

**MEETING OF THE BOARD OF TRUSTEES OF THE
WILLIAM PATERSON UNIVERSITY OF NEW JERSEY
Board Retreat
Friday, September 23, 2011**

Mr. Mazzola called the meeting to order at 12:25 p.m. in the Board Room, College Hall.

BOARD MEMBERS PRESENT: Mr. Adzima, Ms. Conway, Mr. Gruel, Mr. Guarasci, Mr. Jackson, Ms. Mascolo, Mr. Mazzola, Ms. Niro, Mr. Pesce, Mr. Taylor, and President Waldron

ABSENT: Ms. DeMarco-Clisset, Dr. Pruitt

OTHERS PRESENT:

Provost and Senior Vice President Weil, VP Cohen, VP Ferguson, VP Martone, AVP Goldstein, Executive Director DeDeo, Chief of Staff Dr. Seal, and Mrs. Santaniello
Consultants – Mr. A. Knerr and Mr. J. Braunstein

ANNOUNCEMENT CONCERNING ADEQUATE NOTICE OF MEETING:

In accordance with the “Open Public Meetings Act,” the Chairperson publicly announced and had entered into the minutes that “adequate notice” of this meeting was provided. In compliance with this Statute, this notice was posted on the University’s web page and also distributed to The North Jersey Herald and News, The Record, and The Star Ledger more than 48 hours prior to this meeting.

AGENDA

The sole item before the Board was a discussion of the Strategic Planning Process being undertaken by the University. The retreat followed the agenda below.

1. Introductions and Goals for the Meeting

Mr. Mazzola opened the meeting by discussing the agenda, meeting objectives, and the progress made in the strategic planning process. The need for an overarching institutional strategic plan was apparent to the Board and the arrival of a new President provided the opportunity to begin. The Middle States team also reaffirmed the University’s need to develop an institutional strategic plan expeditiously. Mr. Mazzola stated that the Board would be commenting on the strategic framework, providing their feedback, with an affirmation of the framework as the desired outcome, so that the Strategic Planning Steering Committee (SPSC) can continue its work.

President Waldron added that the work on the Strategic Plan is at a critical point. The framework has been shared with the University community and the Committee is providing multiple opportunities for campus constituents – faculty, staff and students – to provide substantive comment on the framework. Feedback will become an integral part of the Committee’s deliberations going forward. Discussion and engagement in conversation about the framework is in process throughout the campus.

2. Review Strategic Planning Process and Progress to Date and Points of Board Engagement in the Process

Mr. Knerr and Mr. Braunstein outlined the Strategic Planning Process to date, and shared that the framework is structurally a high level of architecture and the Board's feedback will be helpful in confirming whether the five aspirations identified are the correct ones for the University and if they are balanced and interrelated appropriately. The SPSC has met six times. They have considered the identity issues of the University, worked to identify the important issues and a collective vision. The discussions have been collegial and engaged. The framework is the result of an iterative process with much give and take and several working hypotheses that the Committee has synthesized and refined. The next meeting will focus on developing a vision and core values so the Board's feedback on the framework is critical at this point in the process. The October SPSC meeting will focus on the University's current mission statement and whether it is still appropriate. During October and November the SPSC will review the Board's input and the input from the University community and develop a first draft of the plan. Further refinement will take place and a second draft should be ready in time for the holiday break. The goal is to have a completed draft ready for the Board's review by February or early March.

3. Discussion of Preliminary Framework of WPU Strategic Plan

The consultants led the Trustees in a discussion around the preliminary framework.

Mr. Adzima said he thought the environment and goals of present and future college students is much different than when he was a college student. The idea of attending college solely to become a well-rounded, educated individual has become a luxury most students cannot afford. Jobs are harder to obtain and paying for college is a challenge for most working families. His concern is whether or not the University is preparing the students with the skills and knowledge to be successful in gaining employment after graduation. President Waldron acknowledged these concerns and stated that we do have both a strong liberal arts curriculum and strong professional studies programs. The University has identified the need to strengthen the activities tied to career development and ensuring that the skill sets necessary for job success are imbedded in all courses.

Ms. Conway suggested that identifying who we want to be is important in formulating the goals. The focus on first-generation college students from working class families will demand one kind of resources and focus, and students pursuing a broad liberal arts education with professional studies preparation will demand others. She mentioned the area she thought was missing in the plan was more focus on our role in the external community and positioning ourselves as good citizens. That connectedness can provide the links to jobs, internships and career opportunities for our students and enhance our position and leadership in the external community.

Mr. Guarasci also stated the framework as stated does not identify how WPU contributes to the broader community at large. How does the scholarship at the University benefit the communities surrounding the University? Are we preparing the students to become citizens of the world with global awareness? How do we graduate students who

recognize their responsibility beyond their chosen field to be contributors in the community in which they choose to live and work?

Ms. Niro said she thought the goals were broad and well-written and provide opportunity for continuous growth and flexibility and room for adjustment as needed. She agreed that there should be community involvement locally, regionally and globally.

Mr. Jackson thought the framework is very detailed and the overarching goals are well defined. He is concerned about alignment with the mission statement and in particular the part which references valuing diversity and equity as essential to achieving excellence. He said the framework does not address how to achieve that objective. Perhaps it may mean re-visiting the vision statement, which has been mentioned in the discussion. But given our geographic location and the diversity which surrounds us, there is not enough focus on this point. Mr. Jackson also said that he read recently that many college students are returning home after college instead of being on their own. It suggests that college has not prepared them to be "self-starters" in business and industry and in their personal lives. They return home and find they are working in careers they were not prepared for or not their chosen field – just to make ends meet. Mr. Knerr acknowledged that the majority of the Steering Committee is of the opinion that the mission statement must be re-visited and eventually re-crafted.

Mr. Mazzola said he and President Waldron discussed the mission statement and agreed that the group working on the strategic plan, and the framework are in a good position to comment on the mission statement. They have committed themselves and are dealing with all aspects under consideration. At the appropriate time they will be able to make suggestions about any changes or enhancements to be considered. Ultimately the Board has the responsibility for approving any changes to the mission statement, but the input of this group will be helpful.

Mr. Mazzola remarked that the strategic goals reflect some of the things discussed by the Board for some time and they seem more quantified in the framework and have become priorities – like NSSE results. He could not envision how these goals came together from the perspective of the question, "What kind of institution are we?" and he said he did not think the strategic goals could be articulated easily in conversation with peers, parents of prospective students or legislators or potential donors.

Mr. Knerr said what he was hearing is that the framework doesn't allow one to describe the identity of the University in a way sufficient to be faithful to the University's current culture and aspirations. He said one of the first issues that arose in focus groups and interviews was the whole issue of identity of the University. There was no crisp statement that could state what the University is and what it aspires to be. A second related issue is that the University is not as well-known as it would like to be – although this is not a primary function of identity - and thirdly, within the University there is not a clear view of who we are, what we are about and where we want to go. The Committee has wrestled with this issue and has not resolved it yet.

Mr. Pesce remarked that some of the recent homework on vision and values assigned to the Committee may get at the heart of these issues. The Committee continues to wrestle with the points made and is committed to their work. He mentioned the statements in the

framework, "WPU is dedicated to..." and said that any combination of those statements will distinguish us from our past and from others. They are the beginning of the process of identifying "who we are." For instance, the word comprehensive does not provide enough definition or tangible substance, but the concept of "student-centricity" is more defining on who we are and want to be. Our ability to be student-centered will be a part of all decision-making and become more apparent over time.

Mr. Gruel said he did not see a sense of competitiveness in the framework. As a state institution we are competing with other state schools in a highly competitive atmosphere. We are looking at the same pool of applicants. How are we factoring in what the competition is doing? President Waldron shared that Mr. Knerr and Mr. Braunstein put together a grid about all the state institutions comparing aspects of those schools including, their mission statement, vision, student characteristics, size, etc. There has been much feedback about the need to be competitive.

Mr. Braunstein offered that when all the pieces are put together, we will be able to distinguish ourselves/identify ourselves in the key areas that most four year universities are engaged in – teaching, research, and service. But we will be able to say that our teaching is distinguished by innovations in the classroom, experiential learning where students learn and train for not just one career, but for future choices and career paths. Our research is focused on applied research, student-based research and research focused on partnerships with corporations within the state.

Mr. Jackson suggested that the University needs to use technology to obtain data and apply it to the decision-making and advantage building. We use it on the instruction side, but need to incorporate it more on the planning side.

Mr. Guarasci asked about whether we are looking at how to use resources strategically to support high demand, star programs, and let go of outdated, or low demand programs. VP Martone said the Committee is discussing this idea and looking at programs for investment and development. President Waldron added that she and Provost Weil have had discussion about the same issues.

Ms. Conway added that in crafting the vision it needs to be aspirational and flexible at the same time. It can't be so defined that people can find themselves in it. It needs to be able to respond to the ebb and flow of university life.

Mr. Taylor shared that he felt very hopeful about the work of the Committee on the strategic framework and the vision. He would like to stem the loss of the best and brightest of New Jersey migrating to other states. His hope is that the results will produce a definition of the University with a statewide frame of reference, but not limited to this state, with the quality inherent in the institution fulfilled and recognized, and to have a more cogent identity about its strengths and aspirations at both the undergraduate and graduate levels. He sees great potential in the work accomplished to date.

Mr. Pesce commented regarding competition and innovation there are certain realities that exist, i.e. most students will come from New Jersey, from a particular area of New Jersey and from a particular background and level of experience. There is much overlap in NJ state schools. He believes we need to distinguish ourselves by out-executing the

other schools – growing faster, creating an image of the place to be, where faculty want to be transformative, who want to stay because the university is invested in them, a place where “it happens”, where students graduate and are successful.

Mr. Guarasci agreed with distinguishing the University in this way but also said that he believes it is tied very much to bricks and mortar. He said there needs to be an intentional decision to “rebuild” the University and it should be a significant part of the plan. The physical condition of the University needs to be tied closely to the aspirational plan. He said we should be pursuing public-private partnerships to enhance and renovate buildings, facilities, and creating a campus that will support the strategy and vision.

Ms. Niro agreed that the master plan and the strategic plan must be linked.

Mr. Knerr said that articulating an institutional identity is very complex. It has to be right. It is not just fancy language. Programs that are identified as having potential as flagship programs of distinction need to be identified and supported. The plan would provide for resources to be provided over a five to ten year period, methodically, and on an incremental basis to grow the six or seven identified programs that will be broadly known inside and outside the University as high quality programs. The public will be able to say William Paterson University is known for distinctive, high quality programs in the areas of And these are areas that are sensitive to marketplace needs so graduates of these programs will be able to secure really good jobs and even better jobs because they had the right kind of broad training at the institution. We will need to master graduation and attrition rates and do it very well, that execution will provide the distinction we are looking for. We need to be able to welcome students, and provide the supports necessary to enable them to receive a good education and graduate on time. We need to strive to be low-cost and affordable, sensitive to the effects of the economic downturn on our students. The success of the students will reinforce the distinction of the University and cultivate supportive alumni over time.

Mr. Jackson urged that we stay focused and sensitive to the needs of the at-risk students to help them succeed. We need to be aware of the different student populations, and then identify their specific needs and provide the necessary supports, whether tutoring, emotional support, financial support, counseling support. Dr. Martone spoke about some of the initiatives and training currently in process to help address the needs of the fast-growing Hispanic student population, including bilingual counseling and orientation materials.

4. Brief Overview of Initial Feedback from WPU Community

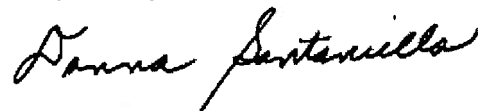
President Waldron provided feedback on the framework received to date. The framework has been discussed at the Faculty Senate and will be on the agenda again, Provost Weil shared it at the Fall Faculty meeting to over 300 faculty and staff, there are two town hall meetings scheduled, and VP Martone indicated the SGA will have student sessions in October to discuss it. The Foundation Board has also received the framework and President Waldron received favorable feedback from them. The individual colleges are having discussions at the college level.

Mr. Mazzola said he heard concurrence among the Board on the framework and the exchange of ideas was very productive.

William Paterson University
Board of Trustees Retreat September 23, 2011

Mr. Knerr concluded with a brief recap on the remaining schedule. He indicated that the Board should have a draft mission, vision and core values in mid-November.
Mr. Mazzola adjourned the meeting at 2:10 p.m.

Respectfully submitted,

A handwritten signature in black ink that reads "Donna Santaniello". The signature is written in a cursive style with a large initial 'D'.

Donna Santaniello
Assistant to the President
and Board of Trustees

9/23/11