

Good afternoon, and welcome to the fall all-faculty meeting. I especially appreciate those of you who were able to make it today. I know that while the calendar says Tuesday, in academic-land, we are operating on a Monday schedule, and this is not common hour. What can I say? That is how busy our schedules are and how blocked our rooms are—this was the only available day in the ballroom in September.

One of the important and pleasurable tasks for this meeting is to welcome new faculty and to celebrate those who have achieved milestones such as tenure and promotion. We are happy to announce that for this year 33 faculty earned promotions, an increase in 6 from the previous year. And while we are all aware that we are currently working in absence of a new contract—not a productive or useful state, so we are all hopeful that negotiations will lead to a new agreement—I can announce that we will be able to continue the promotion process this year.

Under the leadership of President Waldron we have been able to not only continue to fill vacant positions, but we have also added two new tenure track faculty lines which we will be able to search this year. Yes, we are all well aware of the budget issues that face us (and more on that later) but I think it is important to acknowledge this growth. Since Fall of 2010, we have grown from 380 full-time faculty to 406 faculty lines, an increase of 26 new full-time faculty. This is something to celebrate. New faculty were recognized at the President's Address earlier this month, so we will pass on the redundancy—while we do acknowledge our pleasure at having our new faculty with us this year.

To continue our celebration, please let us also acknowledge those faculty who have been promoted and those who have been awarded tenure. These are truly milestone achievements that we happily acknowledge today (and please hold your applause until all the names have been read):

From assistant professor to associate professor:

- Jorge Arevalo

- Valeriya Avdeev
- John Bae
- David Borkowski
- Bela Florenthal
- Michael Gordon
- Mihaela Jitianu
- Natalie Lindemann
- Elaine Lorenz
- Nicole Magaldi
- Karen Phillips
- Christopher Salerno
- Lisa Warner
- Kyung-Hyan (Angie) Yoo
- Deniz Yucel
- Neici Zeller
- Ge Zhang

From associate professor to professor:

- Nadine Aktan
- Heejung An
- Suzanne Bowles
- Jennifer DiNoia
- Elizabeth Haines
- Haralambia (Betty) Kollia
- Prabakar Kothandaraman
- Payton MacDonald
- John Malindretos
- Christopher Mulrine
- Ahmad Nassiripour
- Monica Nyamwange
- Krista O'Donnell
- Thomas Owusu
- Kathleen Torsney
- David Weisberg

And those faculty newly tenured:

- Jorge Arevalo
- Valeriya Avdeev
- Kabba Colley
- Bela Florenthal
- Michael Gordon
- Mihaela Jitianu
- Prabakar Kothandaraman
- Natalie Lindemann
- John Malindretos

- Daryl Moore
- Christopher Salerno
- Warren Sandmann
- Manina Urgolo Huckvale
- Lisa Warner
- Jason Wicke
- Kyung-Hyan (Angie) Yoo
- Deniz Yucel
- Ge Zhang

Let's give our newly promoted and tenured colleagues a well-deserved round of applause.

One of the other very pleasurable tasks is to highlight and acknowledge a few of the many accomplishments from this past year—there were so many more, but our time here is limited.

In the **College of Humanities and Social Sciences** this past year the College held its third annual College-Wide Conference in November 2014 on the topic "Digital U: The Evolving University in the Internet Age." This highly successful event was once again extremely well attended, with over 600 students and community members in attendance over the course of the day, providing a great opportunity to put current students in contact with invited and on-campus scholars. The College also doubled the number of students engaged in minors programs and developed 6 new interdisciplinary minor options, approved for this year in American Studies, Italian and Italian American Studies, Public Policy and Administration, Religious Studies, Spanish for the Professions, and World Literatures.

In the **College of Science and Health**, the Department of Nursing was notified that the Commission on Collegiate Nursing Education (CCNE) reaccredited the Master's Degree Program in Nursing for 10 years, extending accreditation to June 30, 2025. In addition, the CCNE granted the Department of Nursing initial accreditation for its Doctor of Nursing Practice (DNP) program for 5 years, extending accreditation to June 30, 2020. Congratulations to the Department of Nursing. All of the programs in the College that have an external accrediting body remain fully accredited. Undergraduate student participation in research remains a notable distinction for the College of Science and Health. Last year 99

undergraduate students authored or co-authored a research presentation or poster at a regional, state, or national professional meeting in their discipline. Additionally, 16 undergraduate students authored or co-authored publications in peer-reviewed journals. Congratulations to our students who go beyond the minimum requirements and take full advantage of this opportunity and thank you to our dedicated and committed faculty who sponsor and mentor the students

This past year the **College of Education**, in partnership with WP colleagues in Science and Health, Arts and Communication, the Provost's Office, and Enrollment Management, was selected as part of the American Association of Colleges for Teacher Education's Networked Improvement Community, which is a 10-university project for diversifying the teaching workforce. As a result of this project, AACTE selected William Paterson as the first institution to offer a Holmes Honors and Master's programs to undergraduate and graduate students, which provide mentoring and peer-to-peer national networks in support of diversity in education.

The College also has received significant grant support, including 1.99 million dollars from USDE for preparing school leaders for Paterson Public Schools and continuing support from the Geraldine R. Dodge Foundation and the Henry and Marilyn Taub Foundation. The College continues to be a leader in grant work, with over \$9 million in active grants and contracts this year.

In the **Cotsakos College of Business**, Dr. Bela Florenthal was honored by the international Beta Gamma Sigma Honor Society as the Outstanding Chapter Advisor. Beta Gamma Sigma is a society open only to AACSB accredited programs and is the premier business honor society. Dr. Bahar Ashnai published a paper in Industrial Marketing and Management, one of the leading marketing journals in the field of business marketing and industrial marketing. The college is also continuing to work with their accrediting body, AACSB, to submit a follow-up report. The visit last year highlighted many of the

strengths of the college, but also noted some concerns. Dean Shojai and all of the faculty in the college have been working non-stop this last year and this semester to address the concerns.

Among the highlights from the **College of Arts and Communication** this past year was the publication of *Amelia & the Animals, Photographs* by Professor Robin Schwartz of the Department of Art. The book was a decades' long endeavor of Professor Schwartz and was featured on German national television in Berlin, international publications such as the Telegraph Magazine UK, the Opera Magazine, the Smithsonian Instagram online publication — and Time Magazine's Special Preview "A Guide to the Best Photo Books for fall 2014."

The College of Arts and Communication also celebrated recent student successes with a national award from the Alliance for Women in Media Foundation for "The Roundabout," an Outstanding Student Entertainment and Information television program and Sebastian Escobar's selection as Best On-Air Radio Personality in the Intercollegiate Broadcast System's National Communication Award.

Cheng Library implemented a web-scale discovery service that eases access and use of library materials by allowing a single search to return results from books, media, journal articles and all subscribed content. The library also initiated book delivery service to all main campus offices.

William Paterson faculty also took advantage of the services of **Instruction & Research Technology**. Professor David Demsey worked with IRT to get the Music Department's back catalog of jazz recordings available for students to use for study and research, with the recordings hosted on the NJVid server. Professor Hilary Wilder, Department of Educational Leadership and Professional Studies, worked with the Broadcast, Production and Support team of IRT to help students in Paterson participate in a virtual town hall discussion about education

in Afghanistan and around the world. The students were able to interact in real-time with students, speakers and participants in remote locations.

These are just some of the examples of the continuing excellent work that you, the faculty of William Paterson University, engage in on a regular basis as you work to help our students succeed and learn—thank you.

As we approach this year and as I think about what to say to all of us, I am brought back to my own academic calling. I am a rhetorician, and in part that means I study public address. This speech, an all-faculty address, mixes two of Aristotle's three categories of speech—this is a deliberative address, one in which (at least in part) I offer an argument in an attempt to get you, the audience, to consider my claims. But this speech is also epideictic—a ritual event, one that takes place each year for, at least in part, ceremonial reasons. What does that have to do with anything? Well, Aristotle (and many after him) reminded us that the form of communication helps shape the content of communication. A deliberative or epideictic speech both have rules and requirements as to what takes place.

In an epideictic speech, I am also faced with a dilemma: A fall welcome back to campus speech is a celebration—a chance to highlight all that has gone well in the past and forecast more of the same for the future—a sharing of the good news—the gospel. But this speech will also—I think must also—be not just gospel but jeremiad as well. The Jeremiad is a rhetorical form, with the name and function growing out of the writings of the Christian prophet Jeremiah. A jeremiad is prophetic, and prophecies aren't always filled with good news—even though hope and deliverance is always out there.

So today, I offer this gospel and jeremiad—a mix of the good news and the difficult times in which we live. We have already acknowledged much of the good, and there is good that has happened and is

happening. After a blip last year, we have achieved our enrollment targets for new students—and our graduate enrollment continues to climb. This fall, for example, we enrolled the first class of PsyD students into our new doctoral program in Clinical Psychology. Yes, we are still overall lower in number than we planned to be, and some of the growth has come in the form of more part-time students at the undergraduate level—a sign of the economic times that also affects our economics. We have added full-time faculty to the campus, and we have for the fourth year in a row improved our four-year graduation rate—even though we still have far to go, and we have not been able to continue the upward growth in 6-year graduation rates or first to second year retention. We continue to have a committed and engaged faculty, focused on helping our students learn and succeed, and we will need to continue our efforts to help our students learn and complete their degrees in a timely fashion.

So what is facing us this coming year, as both gospel and jeremiad?

We have a new building coming online in University Hall! This is definitely good news. Not only will we have brand new classrooms, labs, offices, study areas, lounges and food options, we will have all of this ahead of schedule—well ahead of schedule (and it's not often we get to say that about a major building project). You can see how far along we already are—work is already taking place on landscaping and the interiors are being finished. Those who will be moving into University Hall, I am sure, are already getting prepped for the move over the semester break. The University has partnered with a professional logistics company to help us all get moved in a safe and timely manner, but it will also be important for those moving to pack carefully, consider what needs to be moved (and what, perhaps, can be archived, recycled or moved to a dumpster—this is an opportunity to clean offices and maybe simplify some lives) and get ready for the spring semester in a new location. In a few weeks, we hope to have a temporary certificate of occupancy, and then we will be able to have those of you moving to University Hall get a little better look at your new home.

Once we get everyone settled into University Hall, we will move full speed ahead with the complete renovation of Hunziker Wing and Hunziker Hall. The wing will empty spring semester, and once renovations are complete there, we will move people from Hall to Wing, and move renovation from Wing to Hall. The entire project is slated to be done for the start of fall semester 2018. Once all is complete, we will have increased classrooms on the main campus by 14 and added almost 250 additional seats. It's not just numbers: new classrooms in University Hall and significant renovations to all classrooms in Hunziker Wing and Hall will be almost like having three brand new academic buildings. Since President Waldron joined the university, she has really focused on updating the physical facilities of this campus. We will have facilities that will help all of you to better teach, do research, scholarship and creative expression, and help our students learn and succeed.

All of this building and renovating is certainly good news, but, of course, it also comes with challenges. As we go through the building and renovation process, we encounter dirt and noise and closed sidewalks and changes to our parking spaces—progress, in other words, but with change. One specific challenge will be in how we manage our classroom space during the renovation process. The good news about that? There appears to be less need for significant change than we had initially feared. We do NOT have to make a major change to our classroom scheduling grid (though I do still think we want to have a discussion about how our class scheduling could shift to better serve the pedagogical needs of our students—but that can wait a bit). We DO need to actually USE the scheduling grid—all of the scheduling grid. So we will need to see a few more classes early in the day and later in the afternoon. This fall, for example, in response to increased first year enrollment and some late arriving transfer students, we added 12 courses at 8 am start times, and one course at a 3:30 start time—we also added 6 courses at other times during the day. And just for a bit of context—we have 2,554 courses running this fall. We do need to continue to better use all five days of the week and more of the hours of the day. To repeat—no change to the grid, no change to common hour, but increasing attention to

spreading out a little more each day to use the space we have. And if our enrollment continues to increase (as we fully plan for it to do), the stretching will need to continue—but I think that is definitely good news.

As we expand and update our facilities, we need also to take a more thoughtful look at our curriculum. As a university, we have been a bit behind the curve on the development of new undergraduate and graduate degree programs. We have significantly increased the number of minors available on campus, which offers students focused approaches to meeting graduation requirements and academic emphases that let students achieve their goals and interests. But we have not been as productive in the development of new degree programs. Let's be clear—there is no good reason to develop new degree programs just for the sake of saying we have new degrees, or increasing the number of degree options. We develop new programs at the graduate and undergraduate level in alignment with the Strategic Plan of the University. The Strategic Plan provides guidelines and criteria for new program development:

- Academic rigor and innovative approaches to the discipline and profession
- Meet student demand and contribute to enrollment growth
- Address workplace demands and focus on professions of the future
- Unique and competitive
- Potential to enhance the reputation of the university

One part of my job is to review all the proposals from all across New Jersey for new academic programs, so I get a taste of what our peers and competitors are doing. I want to repeat—we don't develop new programs for the sake of developing new programs. But we do develop new programs when students demand them, disciplines change, and the graduate schools and employers demand new skills and abilities.

Now that we have our new Associate Provost for Curriculum and International Education, we would be well served, I think, to look at where we could benefit from program development. As we think about program development, keep in mind that new programs are developed both as complete (or relatively complete) new offerings, and also developed as variations on existing degrees: Computer Science begets Computer Information Technology, for example. Let's look and see what is happening in our disciplines, at graduate schools, and in the work-world, and see what we might consider in the way of new programs. And while we do this, let's also (as I know you always do) keep an eye on our current programs and make sure that our current offerings continue to meet the needs of our students and our society.

As the President noted in her welcome back address earlier this month, we are in the mid-cycle of our accreditation process with our regional accreditor, Middle States Commission on Higher Education. Starting last year and continuing this year, a cross-university team led by Maggie Williams and Kendall Martin has been hard at work gathering data, compiling information, drafting text and preparing our Program Review Report (PRR). The PRR will document how we have responded to suggestions and recommendations from our last visit in 2011 and provide a snapshot of where we are in meeting the requirements of continuing accreditation from Middle States. We have addressed all of the recommendations made from the last visit, and have made some good strides in the areas of strategic planning and in aligning planning, budgeting and assessment. We have a general education assessment plan in place and have begun implementation. We know that we are perhaps not as far along in terms of assessment of our general education program as we need to be, so there is still work ahead of us in that area. We will have a draft of the PRR available for public review and comment early in the spring semester.

In addition to the PRR, this year is a NSSE year. We administer the NSSE survey every other year to first year and senior students. This is an important tool in our assessment efforts, as the NSSE helps us assess the level of engagement of our students with the campus, faculty, and other students, and provides information about our success (or lack thereof) in addressing student needs and concerns. So when you see the communication about NSSE, please help us get student participation in this activity.

I am also happy to remind us all that this year we are implementing Degree Works. This new tool will allow students and advisors to better track progress toward successful degree completion. We will continue to offer support sessions to help all of us learn more about Degree Works, and we think this will help our students take a more active role in plotting their road to graduation.

As noted earlier, after a blip last year we are getting back on track with enrollment. Undergraduate numbers are close to target; graduate numbers are continuing upward; retention and 6-year graduation rates remain challenges. The rebound in enrollment is not only good news but essential news, because, as we learned last year, our direct appropriation from the state of New Jersey for operating this university declined after four years of staying at the same level. And I can't seem to find a single crystal ball that forecasts anything positive in the way of state funding for higher education. All of us are inundated on a daily basis with news about the economic condition of the state—not much of it good.

We continue to face challenges to use fewer resources in more effective ways, and we continue to have to choose – and choose carefully – how we will use the scarce resources we have available.

I sometimes get the question, “What keeps you up at night?” Now—not that any of you are really all that interested in my sleeping patterns, but there is an answer: Higher Education Economics keeps me awake at night.

I don't really worry about our academic programs—we do a good job and our students are learning. Are there areas where we can do better? Of course there are. And the discussion earlier about curriculum is one area where we might have some room for growth. But that doesn't keep me awake at night. Do I worry about things like our graduation rate and our retention rate, and whether we can really show people how much our students do learn and succeed—of course I do. But again, while there is always more to do, we are moving in the right direction. As Provost, actually, I WANT to worry about our academic programs, because I want to focus on what we do well and how we can continue to get even better. But reality has moved something else to the top of my to-do list.

Higher Education Economics—that's what I think about.

Here at William Paterson, we are in pretty good shape at the moment. The financial rating agencies have reviewed our numbers, and we did drop a bit in the ratings—but not significantly and not to the degree that it really has any bearing on our ability to bond and borrow. But longer term—yeah, that's a worry for us and for all of us in higher education.

Harvard—they're not really worried. Princeton—not them either. Rutgers? Maybe a little bit, but land grant universities and research-intensive universities, they live on a different planet from the majority of us.

State universities. Teaching universities. Regional comprehensive universities (all of which describe us).

We worry. We worry because we don't see any increase in state support coming—we're happy when we don't get cut (even as inflation chips away at the budget). We worry because our students and their families simply cannot pay more tuition—they're getting tapped out. We're worried because, as efficient as we ceaselessly work to be, costs tend to rise at a greater rate than revenues rise. So we worry.

For those of you keeping score at home, this is definitely the jeremiad portion of the address.

How are we addressing these concerns, then?

This year we are working with a reduction of \$2.3 million in our budget. We have addressed, and continue to address, this reduction in a variety of ways (and not all in Academic Affairs—all divisions have reduced expenditures). I want to thank the Deans, the department chairs, and the faculty who have worked on course scheduling, on using the existing courses fully. Yes, it is tight this fall, especially as we needed to fit in late registering new and returning students. We will need to keep an eye on this so we can meet student demand, make sure that students are still able to learn, and do so with fewer resources. We have worked hard as well on reducing adjunct and overload expenses, and on scrutinizing reassigned duties so that we can continue to put our resources into full-time faculty lines and into supporting teaching and research. Our students are best served when we have full-time faculty in the classroom. We will need to continue to look closely at how we can support needed activities outside the classroom as we focus on keeping people in the classroom.

Even as we reduced budgets, we have pledged to maintain the same level of support for faculty and student research, and we are working hard to keep that pledge. We funded six full-year sabbaticals for this year, as well as 20 half-year sabbaticals, a significant increase from previous years, and we will continue the sabbatical application process this year. ART awards are also continuing, as these provide important support for the research and scholarship that faculty do here at William Paterson.

What else are we doing?

We are looking at ways to not only reduce costs (simply cutting expenses is not how we improve education and succeed in the future) but to add revenue. We continue to work on adding new students to the campus—traditional students straight out of high school (even as we know the demographics are

working against us); more “non-traditional” students (and that phrase has less and less meaning each year) such as older students who left without completing a degree and now need that education; increasing graduate enrollment in programs that build on our strengths and meet the demand of our region; looking to grow international student populations; and finding ways to partner with high schools so that students begin their college education—with us, not someone else—while still in high school.

The rest of the university, not just Academic Affairs, is also looking at ways to bring in more revenue. We have a beautiful campus—and too much of it sits idle for three months a year. How can we better use these facilities? Can we bring in more summer students? Can we increase our summer programs offered through Continuing and Professional Education? Can we use our residence facilities more effectively?

We look at all of these and we will implement practices to increase our revenues so that we can continue to support and grow our educational offerings.

Last fall, I ended with a vision stolen from Tolkien—Orcs all around and little hope of success: But success happened because people fought on.

This year I’ll switch geek genres to Star Trek—which (for those of you who really are geeks already know) now has competing histories:

In the first version (Star Trek II: The Wrath of Khan—1982—yeah, I’m that old) and in the “alternative” version (Star Trek Into Darkness—2013), our protagonists face death--and not only face it, experience it.

But (as long as I’m going back and forth from jeremiad to gospel), there is good news—resurrection. Even faced with difficult odds and death, Kirk and Spock come back (decent box office receipts always help, mind you).

But they do come back.

Now, we don't have J.J. Abrams to write a script for us and keep pounding out sequels (when he is not busy redoing Star Wars—maybe I'll borrow themes from there for next year), but at William Paterson we have something better.

We have you.

We have faculty who are committed to student learning and success. We have faculty who take the time to work with that student who needs an extra push. We have faculty who listen to the student who needs someone to hear her story. We have faculty who are willing to take the extra step and help students get to the finish line. We have faculty in the lab, the practice room, the stage, the studio—all working to help our students succeed.

If we are looking for the good news, I can think of little better.

Thank you, keep up the fight this semester, and let's all work together to help our students.