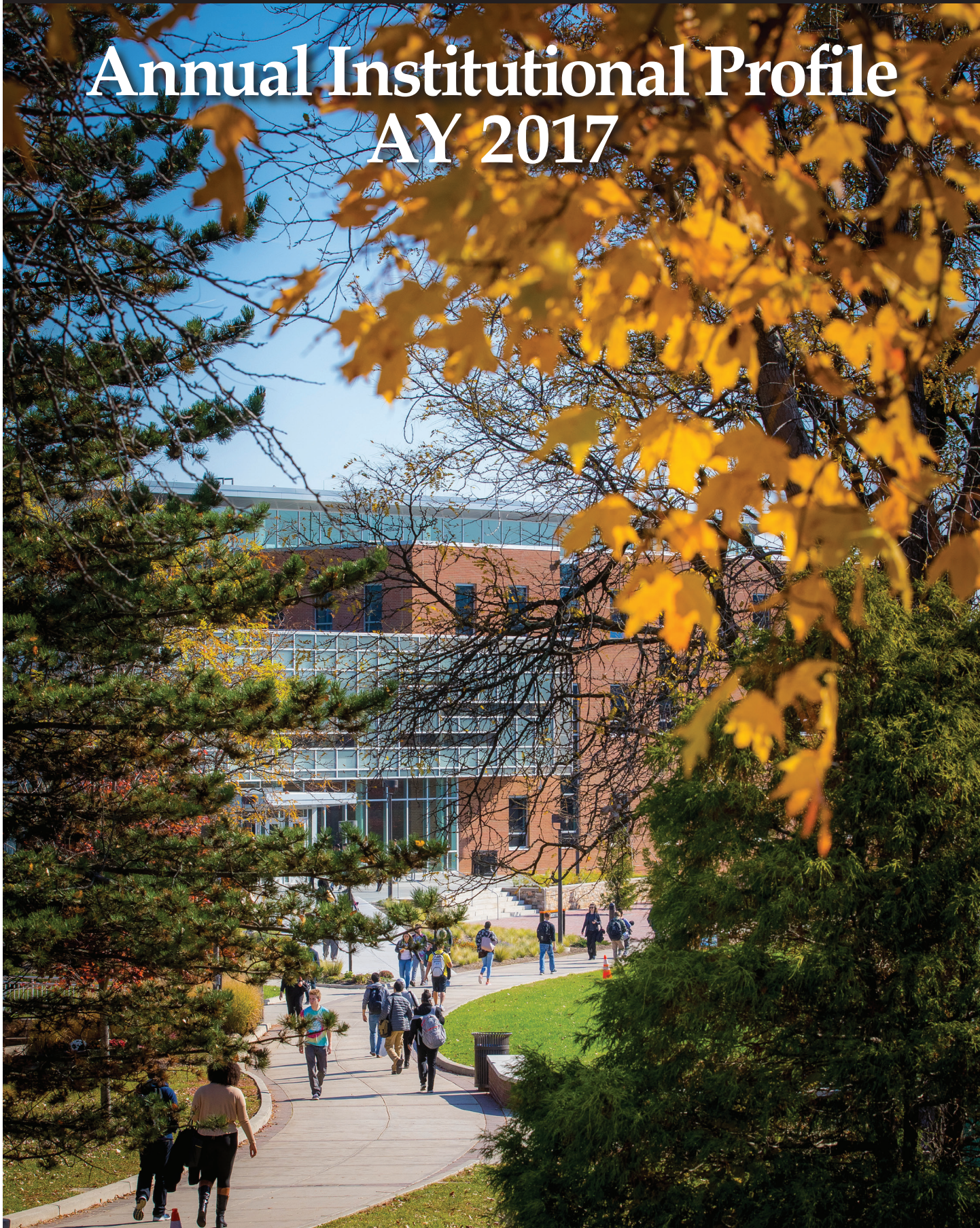


WILLIAM PATERSON UNIVERSITY

# Annual Institutional Profile AY 2017



**WILLIAM PATERSON UNIVERSITY**  
**ANNUAL INSTITUTIONAL PROFILE, FALL 2017**

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## I. PREFACE

WILLIAM PATERSON UNIVERSITY remains true to its mission as *a model of outstanding and affordable education in New Jersey*.

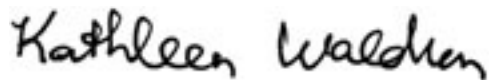
*The University serves a diverse student body by providing world-class academic experiences.* Instruction is delivered by expert faculty in modern classroom and laboratory facilities. Many of our students engage in original research with faculty mentors, advancing knowledge and preparing them for future personal and professional endeavors. We are committed to the ideal of civic engagement, embedding experiences in both classroom and extracurricular activities and projects, affirming the value of being an active and engaged citizenry.

*The University provides a transformational experience for our students,* as many of them are first-generation citizens and college students. The campus culture promotes a sense of community that supports our students in the classroom, provides valuable practical experiences through internships and field placements, and offers leadership training experiences through extracurricular activities, all focused on readying them for the changes they will encounter in tomorrow's marketplace.

*The University is committed to its partnership with the State of New Jersey.* Last Spring, we graduated 2,700 students who earned bachelor's, master's, and doctoral degrees, who are now part of a well-prepared and highly-trained workforce. Our 70,000+ alumni hold leadership positions in the business and industry sector, education, health care, and the sciences, vital contributors to the economy of the state and region.

We are committed to helping our students be successful and graduate in a timely fashion, and we are pleased to have made considerable strides in improving our graduation and retention rates. We have doubled our four-year graduation rate -- which unfortunately will not be captured herein for another two years due to the lag in reporting time -- and our efforts at keeping students focused on their courses of study are reaping positive results.

We remain concerned, however, about the cost of public higher education and its effect on our students and their families. Again this year, tuition and fee increases have stayed below two percent, marking seven years of modest increases in the cost of attendance. Recent fundraising efforts have significantly enhanced scholarship support, and we will continue to seek private dollars to help our students pay for college.



Kathleen Waldron  
President

## **II. DATA BY CATEGORY**

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

The Middle States Commission on Higher Education (MSCHE), the region's accrediting body for colleges and universities, has continuously accredited William Paterson University since its first accreditation in 1958. Our most recent reaccreditation visit was in 2011 and the University's mid-decade Periodic Review Report, filed in spring 2016, was accepted by the Commission with no follow-up requirements.

The high quality of William Paterson's academic programs is evidenced by the national accreditations many of them have earned. The following is a list of the University's academic program accreditations and certifications.

#### **UNIVERSITY PROGRAM ACCREDITATIONS AND CERTIFICATIONS**

<http://www.wpunj.edu/ira/FACTBOOKS/FB16/Accreditations.pdf>

- Middle States Commission on Higher Education (MSCHE)
- American Chemical Society (ACS) certifies the BA and BS degrees in chemistry
- Association to Advance Collegiate Schools of Business (AACSB) accredits the Cotsakos College of Business
- Commission on Accreditation of Athletic Training Education (CAATE) accredits the undergraduate bachelor of science athletic training program
- Commission on Collegiate Nursing Education (CCNE) accredits the BS and MSN degrees and the new DNP program begins the accreditation process fall of 2014
- Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) accredits the bachelor of science in computer science
- Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the M.Ed. in professional counseling
- Council for the Accreditation of Educator Preparation (CAEP) accredits programs preparing early childhood, elementary and secondary school teachers, as well as those preparing administrative and school service personnel at the undergraduate and graduate levels
- Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA) accredits the MS program in communication disorders
- Masters in Psychology Accreditation Council (MPCAC) accredits the master of arts degree in clinical and counseling psychology
- National Association of Schools of Art and Design (NASAD) accredits the BA in art and art history and the BFA in art at the undergraduate level and the MFA in Art at the graduate level

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- National Association of Schools of Music (NASM) Professional Services Board accredits the BA and the BM in music as well as the MM in music
- New Jersey Board of Nursing accredits the BS and MSN programs and the DNP
- Council on Education for Public Health (CEPH) accredits the public health/health education bachelor of science program

**B. Number of students served**

Fall 2016 Undergraduates

Slightly over 9,100 students attended William Paterson University as undergraduates this past fall (Table II.B.1). The majority, 82.0 percent, attended as full-time students. A small number, 130, also attended as undergraduate non-degree-seeking students.

<b>Table II.B.1: William Paterson University Undergraduate Enrollment by Attendance Status, Fall 2016</b>				
<b>Full-Time</b>		<b>Part-Time</b>		<b>Total</b>
<b>Num</b>	<b>Pct</b>	<b>Num</b>	<b>Pct</b>	
7,499	82%	1,604	18%	9,103
Source: IPEDS Fall Enrollment Survey				

Fall 2016 Graduate Students

At the graduate level, almost 8 out of 10 or 78.0 percent of the 1,480 graduate students attended the University as part-time students (Table II.B.2) accommodating the majority of whom hold full-time employment positions.

<b>Table II.B.2: William Paterson University Graduate Enrollment by Attendance Status, Fall 2016</b>				
<b>Full-Time</b>		<b>Part-Time</b>		<b>Total</b>
<b>Num</b>	<b>Pct</b>	<b>Num</b>	<b>Pct</b>	
324	22%	1,156	78%	1,480
Source: IPEDS Fall Enrollment Survey				

FY 2016 Unduplicated Enrollment

Students enrolling at William Paterson either in the summer, fall, winter, spring or all semesters yielded an unduplicated headcount of 11,184 for undergraduate and 1,972 for graduate students, with an overall University Full-Time Equivalency (FTE) of 9,503 (Table II.B.4).

<b>Table II.B.4: William Paterson University Unduplicated Enrollment, FY 2016</b>			
	<b>Headcount Enrollment</b>	<b>Credit Hours</b>	<b>FTE</b>
Undergraduate	11,184	260,209	8,674
Graduate	1,972	19,657	819
Doctoral-Professional Practice			10
<b>TOTAL</b>	<b>13,156</b>	<b>279,866</b>	<b>9,503</b>
Source: IPEDS 12-Month Enrollment Survey			

### **C. Characteristics of undergraduate students**

New Jersey high school graduates seeking an outstanding college education continue to choose William Paterson University to meet their higher education aspirations. Last fall the undergraduate admissions office received over 14,600 applications to the University, a nearly 8.0 percent increase over the prior year. The University welcomed 1,372 new first-time, full-time, first-year students; a 3.0 percent increase over last year's class.

This past fall also saw 1,133 enroll as new transfer students. More than half, 55.0 percent, of these new transfers were female and the average age of entering transfers was 23.8 years. A large percent, 82.0, attended as full-time students and almost 12.0 percent lived on-campus. The number of transfer students transferring in 60 or more credits continues to increase. This past fall almost half of new transfer students, 49.0 percent, transferred in 60 or more credits and the overall average transfer college GPA was 2.8.

The University continues to ensure a seamless transition for these students through articulation agreements and increased transfer services. Over the past few years, the University has updated all of its older articulation agreements and added many new program agreements. The University also combined several academic program-to-program agreements into one document (e.g.-STEM and Liberal Arts degrees). This work continues and currently there are over 65 fully executed agreements that feature over 90 new and updated program-to-program agreements.

Currently, agreements are with 11 of the 19 New Jersey Community Colleges: Bergen County College, Brookdale Community College, Camden County College, Rowan College at Burlington County, County College of Morris, Mercer County Community College, Passaic County Community College, Raritan Valley Community College, Sussex County Community College, Ocean County College and Warren County Community College. <http://www.wpunj.edu/transfer-and-special-sessions/articulation-agreements.html>

The University also has an active Transfer Student Experience (TSE) office. TSE offers guidance, support and advocacy to new and currently enrolled transfer and readmitted students at the University. The office provides information to students regarding academic policies, procedures, degree completion requirements, and enrichment opportunities. TSE provides these academic support and success services by connecting students to resources available on campus to help them in their academic pursuits towards a timely degree completion at the University.

#### ***1. Mean math, reading, and writing SAT scores***

SAT scores and high school GPAs are the major criteria used in the admission decision process for new first-time undergraduate students. The overall CSAT scores for the fall 2016 entering class was 997 and the average high school GPA, 3.15. The majority of first-time, full-time, first-year students, 92.0 percent, met all admission criteria (regular admitted students). This group had average reading SAT scores of 499 and average math SAT scores of 507 with a combined SAT scores of 1,006 (Table II.C.1). Also of note were the 108 new first-time, full-time students accepted into a rigorous honors program with combined SAT scores of 1,213. This past fall an additional 7.0 percent were Educational Opportunity Fund (EOF) first-year students.



<b>Table II.C.1:</b> <b>William Paterson University</b> <b>Mean Math, Reading and Writing SAT Scores for First-Time Freshmen,</b> <b>by Admission Status and Overall, Fall 2016</b>						
Type	Full-Time Students			Part-Time Students		
	Number	Math	Reading	Number	Math	Reading
Regular Admits	1,257	507	499	3	473	453
EOF Admits	99	458	440	0	0	0
Special Admits	0	0	0	0	0	0
All Admits	1,356	503	494	3	473	453
Missing Scores	7	–	–	1	–	–

Source: SURE Fall Enrollment file

## 2. Enrollment in remediation courses by subject area

The University's academic development area supports undergraduate academic development throughout a student's entire career, offering a wide array of support services. Issues such as time management and study skills and tutoring in specific courses are addressed through the University's Academic Success Center. Discipline-based learning centers like the Science Enrichment Center are also available to help students succeed in all phases of their academic programs.

For a number of first-time, full-time, first-year students, assistance comes in the form of a developmental skills course. Before starting classes a student's need for developmental courses is established. Students who have Critical Reading scores equal to or greater than 550 are exempt from reading and writing placement tests. Additionally those with scores of 7 or above on the writing essay are exempt from taking the writing placement test. Those with MSAT scores equal to or better than 550 are not required to take math placement tests. Those who do not meet these criteria are then tested using Accuplacer.

This past fall, 306, or 3.0 percent of William Paterson's undergraduates were enrolled in one or more developmental skills courses (Table II.C.2). For those who were first-time, full-time, first-year students, 16.0 percent required some help. Computation is the area in which high school students most frequently need assistance.

<b>Table II.C.2: William Paterson University Enrollment in Remediation Courses</b>		
<b>Total Number of Undergraduate Students Enrolled in Fall 2016</b>		
<b>Total Undergraduate Enrollment</b>	<b>Number of Students Enrolled in One or More Remedial Courses</b>	<b>% of Total</b>
9,103	306	3%
<b>Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2016</b>		
<b>Total Number of FTFT Students</b>	<b>Number of FTFT Students Enrolled in One or More Remedial Courses</b>	<b>Percent of FTFT Enrolled in One or More Remedial Courses</b>
1,372	216	16%
<b>First-Time, Full-Time Students (FTFT) Enrolled in Remediation in Fall 2016 by Subject Area</b>		
<b>Subject Area</b>	<b>Number of FTFT Enrolled In:</b>	<b>Percent of all FTFT Enrolled In:</b>
Computation	171	13%
Algebra	0	0%
Reading	100	7%
Writing	6	0%
English	0	0%
Source: SURE Fall Enrollment file		

### 3. Race/ethnicity, sex, and age (separately)

The University’s mission and vision statements embrace the diversity of New Jersey’s population and is reflected in the University’s enrollment figures. In fall 2016, 41.0 percent of undergraduates were White; 29.0 percent were Latino/a; 16.0 percent were African American; 7.0 percent were Asian. and 1.0 percent were international students (Table II.C.3.a).

At the graduate level 61.0 percent of the student body was White, 17.0 percent Hispanic, 7.0 percent African American and 6.0 percent identified themselves as Asian. Nearly 4.0 percent were international students. More than 40 countries were represented among international students; with the largest numbers coming from Saudi Arabia, South Korea and various Latin American countries.

The Hispanic Association of College and Universities, HACU, lists William Paterson University as a Hispanic Serving Institution, HSI.

Table II.C.3.a: William Paterson University Undergraduate Enrollment by Race/Ethnicity, Fall 2016																
	White		African American		Hispanic		Asian*		Native American		Non-Resident		Unknown*		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Full-time	3,100	41%	1,274	17%	2,183	29%	548	7%	6	0%	36	1%	352	5%	7,499	100%
Part-time	646	40%	215	13%	470	29%	110	6%	2	0%	2	0%	159	10%	1,604	100%
Total	3,746	41%	1,489	16%	2,653	29%	648	7%	8	0%	38	0%	511	6%	9,103	100%

*\*Note: Asian includes Pacific Islanders and Unknown includes two or more races.*

Source: IPEDS Fall Enrollment Survey

Like many public senior degree-granting institutions around the country, more than half of William Paterson’s undergraduates, 54.0 percent, are female (Table II.C.3.b). The average age of undergraduates was 22.4 years; 52.0 percent were 21 years or younger and 8.0 percent were 30 years or older (Table II.C.3.c).

Table II.C.3.b: William Paterson University Undergraduate Enrollment by Sex, Fall 2016															
Full-Time					Part-Time					Total					
Male	Pct	Female	Pct	Total	Male	Pct	Female	Pct	Total	Male	Pct	Female	Pct	Total	
3,442	46%	4,057	54%	7,499	712	44%	892	56%	1,604	4,154	46%	4,949	54%	9,103	

Source: IPEDS Fall Enrollment Survey

Table II.C.3.c: William Paterson University Undergraduate Enrollment by Age, Fall 2016													
		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Un-known	Total
		Full-Time	Num	11	2,131	2,315	2,095	674	135	59	59	15	0
	Pct	0%	28%	31%	28%	9%	2%	1%	1%	0%	0%	0%	100%
Part-Time	Num	85	38	110	477	469	170	83	108	50	4	10	1,604
	Pct	5%	2%	7%	30%	29%	11%	5%	7%	3%	0%	1%	100%
Total	Num	96	2,169	2,425	2,572	1,143	305	142	167	65	4	15	9,103
	Pct	1%	24%	27%	28%	13%	3%	2%	2%	1%	0%	0%	100%

Source: IPEDS Fall Enrollment Survey

The diversity of the student body is also reflected in the wide variety of cultural and social activities sponsored by such University offices as the Women’s Center and the many student clubs like: the Muslim Student Association, ALPFA, Association of Latinos Professional for America, FACE, (Filipino American Cultural Entity), Feminist Collective, Hillel, the Jewish Students Association, OLAS (Organization of Latin American Students), SABLE (Sisters for Awareness, Black

Leadership, & Equality), Students for Justice in Palestine, the Graduate Multicultural Initiative (GMI) and many others [student clubs-and-organizations.dot](#).

It is also reflected in specific academic majors such as Asian Studies, Africana World Studies, Latin American and Latino Studies, Women’s and Gender Studies and the critical languages initiative—Arabic, Japanese, Chinese, Hindi, Korean, Persian, Russian and Turkish—for those majoring in teacher education. A cross-cultural perspective is especially infused in majors such as Spanish, Anthropology, Art and Art History, International Business, Sociology, History, Geography, and Political Science, as well as many others.

**4. Numbers of students receiving financial assistance under each federal-, state-, & institution-funded aid program**

William Paterson University students are recipients of private, state, federal and University support. Almost 71.0 percent of undergraduates attending William Paterson received some form of financial aid to help pay for college. In AY 2015-16, almost 26,000 awards were made to undergraduate and graduate students totaling over \$112 million including some other loans (SMART, ACG, EOF graduate students, etc.) not listed in the following table.

Almost 12.0 percent of the awards in Table II.C.4, \$13,992,000, were State of New Jersey funded. William Paterson helps as well by dispersing \$11.5 million through various institutional funds and programs. This includes tuition waivers also not listed in the table below.

<b>Table II.C.4: William Paterson University Financial Aid from Federal, State &amp; Institution-Funded Programs, AY 2015-16</b>			
	<b>Recipients</b>	<b>Dollars(\$)</b>	<b>\$/Recipient</b>
<b>FEDERAL PROGRAMS</b>			
Pell Grants	4,346	17,812,000	4,098
College Work Study	188	357,000	1,899
Perkins Loans	79	227,000	2,873
SEOG	363	364,000	1,003
PLUS Loans	790	9,127,000	11,553
Stafford Loans (Subsidized)	5,483	22,506,000	4,105
Stafford Loans (Unsubsidized)	5,285	20,642,000	3,906
SMART & ACG or other	16	56,000	3,500
<b>STATE PROGRAMS</b>			
Tuition Aid Grants (TAG)	2,747	12,249,000	4,459
Educational Opportunity Fund (EOF)	438	508,000	1,160
Outstanding Scholars (OSRP)	0	0	--
Distinguished Scholars	0	0	--
Urban Scholars	17	16,000	941
NJ STARS	28	54,000	1,929
NJCLASS Loans	150	1,165,000	7,767
<b>INSTITUTIONAL PROGRAMS</b>			
Grants/Scholarships	2,172	8,518,000	3,922
Loans	0	0	--
Source: NJIPEDS Form #41 Student Financial Aid Report			

For the 2016-17 academic year, more than 550 Donor Scholarships were awarded, totaling nearly \$1 million. In addition, nearly \$240,000 of donor funding was transferred to the University for Institutional Scholarship support.

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

Most William Paterson University students are from New Jersey (Table II.C.5). While the University has students from all counties across the state, it draws heavily from the surrounding counties of Passaic, Bergen, Essex and Morris. The University has close ties to Mercer County through its William Paterson at Mercer County Community College program. <http://www.wpunj.edu/mercer/>.

<b>Table II.C.5: William Paterson University Fall 2016 First-Time Undergraduate Enrollment by State Residence</b>			
<b>State Residents</b>	<b>Non-State Residents</b>	<b>Total</b>	<b>% State Residents</b>
1,343	33	1,376	98%
<i>Note: Residence unknown included with New Jersey residents.</i>			
Source: IPEDS Fall Enrollment Survey, Part C			

**D. Student outcomes**

**1. Graduation rates**

**a. Four-, five- and six-year graduation rate by race/ethnicity**

Table II.D.1.a: William Paterson University Four-, Five- and Six-Year Graduation Rates of Fall 2010 Full-Time First-Time Degree-Seeking Undergraduates by Race/Ethnicity														
	White		African American		Hispanic		Asian		Non-Resident		Other*		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 2010 Cohort	753		224		347		124		10		55		1,513	
Graduates after 4 years	183	24.0%	30	13.0%	57	16.0%	34	27.0%	5	50.0%	10	18.0%	319	21.0%
Graduates after 5 years	358	48.0%	66	30.0%	137	40.0%	60	48.0%	8	80.0%	23	42.0%	652	43.0%
Graduates after 6 years	404	54.0%	81	36.0%	162	47.0%	67	54.0%	9	90.0%	26	47.0%	749	50.0%

\*Other includes Native American, Native Hawaiian & Pacific Islanders, two or more races, and unknown.

Source: IPEDS Graduation Rate Survey Revised

At William Paterson the four- and six-year graduation rates for all graduating fall 2010 first-time, full-time first-year students were 21.0 percent and 50.0 percent, respectively. Background characteristics such as gender and race/ethnicity influence retention and graduation rates to varying degrees. For example, the six-year graduation rate for females in the fall 2010 graduating cohort was 58.0 percent and 41.0 percent for males. Over half of Asian and White students, 54.0 percent for each group, graduated in six years while 47.0 percent of Hispanic and 36.0 of African American students did so.

**b. Graduation rates for transfer students**

Transfer students are an integral part of the William Paterson community. The five-year graduation rate for full-time first-time transfer students has steadily increased over the past decade, from 52.0 percent for the 2000 cohort to 64.0 for the fall 2011 cohort, the latest transfer cohort to graduate. As well, over three-quarters, 76.0 percent, of fall 2011 transfer students who entered with 60 or more credits and came to us from NJ community colleges graduated in five years.

**2. Third-semester retention rates**

For William Paterson’s first-time, full-time, first-year students who entered in fall 2015, three-quarters of the cohort continued into the second year (Table II.D.2).

Table II.D.2 William Paterson University Third Semester Retention of First-Time Undergraduates, Fall 2015 to Fall 2016					
Full-Time			Part-Time		
Fall 2015 First-Time Undergraduates	Retained in Fall 2016	Retention Rate	Fall 2015 First-Time Undergraduates	Retained in Fall 2016	Retention Rate
1,327	997	75%	7	4	57%
Source: IPEDS Fall Enrollment Survey, Part E					

**3. Student successes: student learning experiences, student academic performance indicators and post-graduation outcomes**

National higher education associations and regional accrediting commissions endorsed the Principles of Effective Assessment of Student Achievement statement. The statement identifies three kinds of success outcomes (learning and achievement) that colleges should use to effectively measure student achievement.

The first area looks at the best known measure, *student learning experiences*. Of note is William Paterson’s unique civic engagement requirement. The University is the first and only public New Jersey higher education institution that requires new undergraduate students to take a civic engagement course. During the past year (Fall 2016 through Summer 2017), 2,546 students enrolled in 52 different civic engagement courses from 21 different disciplines. All told, over 3,125 WP student contacts participated in over 94 extra-curricular civic engagement activities and events, contributing 10,000+ service hours.

Also illustrative of these learning experiences are the many students who participate in career-related learning experiences. About half of the undergraduate student body participates in internships, clinical rotations, or student teaching before they graduate. Undergraduate students are actively involved with faculty in research and other scholarly and creative activities. These projects lead to presentations at regional, state and national conferences or publication in scholarly journals. The University established *Explorations 2016*, a week-long series of campus events, which highlighted the depth and quality of student and faculty research.

Another unique opportunity for William Paterson students is the Pesce Family Mentoring Institute. The Institute was established to prepare students for careers by connecting successful professionals as mentors to select undergraduate students.

The second area, *Student academic performance indicators*, helps define student success through the evaluation of curricular goals and external benchmarking studies. These indicators give the University community the opportunity to review programs in light of other universities with similar programs and characteristics. William Paterson is committed to being a NSSE (National Survey of Student Engagement)-centered institution. Every two years the University administers NSSE to freshmen and seniors, distributing the findings across the campus. Selected findings are also reviewed by the University Core Curriculum and Pioneer Success faculty. The Board of Trustees has incorporated several NSSE measures into its dash board indicators.

The College of Education closely monitors how its students fare on the State required PRAXIS examinations comparing College pass rates to State rates. All students must pass Praxis II prior to student teaching. The COE provides supplementary materials and support workshops for students who either are about to take the exam or who need further support to pass. All students who graduate with education majors must meet or exceed the state pass rate.

Students graduating with a nursing degree as well must pass a required examination, NCLEX and the department also benchmarks its rates. The nursing faculty provide extensive preparation help for students who will be taking the exam.

The last indicator, *post-graduation outcomes* such as civic participation, job placement, and post-baccalaureate education, help us understand how well the University is preparing students for later success in life. The University's Career Development Center's most recent One-Year-Out Alumni Survey of those who graduated in 2016, shows that 22.0 percent are attending post-baccalaureate programs to further their interests and careers.

The same survey also indicated that 99.0 percent of those responding reported being employed (full- and part-time) one year after graduation. The majority of those employed indicated that they are employed in New Jersey.



**E. Faculty characteristics**

William Paterson faculty are at the forefront of ensuring student success and academic excellence through innovative teaching, scholarly research, as well as service to the University and larger communities.

This past fall, 27 new full-time professors joined the faculty bringing the total number of full-time professors teaching at the University to 411. For these new faculty, 52.0 percent were female and 30.0 percent identified themselves as African American, Asian or Hispanic.

A short demographic portrait follows of all full-time faculty (Table II.E.1).

<b>Table II.E.1:                      William Paterson University                      Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2016</b>																
	White		African American		Hispanic		Asian*		Native American		Non-Resident		Unknown*		Total	
	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom
<b>Tenured</b>																
Professors	60	44	10	4	6	5	27	11	0	1	1	0	2	3	106	68
Associate Prof.	35	44	8	2	4	7	5	10	0	0	0	3	0	1	52	67
Assistant Prof.	4	5	1	1	0	2	0	2	0	0	0	0	0	0	5	10
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	99	93	19	7	10	14	32	23	0	1	1	3	2	4	163	145
<b>Without Tenure</b>																
Professors	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Associate Prof.	1	4	0	0	0	0	3	0	0	0	0	0	0	0	4	4
Assistant Prof.	20	25	3	5	2	2	3	13	0	0	5	2	1	0	34	47
All Others	5	4	0	2	0	0	0	0	0	0	0	0	0	1	5	7
TOTAL	27	33	3	7	2	2	6	13	0	0	5	2	1	1	44	58
<b>Total</b>																
Professors	61	44	10	4	6	5	27	11	0	1	1	0	2	3	107	68
Associate Prof.	36	48	8	2	4	7	8	10	0	0	0	3	0	1	56	71
Assistant Prof.	24	30	4	6	2	4	3	15	0	0	5	2	1	0	39	57
All Others	5	4	0	2	0	0	0	0	0	0	0	0	0	1	5	7
TOTAL	126	126	22	14	12	16	38	36	0	1	6	5	3	5	207	203
*Note: Asian includes Pacific Islanders and Unknown includes two or more races. Source: IPEDS Human Resources Survey																

Fifty-five percent of undergraduate class sections are taught by full-time faculty; another 40 percent are taught by part-time faculty (Table II.E.2). Adjunct faculty are highly qualified practitioners in their specialties, especially in the arts, music, education and health; professionals in key areas of business; and well-prepared teachers and scholars in the liberal arts and sciences. Adjuncts are integrated into the academic life of the University with orientations, adjunct handbooks and compensated faculty development opportunities.

<b>Table II.E.2:</b> <b>William Paterson University</b> <b>Percentage of Course Sections Taught by Full-Time Faculty, Fall 2016</b>						
Total Number of Course Sections	Taught by Full-Time Faculty		Taught by Part-Time Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
2,592	1418	55%	1052	41%	122	5%

*\*Note: Others includes Full-time Administrators*

<b>Table II.E.3:</b> <b>William Paterson University</b> <b>Ratio of Full- to Part-Time Faculty, Fall 2016</b>					
Full-Time		Part-Time		Total	
Number	Percent	Number	Percent	Number	Percent
410	38%	665	62%	1,075	100%

Source: IPEDS Human Resources Survey

As well as being accomplished teachers and mentors, faculty are productive participants in their academic fields, writing books, articles, and chapters as well as supporting their research through grants and presenting their original research at conferences. This past year, faculty created 28 books, 59 book chapters, 251 journal articles, and 13 poems and other forms of creative expression. In addition, they gave hundreds of lectures, presentations and workshops at academic conferences and other settings. A detailed description of faculty publications is found in Appendix A.

**F. Characteristics of the Board of Trustees**

The composition of the Board of Trustees mirrors the diversity of people and industries in New Jersey. Several members of the Board are also alumni of the University. Table II.F summarizes the characteristics of the Board of Trustees as we begin the new academic year.

<b>Table II.F: William Paterson University Governing Board Characteristics</b>									
<b>1. Race/Ethnicity and Sex of the Governing Board</b>									
	White	African American	Hispanic	Asian	Native American	Non-Res Alien	Multiple	Unknown	Total
Male	7	2	0	0	0	0	0	0	9
Female	3	0	1	0	0	0	1	0	5
Total	10	2	1	0	0	0	1	0	14

<b>William Paterson University</b>		
<b>2. Members of the Board of Trustees</b>		
<b>Name</b>	<b>Title</b>	<b>Affiliation</b>
Ms. Chelsye Carrion	Student representative	William Paterson University Student
Ms. Lourdes Cortez	President and CEO	North Jersey Federal Credit Union
Mr. John Galandak	President and CEO	Commerce and Industry Association of New Jersey (CIANJ)
Mr. Frederick L. Gruel	Retired (President and CEO)	AAA New Jersey Auto Club
Mr. Robert Guarasci	President and CEO	New Jersey Community Development Corporation
Mr. Kevin Lenahan	Senior Vice President, Chief Financial Officer and Chief Administrative Officer	Atlantic Health System, Inc.
Ms. Anna Marie Mascolo	Retired (Executive Assistant and Legal Counsel to the President)	Nassau Community College (NCC)
Mr. Brad Neilley	Chief Human Resources Officer	AvalonBay Communities, Inc.
Ms. Linda A. Niro	Chief Accounting Officer	1st Constitution Bank in Cranbury, New Jersey
Mr. William J. Pesce	Retired (President and CEO)	John Wiley & Sons, Inc.
Mr. Michael Seeve	President	Mountain Development Corporation
Mr. Zachary Thomas	Student representative	William Paterson University Student
Mr. Joseph Velli	Retired (Senior Executive Vice President)	The Bank of New York
Dr. Deborah Zastocki	Retired (President and CEO)	Chilton Memorial Hospital
Dr. Kathleen Waldron	Ex Officio	William Paterson University President
<b>3. URL for the University's governing board</b> <a href="http://www.wpunj.edu/university/BoardOfTrustees">http://www.wpunj.edu/university/BoardOfTrustees</a>		

**G. Profile of the institution**

**1. Degree and certificate programs**

Because of extensive areas of concentration, minors, and interdisciplinary majors, undergraduate students are able to study in a wide range of areas culminating in one of 52 different academic majors, including three education majors, and graduate students in 24 master’s programs, numerous education-related certification, certificate and endorsement programs, as well as the Doctorates in Nursing Practice and Clinical Psychology. William Paterson is the first University in the country granting a degree in professional sales. The University also leads in preparing students to attain greater linguistic proficiency and to obtain certification in teaching Asian languages.

A list of WPUNJ degrees follows:

<b>CURRENTLY ACTIVE DEGREE PROGRAMS OFFERED AT WILLIAM PATERSON UNIVERSITY</b>	
<b>UNDERGRADUATE LEVEL</b>	<b>GRADUATE LEVEL</b>
<b>DEGREE PROGRAM</b>	<b>DEGREE PROGRAM</b>
Bachelor of Arts (B.A.)	Doctor of Nursing Practice (D.N.P.)
Africana World Studies	
Anthropology	Doctor of Clinical Psychology (Psy.D.)
Art	
Art History	Master of Arts (M.A.)
Asian Studies	Applied Sociology
Chemistry	Clinical & Counseling Psychology
Communication	English
Communication Disorders (B.A./M.S.)	Higher Education Administration
Criminology and Criminal Justice	History
Early Childhood Education	Professional Communication
Earth Science	Public Policy & International Affairs
Economics	
Elementary Education	Master of Arts in Teaching (M.A.T.)
English	Elementary Education
Geography	
History	Master of Business Administration (M.B.A.)
Latin American and Latino Studies	Business Administration
Legal Studies	
Liberal Studies	Master of Education (M.Ed.)
Mathematics	Educational Leadership
Music	Curriculum and Learning
Philosophy	Literacy*
Political Science	Middle Level Education*
Psychology	Professional Counseling
Secondary Education	Secondary Education
Sociology	Special Education
Spanish	
Sport Management	Master of Fine Arts (M.F.A.)
Women’s and Gender Studies	Art
	Creative and Professional Writing
Bachelor of Fine Arts (B.F.A.)	
Fine Arts	Master of Music (M.M.)
	Music
Bachelor of Music (B.M.)	
Music	

*Annual Institutional Profile of William Paterson University, Fall 2017*

<b>CURRENTLY ACTIVE DEGREE PROGRAMS OFFERED AT WILLIAM PATERSON UNIVERSITY</b>	
<b>UNDERGRADUATE LEVEL</b>	<b>GRADUATE LEVEL</b>
<b>DEGREE PROGRAM</b>	<b>DEGREE PROGRAM</b>
Bachelor of Science (B.S.)	Master of Science (M.S.)
Accounting	Biology
Athletic Training	Biotechnology
Biology	Communication Disorders (B.A./M.S.)
Biotechnology	Exercise and Sports Studies
Chemistry	
Computer Science	Master of Science in Nursing (M.S.N.)
Computer Information Technology	Nursing
Environmental Science	
Environmental Sustainability	Post-Baccalaureate Certificate
Exercise Science: Exercise Physiology	Assessment and Evaluation Research
Finance	Learning Technologies*
Financial Planning	
Global Business	Post-Master's Certificate
Health Studies	Nursing Education
Management	
Marketing	
Mathematics	
Nursing	
Physical Education	
Professional Sales	
Public Health	
*Also online degrees.	
Source: Office of the Registrar	
9/2016	

## **H. Major research and public service activities**

### Research and Public Service Activities

The University actively pursues outside resources to help support its activities. One way this is accomplished is through grants primarily from state and federal agencies fostered through the Office of Sponsored Programs. In FY2017, \$5,621,459 was available from new and ongoing awards for projects supporting student-related activities and scholarships, teacher professional development, faculty research, community services, and cultural programming. New single and multi-year awards received in FY2017 totaled \$4,577,999. New awards for notable projects came from the National Institute of Justice, NJ Department of Education, the US Department of Education, the NJ Department of Environmental Protection, the National Institutes of Health through a subaward from Rutgers University, the New Jersey Council for the Humanities, the American Cancer Society, the NJ Department of Labor and Workforce Development, the Fred J. Brotherton Foundation through a subaward from Kula for Karma, Inc., the NJ State Council on the Arts, and the NJ Department of Health and Social Services.

Sponsors of new research activities in FY2017 included the National Institutes of Justice, which is a division of the US Department of Justice, for the *Next Generation in the Measurement of Adolescent Relationship Abuse project*, the Fred J. Brotherton Foundation through a subaward from Kula for Karma, Inc., for the *Yoga as a Therapeutic Intervention for Generalized Anxiety Disorder Project*, the NJ Department of Environmental Protection for two separate projects that expanded William Paterson's already notable research on Northern Long-eared and Indiana bats and involved us in an analysis of the Barnegat Bay estuary. Support continued from the New Jersey Center of Excellence Clinical Research Program for the *Can Video Speak the language of Autism?* project with preschool children, from the New Jersey Department of Education for the *Grown New Jersey Kids Ratings / NJ Center for Quality Ratings* project for assessing pre-school programs, from the National Science Foundation for the *Calibrating South East Asian Proxies: Speleothems and Tree-Rings* project. The National Science Foundation provided a new five-year award to support the important Garden State – Louise Stokes Alliance for Minority Participation (GS-LSAMP) in the Sciences that is based at Rutgers – The State University and involves WP and several other NJ institutions, which emphasizes engagement in research to retain undergraduate students and interest them in pursuing advanced STEM degrees. Ongoing research activities were supported by the National Science Foundation and the Federal Aviation Administration.

Notable public service activities that received new external support in FY2017 includes awards from the NJ Department of Labor and Workforce Development for the training of employees in several industries, the NJ Department of Health and Social Services for projects to reduce the abuse of alcohol and other drugs at WP and in Passaic County. Ongoing public service activities were supported by the NJ Department of Education, the US Department of Education and the National Science Foundation for teacher professional development or preparation projects, the NJ State Council on the Arts for exhibitions and performances, the NJ Department of Health and Senior Services and the Passaic County Department of Human Services for alcohol and other drug awareness programming, the US Small Business Administration new business development, the NJ Office of the Secretary for Higher Education for the Educational Opportunity Fund program, the US Health Resources and Services Administration for advanced nurse training programs, and student support and scholarship programs funded by the National Science Foundation, and

contracts with the Passaic and Paterson School Districts for college readiness and teacher professional development.

<b>Table II.H: William Paterson University Major Research and Public Service Activities R&amp;D Expenditures: Fiscal Year 2016</b>	
	Amount (\$)
Federally Financed Academic Research and Public Service Expenditures	\$1,016,471
Institutionally Financed Academic Research and Public Service Expenditures*	\$1,359,057
Total Academic Research and Public Service Expenditures	\$2,375,528
<i>*Includes \$893,191 for externally (state, local, Foundation, and other) financed expenditures.</i>	

Community service and outreach efforts

As a public university, William Paterson has as part of its mission an understanding of service to and a close relationship with its surrounding communities. The University and the University community are involved in a variety of community outreach efforts that include artistic and educational programming, free speech and hearing screenings, as well as support for community efforts such as building homes for Habitat for Humanity or participating in service projects through New Jersey Cares. The following are a few examples of these services and activities:

[University Economic Impact Report](#)

This report illustrates William Paterson University’s significant impact on the overall economy of the state and region. University contributions include employment and annual spending, major construction projects, and research. In addition, as one of the largest degree-granting institutions in the state, the University is preparing New Jersey’s workforce for the jobs of today and tomorrow.

[American Democracy Project](#)

The American Democracy Project is a multi-campus initiative that seeks to create an intellectual and experiential understanding of civic engagement for undergraduates. The goal of the project is to produce graduates who understand and are committed to engaging in meaningful actions as citizens in a democracy. This past year the University broadened its efforts and participated in the National Study of Learning Voting, and Engagement, NSLVE.

[Athletics](#)

The Pioneers compete in 13 intercollegiate sports including basketball, football, soccer and baseball. Games are open to the public at low or no cost.

[Connection to the City of Paterson](#)

William Paterson University maintains strong ties with the City of Paterson where the institution was established in 1855. A multitude of academic programs, grants, and volunteer activities keep it an active, fruitful relationship that benefits the town and campus. Of significance is the University’s active collaboration with the Paterson Great Falls National Historical Park, the numerous activities in support of Paterson student education, the establishment of the Paterson Metropolitan Regional Research Center, and support for business development.

[Continuing Education](#)

Offerings include credit and noncredit courses, on campus or online, for professional and personal development, as well as special onsite programs for businesses and companies.

[Small Business Development Center](#)

Located in Paterson, New Jersey, the center provides advice and training for small business owners.

[Speech and Hearing Clinic](#)

The clinic provides auditory and speech pathology diagnosis and treatment services.

[Wayne Economic Impact Report](#)

William Paterson University contributes every day to the Township of Wayne, which it has called home since 1951, through public service and a broad range of programs and initiatives. WPU maintains a strong presence in the Wayne public schools with four professional development schools located throughout the district, as well as numerous student teachers assigned to the classroom. WPU is an annual participant in the Wayne Day celebration. Our athletes work in the community with such organizations as the Wayne PAL.



### I. Major capital projects underway in fiscal year 2017

The University completed the renovation of Hunziker Wing, renaming it Preakness Hall. The renovated building provides a home for the English Department, Philosophy Department, Writing Center, Kinesiology Labs, a 90-seat lecture hall, and 12 other state of the art smart classrooms with over 400 seats. The second phase of the project in Hunziker Hall is underway and we anticipate the delivery in 2018 of a new Black Box Theater, a renovated home for the University Performing Arts, as well as an additional 13 smart classrooms with 500 seats.



In accordance with recommendations from the University's Residential Zone Plan, the design has been completed for a new 300 bed residence hall, which is expected to open in Fall 2019. At our athletic facilities, the natural grass at Wightman Field, which hosts football, field hockey and club sports has had new artificial turf and sub-base installed. Other work completed at the 379 acre campus includes the total replacement of air conditioning systems at College Hall and Hobart Hall along with exterior improvements at campus gateways and the Rec Center.



**III. OTHER INSTITUTIONAL INFORMATION**

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

<http://www.wpunj.edu/library/authorreception/2017-author-reception.html>