in northern New Jersey. The SBDC is a joint venture of the Christos M. Cotsakos College of Business, the New Jersey Small Business Development Association, and the City of Paterson's Economic Development Office.

In 2002, the SBDC provided counseling to 558 clients, the majority of whom were interested in starting a small business in the City of Paterson. SBDC consultants logged 820 working hours of counseling; the 57 business seminars offered were attended by almost 900 clients. Targeted publicity and word-of-mouth referrals counted for over 1,800 telephone and electronic inquiries received at the SBDC office. Newly developed activities include the Women in Business Forum Series and the Minority Small Business Development Program for the Hispanic community. To further its offerings, the SBDC is establishing

partnerships with companies and other organizations that can contribute resources, including financial and human capital, to support its mission.

Women, Minority, and Small Business Vendor Fair

For the third year in a row, the University held a fair featuring commodities and services offered by women- and minority-owned vendors. This year, small businesses were also invited to participate. A total of 65 vendors were featured in the event, and William Paterson faculty, professional and support staff, and administrators as well as representatives from other state colleges, universities and agencies attended.

Professional Development Activities for Area Employees

Through the Center for Continuing Education and Distance Learning, the University offers workshops and courses that contribute to the professional development of area employees in a number of fields, including business, health, and government. Below is a sample of offerings in 2002-2003:

- Medical Billing and Coding
- Ophthalmic Conference
- Introduction to Water and Wastewater
- CISCO One Day Course
- Microsoft Certification Courses

Community Service Activities by University Faculty and Staff

William Paterson University faculty and staff are involved in numerous service-oriented programs and projects. They take an active role in community organizations, including service on local school boards, museum, hospital and other non-profit agency boards, leadership in Chambers of Commerce, and leadership in national organizations such as the Special Olympics and the National Lung Association. In addition, direct aid to community residents is provided in the form of health fairs, breast cancer screening, speech and hearing screening, HIV testing, eldercare, sexual harassment and alcohol awareness programs, etc.

A special event, which involved the entire campus community, was the fourth annual Thanksgiving celebration for 430 senior citizens from 38 community organizations and social agencies in northern New Jersey. This event featured entertainment by students and a complete Thanksgiving dinner served by almost 150 faculty, staff, administrators and student volunteers. Eighty individuals or offices prepared gift baskets for attendees, and over 120 local businesses donated goods and services or made financial contributions.

Additional examples of University related volunteer activities are:

- The annual John Rosengren Day at Paterson Habitat for Humanity in honor of a former Biology professor who died shortly after his retirement.
- Support for the primary health-care clinic of Eva's Village in Paterson. As part of their academic program, graduate and undergraduate Nursing students work at this clinic under faculty supervision. This experience helps them gain practical experience in nursing in an urban setting.
- Each tax season, the University's Christos M. Cotsakos College of Business (CCOB) offers tax preparation services to the community through its Volunteer Income Tax Assistance Program (VITA). Through this program, WPU students assist individuals with limited incomes, individuals with disabilities, non-English speaking individuals, and seniors in preparing their income taxes. The CCOB coordinates these efforts with the IRS and the New Jersey Division of Taxation. These services are offered on campus as well as at the Small Business Administration Office in the City of Paterson.

Cultural Activities

William Paterson University enriches the lives of citizens in the surrounding area through the numerous cultural activities it offers. Attendance at cultural events was nearly 16,000 during this past year. This included attendance of 8,559 for music and theater events sponsored by the College of the Arts and Communication; attendance of 5,192 for music and theatre events performed by touring artists; and attendance of 2,226 at the University's Distinguished Lecturer Series.

Completing its 21st season, the *WPU Distinguished Lecturer Series* uses an interactive format that encourages audience participation. This series has become an important part of the cultural life of the region. A sampling of past lecturers include: Madeleine Albright, Isaac Asimov, Harry Belafonte, David N. Dinkins, Jaime Escalante, Gerald Ford, Jesse Jackson, Jeane Kirkpatrick, Everett Koop, Henry Kissinger, P.J. O'Rourke, Colin Powell, Beverly Sills, John Updike, and Spike Lee. Lecturers for the 2002-2003 season were: Anna Deveare Smith, playwright, professor, and actress who plays Nancy McNally on TV's "West Wing"; Stansfield Turner, former CIA Director, and Louis Freeh, former FBI Director; Senator Fred Thompson; Christos M. Cotsakos, former Chairman of Board and CEO for E*TRADE Group, Inc.; and Capitol Steps, the comedy troupe that pokes fun at politicians and other powerful individuals.

Under the auspices of the College of the Arts and Communication the following cultural resources are made available to the public:

- The **Ben Shahn Galleries** at William Paterson University have a full-time director and annually feature exhibits that represent a diversity of artists, styles, and mediums. All exhibits are open to the public free of charge. In 2002-2003, twelve exhibits were offered, including *Watercolor: In the Abstract*, a collection of abstract paintings done in watercolor; *Life with Pocket Change and Other Pleasures: An Exhibition of Artists' Books*, a demonstration of books created as works of art; and *NorthEast Prints*, a presentation of recent works by printmakers from New Jersey, New York, Pennsylvania, Massachusetts, Connecticut, and Maine.
- William Paterson University also contributes to the cultural life of northern New Jersey through high caliber music programs that encompass both jazz and classical traditions. During 2002-2003, University music offerings included the following: the **Jazz Room Series**, completing its 25th season; the **Orchestra at William Paterson University**, completing its 17th season; the **Midday Artists Series**, a series of 15 concerts; the New Music Festival, a series of 8 concerts focusing on contemporary music; the Opera Workshop; performances by the **University Chorus**, **University Brass Ensemble**, and **University Wind Ensemble**; and the **Jazz It Up Festival**, a week-long series of concerts that featured performers such as the Earl May Quintet, the Grammy Award-winning vocal ensemble, New York Voices, and the Billy Taylor trio.
- In addition to its offerings in classical and jazz music, the University also sponsored several performances by folk, rock, and world music artists in 2002-03. Performers included Roger McGuinn, a Rock and Roll Hall of Fame inductee and founder of The Byrds; Cherish the Ladies, an all-woman Irish group; and "Three Folk Divas," Lucy Kaplansky, Patty Larkin, and Susan Werner.
- The University's **Performing Arts Theatre Series** offered seven theater productions during the 2002-2003 academic year. These locally produced theatrical events were supplemented by touring theatrical, musical and other public performances. Theatrical productions geared toward area young people this past year included: *Pocahontas*; *Jack Frost: An Inclusive Holiday Adventure*; *Peter and the Wolf*; and

Winnie the Pooh. Also offered were *A Midsummer's Night's Dream*; *Unsinkable Women – Stories and Songs from the Titanic*; and *Jammin' with Pops*.

- Dance is another performing art that the University celebrates. This year featured an evening of performances by the critically acclaimed Carolyn Dorfman Dance Company. The performances were *The Klezmer Sketch*, *Echad*, and *A Fork in the Road*.
- WPSC FM, the University's FCC-licensed radio station, offers 24-hour programming to Wayne and neighboring cities during the week.

I. MAJOR CAPITAL PROJECTS

During the 2002-2003 academic year, with assistance from the architectural firm Saratoga Associates, the University engaged in a comprehensive master planning process and developed short and long range plans for future projects. Listed below are the major capital projects undertaken since 1995:

- College Hall New administration building occupied in Spring 1995
- Library Renovated and completed a 40,000 sq. ft. addition, Summer 1995
- Morrison Hall Administration building renovated to house centralized student services, Summer 1995
- Hobart Hall Annex Renovated to provide space for Admissions, 1995
- Atrium New academic building completed, Fall 1996
- White & Matelson Halls Completed Faculty/Staff offices converted to original use as residence halls. in Fall 1997 and Fall 1998, respectively
- Hobart Manor Restoration completed, Summer 1997
- Football and Soccer Fields New football field and new soccer and field hockey field completed in Summer 1998
- Power Arts Building 44,000 square-foot building, previously used for manufacturing, converted to a code-compliant facility for studio arts, Fall 1999
- Century Hall New 280-bed residence hall completed for September 2000 occupancy
- Ben Shahn Renovated to create offices for Athletic Department, 2000. Converted classroom to two computer labs and office and support space, 2002.
- Pioneer and Heritage Halls Residence Halls renovated and modernized, Summers 1999 and 2000.
- All Residence Halls Equipped with sprinkler systems prior to occupancy in Fall 2000
- Science Hall Computer lab upgrade, office complex renovation, 2000. Renovated environmental systems in animal research lab, 2002.
- Wayne Hall Renovated dining hall to accommodate growth in residence halls, Summer 2000
- Recreation Center Replaced roofing, flooring, and bleachers, Summer 2000
- Hunziker Hall Renovated former Scene Shop to provide music instructional facilities, new electrical service, Summer 2000
- Hunziker Wing Renovated instructional lecture hall, 2002.
- Tennis Courts Replaced six tennis courts, 2002.
- Air Conditioning Replaced failing central chiller with air conditioning equipment to serve three buildings, 2002.

- 1600 Valley Road Completed renovation of 151,000 square-foot academic support and instructional facility to house the College of Business, College of Education, and Continuing Education and Distance Learning, 2002.
- Century Hall Completed renovation of space for convenience store to service residential students, 2002.
- Student Center
 Plug and Play Lounge Completed conversion of computer accessory store into a student lounge with Internet access, 2002.
- Alumni House and
 Biology Research Station Completed renovation of residential property on Oldham Pond for a new Alumni House and Biology Research Station, 2003.

In Spring 2002, a computerized message board was installed on Pompton Road to enhance communication with the public traveling the perimeter of the campus.

J. DIVERSIFIED REVENUES

To ensure adequate resources to support excellence in its educational programs, William Paterson University actively seeks funds to supplement the financial support it receives from the State of New Jersey and from tuition and fees.

1. UNIVERSITY FUNDRAISING

In Fiscal Year 2003, contributions to the University exceeded \$9 million. This included a \$6.2 million grant from the Russell Berrie Foundation to establish the Russ Berrie Institute for Professional Sales at William Paterson, more than \$750,000 in equipment for the University's E*TRADE Financial Learning Center from E*TRADE, \$500,000 from E*TRADE to endow music scholarships, and two bequests for \$500,000 from the estates of Ray Miller and Jacob Rubin.

2. GRANTS

William Paterson University maintains an active grants program, with all colleges and several administrative units receiving extramural support during the past year. Over \$2,800,000 was received through 26 new grants from state and federal agencies, foundations and corporations. This represents a 16 percent increase over last year and is the largest amount of grant support received by the University in one year. The University had over 40 new and multi-year grant-funded projects active during the year. Research programs were supported by the National Science Foundation, the National Institutes of Health, the National Park Service, the Federal Aviation Administration, and the Research Corporation. Arts and community outreach programs were supported by the New Jersey State Council on the Arts; the New Jersey Council for the Humanities; the Martin Luther King Commemorative Commission; the Mid-Atlantic Foundation for the Arts; First Union Bank; the U. S. Small Business Administration through the New Jersey Small Business Development Centers Program at Rutgers University; and the City of Paterson, Urban Enterprise Zone. Education programs were supported by the National Science Foundation; the New Jersey Department of Education; the New Jersey Commission on Higher Education; Project Grad; the U. S. Department of Education; and the Department of Health and Human Services, Bureau of Health Related Professions.

APPENDIX

Selected Bibliography of William Paterson University Authors 2002-2003

Selected Bibliography of William Paterson University Authors, 2002-2003

The bibliography below was prepared by the David and Lorraine Cheng Library in connection with its 12th annual reception in Spring 2003 to honor William Paterson University authors for their publication activity during the year.

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