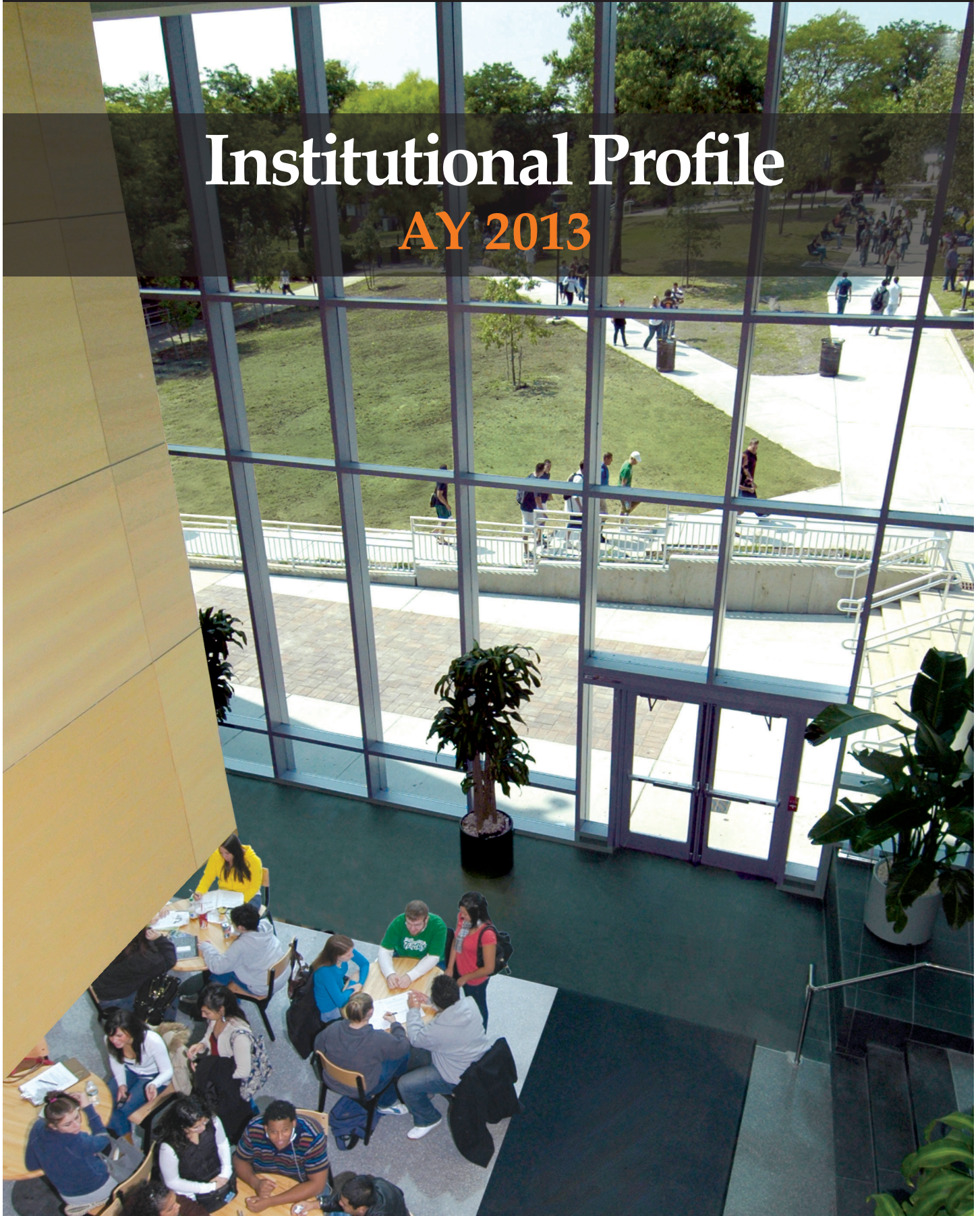


WILLIAM PATERSON UNIVERSITY

Institutional Profile

AY 2013



WILLIAM PATERSON UNIVERSITY
ANNUAL INSTITUTIONAL PROFILE, FALL 2013

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I. PREFACE

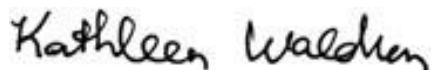
William Paterson University is committed to fulfilling its mission as *a model of outstanding and affordable public higher education in New Jersey*. Educating a diverse student body of over 11,000, the University is making strategic investments in programs that respond to the workforce needs of the state and region, building on the strengths of a distinguished faculty and in partnership with local communities.

The University acknowledges its role as a partner in the social and economic development of New Jersey. The University remains keenly aware, however, of the economic realities of our state and nation and the hardships faced by our student body. For the third year, the University has instituted historically low increases in tuition and fees and maintained no increase in costs for residence halls.

The success of our students is our number one priority. We strive to provide state-of-the-art teaching and research facilities and will be breaking ground on a new health science classroom building in September 2013, supported by the *Building Our Future* General Obligation Bond. Teaching our students are a highly dedicated faculty who are national leaders in their disciplines. Three faculty members have been selected as Fulbright Scholars for the 2013-2014 academic year, joining 41 other faculty who have been awarded this prestigious honor.

Our ties with the community remain strong, and this year we were selected to participate in the Woodrow Wilson New Jersey Teaching Fellowship Program. William Paterson will partner with the Paterson and Passaic school districts to prepare math and science teachers for high need districts. The University recently signed a Memorandum of Understanding with the Great Falls National Historic Park in Paterson to pursue academic, cultural, and historic programming for the new national park.

The University supports its students and faculty through fundraising and other philanthropic means. A primary focus of our fundraising efforts is to provide scholarship support for students. The University is actively appealing to our 55,000+ alumni to remain engaged with the University and to provide monetary and personal support for current students. William Paterson University provides a transformational experience for our students, as evidenced by an alumni who rise to leadership roles in their professional endeavors and are engaged and active citizens.



Kathleen Waldron
President

II. DATA BY CATEGORY

A. Accreditation status: institutional and professional

William Paterson University has been continuously accredited by the Middle States Commission on Higher Education (MSCHE), the region's accrediting body for colleges and universities, since its first accreditation in 1958.

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

UNIVERSITY PROGRAM ACCREDITATIONS AND CERTIFICATIONS

- American Chemical Society (ACS) certifies the BA and BS degrees in chemistry
- American Speech-Language-Hearing Association (ASHA) accredits the MS program in communication disorders
- 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
- Masters in Psychology Accreditation Council (MPAC) 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
- 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
- National Council for Accreditation of Teacher Education (NCATE) 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

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- New Jersey Board of Nursing accredits the BS and MSN programs and the DNP program will the new DNP program begins the accreditation process in the fall of 2014
- Society for Public Health Education (SOPHE)/American Association for Health Education (AAHE)/Baccalaureate Approval Committee (SABPAC) accredits the public health/health education bachelor of science program

B. Number of students served

Fall 2012 Undergraduates

Slightly over 10,000 undergraduate students attended William Paterson University this past fall (Table II.B.1). This is a modest increase of slightly over 2.0 percent from the prior year. The majority of undergraduates, 83.0 percent, attended the University as full-time students. A small number of students, 116, also attended as undergraduate non-degree-seeking students.

Table II.B.1: William Paterson University Undergraduate Enrollment by Attendance Status, Fall 2012				
Full-Time		Part-Time		Total
Num	Pct	Num	Pct	
8,381	83%	1,708	17%	10,089
Source: IPEDS Fall Enrollment Survey				

Fall 2012 Graduate Students

Over three-quarters, **77** percent, of the 1,334 graduate students attended the University as part-time students (Table II.B.2) accommodating the majority of whom hold full-time employment positions.

Table II.B.2: William Paterson University Graduate Enrollment by Attendance Status, Fall 2012				
Full-Time		Part-Time		Total
Num	Pct	Num	Pct	
305	23%	1,029	77%	1,334
Source: IPEDS Fall Enrollment Survey				

FY 2012 Unduplicated Enrollment

Students enrolled at William Paterson either in the fall, spring or both semesters yielded an unduplicated headcount of 11,876 undergraduate and 1,925 graduate students with an overall University Full Time Equivalency (FTE) of 10,084 (Table II.B.4).

Table II.B.4: William Paterson University Unduplicated Enrollment, FY 2012			
	Headcount Enrollment	Credit Hours	FTE
Undergraduate	11,876	278,147	9,272
Graduate	1,925	19,324	812
TOTAL	13,801	297,471	10,084
Source: IPEDS 12-Month Enrollment Survey			

C. Characteristics of undergraduate students

New Jersey high school graduates looking for an outstanding college education continue to choose William Paterson University to meet their higher education aspirations. Last fall the undergraduate admissions office received nearly 7,000 applications to the University and 1,232, or 29.0 percent of accepted applicants, enrolled as new first-time, full-time, first-year students.

1. Mean SAT scores

SAT scores and high school GPAs are the major criteria used in the admission decision process for new first-time undergraduate students. For the third year in a row, overall CSAT scores increased to 1,014 for the fall 2012 entering class. The majority of first-time, full-time, first-year students, 82.0 percent or 1,013 students, met all admission criteria (regular admitted students). This group had average verbal SAT scores of 517 and average math SAT scores of 526 or combined SAT scores of 1,043 (Table II.C.1). Also of note were the 97 new first-time, full-time students accepted into a rigorous honors program with combined SAT scores of 1,205.

Another 8.0 percent were admitted as special admit students using additional admission criteria often reflecting special abilities, e.g., in art, music or athletic aptitude that complement a number of University programs. An additional 8.0 percent were Educational Opportunity Fund (EOF) first-year students.

Table II.C.1: William Paterson University Mean Math, Reading and Writing SAT Scores for First-Time Freshmen, by Admission Status and Overall, Fall 2012						
Type	Full-Time Students			Part-Time Students		
	Number	Math	Reading	Number	Math	Reading
Regular Admits	1,013	525	517	3	500	520
EOF Admits	97	440	415	–	–	–
Special Admits	100	450	440	–	–	–
All Admits	1,210	512	502	3	500	520
Missing Scores	16	–	–	7	–	–

Source: SURE Fall Enrollment file

2. Developmental skills

Academic support services offered through the University’s Academic Support Center, Education Enrichment Center, and discipline-based learning centers, such as the Science Enrichment Center, help students succeed in their 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 VSAT scores equal to or greater than 550 are exempt from reading and writing placement tests. 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, 573, or 6.0 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, 31.0 percent required some help; a decline of 7.0 percent from the prior year. Computation is the area in which high school students most frequently need assistance.

Table II.C.2: William Paterson University Enrollment in Remediation Courses		
Total Number of Undergraduate Students Enrolled in Fall 2012		
Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
10,089	573	6%
Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2012		
Total Number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	Percent of FTFT Enrolled in One or More Remedial Courses
1,230	378	31%
First-Time, Full-Time Students (FTFT) Enrolled in Remediation in Fall 2012 by Subject Area		
Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Computation	312	25%
Algebra	0	0%
Reading	105	9%
Writing	49	4%
English	0	0%
Source: SURE Fall Enrollment file		

3. Transfer Students

For the fourth year in a row, the number of new transfer students has increased. The University continues to ensure a seamless transition for these students through articulation agreements, four new ones were added this past year, and increased transfer services. This past fall 1,367 enrolled as new transfer students, an increase of 7.0 percent over the prior year. As well, transfers who apply 60 or more credits towards their bachelor degrees have doubled in the past five years, reaching 48.0 percent of entering fall 2012 transfer students.

More than half, 55.0 percent, of the new transfers were female and the average age of entering transfers was 23.4 years. A large percent, 83.0, attend as full-time students and 14.0 percent live on campus.

4. Race/ethnicity, sex and age

The diversity of New Jersey’s population is embraced by the University’s new mission and vision statement and reflected in the University’s enrollment figures. In fall 2012, 48.0 percent of undergraduates were White; 22.0 percent were Latino/a; 14.0 percent were African American; 7.0 percent were Asian and 1.0 percent were international students (Table II.C.3.a). More than 40 countries are represented among international students; with the largest number coming from China.

At the graduate level 68.0 percent were White, 13.0 percent Hispanic, 6.0 percent African American and 4.0 percent identified themselves as Asian. An additional 2.0 percent were international or non-resident aliens and 6.0 percent declined to report this information.

	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	4,022	48%	1,181	14%	1,860	22%	553	7%	15	0%	70	1%	680	8%	8,381	100%
Part-time	811	48%	189	11%	367	22%	111	7%	1	0%	11	1%	218	13%	1,708	100%
Total	4,833	48%	1,370	14%	2,227	22%	664	7%	16	0%	81	1%	898	9%	10,089	100%

**Note: Asian includes Pacific Islanders and Unknown includes 2 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 22.6 years; 51.0 percent were 21 years or younger and 8.0 percent were 30 years or older (Table II.C.3.c).

Full-Time					Part-Time					Total				
Male	Pct	Female	Pct	Total	Male	Pct	Female	Pct	Total	Male	Pct	Female	Pct	Total
3,859	46%	4,522	54%	8,381	773	45%	935	55%	1,708	4,632	46%	5,457	54%	10,089

Source: IPEDS Fall Enrollment Survey

Table II.C.3.c: William Paterson University Undergraduate Enrollment by Age, Fall 2012													
		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	6	2,181	2,737	2,440	685	158	64	85	25	0	0	8,381
	Pct	0%	26%	33%	29%	8%	2%	1%	1%	0%	0%	0%	100%
Part-Time	Num	57	18	128	547	475	178	105	123	74	3	0	1,708
	Pct	3%	1%	8%	32%	28%	10%	6%	7%	4%	0%	0%	100%
Total	Num	63	2,199	2,865	2,987	1,160	336	169	208	99	3	0	10,089
	Pct	1%	22%	28%	30%	12%	3%	2%	2%	1%	0%	0%	100%
Source: IPEDS Fall Enrollment Survey													

The diversity of the student body is also reflected in the wide variety of cultural and social activities sponsored by such University offices as the Women’s Center and the many student clubs such as the Muslim Student Association, FACE (Filipino American Cultural Entity), Italian Club, OLAS (Organization of Latin American Students), SABLE (Sisters for Awareness, Black Leadership, & Equality), the Spanish Club as well as 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, French and Francophone Studies, Anthropology, Art and Art History, International Business, Sociology, History, Geography, and Political Science, as well as many others.

5. Numbers of students receiving financial assistance

William Paterson University students are recipients of private, state, federal and University support. Almost 83.0 percent of undergraduates attending William Paterson received some form of financial aid to help pay for college. In AY 2011-12, 29,313 awards were made to undergraduate and graduate students totaling almost \$119 million, including some other loans (SMART, ACG, EOF graduate students, etc.) not listed in the following table.

Approximately 15.0 percent of the awards in Table II.C.4, \$15,277,000, were State of New Jersey funded. William Paterson helps as well by dispersing close to \$10.5 million through various institutional funds and programs. This includes tuition waivers also not listed in the table below.

Table II.C.4:			
William Paterson University			
Financial Aid from Federal, State & Institution-Funded Programs, AY 2011-12			
	Recipients	Dollars(\$)	\$/Recipient
FEDERAL PROGRAMS			
Pell Grants	4,366	17,197,000	3,939
College Work Study	231	378,000	1,636
Perkins Loans	98	117,000	1,194
SEOG	406	352,000	867
PLUS Loans	721	8,191,000	11,361
Stafford Loans (Subsidized)	6,123	25,732,000	4,203
Stafford Loans (Unsubsidized)	6,503	26,383,000	4,057
SMART & ACG or other	38	136,000	3,579
STATE PROGRAMS			
Tuition Aid Grants (TAG)	2,781	11,303,000	4,064
Educational Opportunity Fund (EOF)	447	527,000	1,179
Outstanding Scholars (OSRP)	0	0	--
Distinguished Scholars	25	23,000	920
Urban Scholars	30	26,000	867
NJ STARS	64	157,000	2,453
NJCLASS Loans	304	3,241,000	10,661
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	4,841	8,528,000	1,762
Loans	0	0	--
Source: NJIPEDS Form #41 Student Financial Aid Report			

Each spring enrolled WPUNJ students compete for over 200 William Paterson University Foundation and Alumni Association scholarships totaling more than \$425,000 thousand dollars.

In addition to administering and monitoring Foundation and Alumni Association Scholarships, the Office of Scholarships provides services to more than 1,200 William Paterson University scholarship recipients (an increase of 9.0 percent over last year) who are awarded various institutional merit-based scholarships for incoming students. For more scholarship information please visit <http://ww2.wpunj.edu/scholarships/>.

6. Percentage of students who are NJ residents

Most full-time, first-year students are from New Jersey (Table II.C.5) but a number of out of state are international students representing over 40 countries from around the world. Some come from as close as Canada and others as far away as China and Kenya to study at the University.

Table II.C.5:			
William Paterson University			
Fall 2012 First-Time Undergraduate Enrollment by State Residence			
State Residents	Non-State Residents	Total	% State Residents
1,200	30	1,230	98%
Source: IPEDS Fall Enrollment Survey			

D. Student outcomes

1. Graduation rates by race/ethnicity

a. Four-, five- and six-year graduation rates

Today’s college students are mobile, often starting at one college, moving onto another and finally graduating from yet another. The importance of these factors is recognized by such national initiatives as the Voluntary System of Accountability’s (VSA) *Student Profile*, which incorporates the realities of today’s college students into its success and progress model. Applying the VSA model to the most recent full-time, first-year cohort to complete six years, the fall 2006 cohort, brings the *undergraduate success and progress rate for William Paterson’s fall 2006 first-year cohort to 84.0 percent*: 48.0 percent graduated from William Paterson, an additional 14.0 percent graduated from other colleges, another 8.0 percent are still pursuing their degrees at the University and 14.0 percent at other institutions.

Table II.D.1.a: William Paterson University Four-, Five- and Six-Year Graduation Rates of Fall 2006 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 2006 Cohort	613		205		225		82		6		87		1,218	
Graduates after 4 years	95	16%	20	10%	24	11%	19	23%	0	0%	12	14%	170	14%
Graduates after 5 years	269	44%	72	35%	75	33%	36	44%	0	0%	37	43%	489	40%
Graduates after 6 years	317	52%	81	40%	93	41%	43	52%	0	0%	45	52%	579	48%

*Other includes Native American, Native Hawaiian & Pacific Islanders, 2 or more races, and unknown.

Source: IPEDS Graduation Rate Survey

Background characteristics of students often influence retention and graduation rates. Gender, race/ethnicity, and income/social class are a few of the most influential ones. At William Paterson the four- and six-year graduation rates for minority students who are part of the fall 2006 cohort are 12.0 percent and 42.0 percent, respectively. These rates are a bit lower than the overall graduation rates for all students who make up the fall 2006 cohort, at 14.0 percent and 48.0 percent, respectively. The six-year graduation rate for female students, 53.0 percent, is above the overall University rate, as is the rate for those who are Asian American females, 53.0 percent, and for White females, 58.0 percent. The overall variation in six-year graduation patterns at William Paterson mirror national figures and findings from the Consortium for Student Retention Data Exchange, CSRDE, which collects data from almost 400 colleges and universities across the country.

b. Graduation rates for transfer students

At the end of three years, almost two-thirds, 64.0 percent, of the Fall 2006 cohort of full-time transfers who entered with 60 or more transfer credits or an associate degree graduated and by the end of five years the percent was 77.0.

2. Third-semester retention rates

For William Paterson’s first-time, full-time, first-year students who entered in Fall 2011, 77.0 percent of the cohort continued into the second year (Table II.D.2). The CSRDE rate for similarly selective institutions is 74.0 percent.

Table II.D.2 William Paterson University Third Semester Retention of First-Time Undergraduates, Fall 2011 to Fall 2012					
Full-Time			Part-Time		
Fall 2011 First-Time Undergraduates	Retained in Fall 2012	Retention Rate	Fall 2011 First-Time Undergraduates	Retained in Fall 2012	Retention Rate
1,394	1,073	77%	8	4	50%

Source: IPEDS Fall Enrollment Survey, Part E

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

The 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*. Illustrative of these success experiences are the many student accomplishments in research, publications, presentations and participation in activities that enable students to explore their majors in and outside of the classroom. These accomplishments are often the direct result of students working with faculty. For example in William Paterson’s College of Education, Drs. D’Haem and Griswold collaborated with colleagues in Belgium and the Netherlands on research on family-school partnerships and took a cohort of students to the Netherlands for coursework and study of special education services in the Netherlands.

Students in the College of Humanities and Social Sciences (HSS) students had a busy past year as well. HSS students presented research outcomes at academic conferences across the country in 2012-2013, including work in Anthropology, English, Geography, History, Philosophy, Psychology, Sociology, and Women’s and Gender Studies, with students in Political Science receiving awards at a Model UN competition. Alumni contributions helped the College to fund students to present their research findings at prestigious conferences including the Association of Psychological Science, the Eastern Sociological Association, and the International Congress on Acoustics. Community engagement increased across the College, as well. A Latin American Studies student, for example, volunteered in Costa Rica with impoverished children, students in Philosophy raised funds for a school in Haiti, students from Women’s & Gender Studies participated in post-Sandy relief efforts, and students in Sociology sponsored a Red Cross blood drive.

HSS Alumni, too, have increased their engagement with the College this past year—sharing their time and expertise with current students through the Alumni Shadowing program and a spring Alumni Career Panel as well as providing important scholarship funds and monies to support student research. The Alumni Association provided an important boost to the College this year through a programming grant that supported the first College-wide multidisciplinary conference and funded numerous visiting speakers and colloquia.

Career Services' staff was particularly busy this past year expanding the opportunities for students and employers to build immediate and long term relationships. Their efforts centered on cultivating employer relationships and student career building skills. For example:

- New key relationships were developed with high profile companies such as: Passaic County Courts, Precision Payroll Services, xpedx, Johnson & Johnson, Ogilvy, FBI, Carter Mackay, Girls Scouts of Northern New Jersey, Mead Johnson, SGS Group, Mayor's Office – Wayne, Meadowlands Hospital, Sun Chemical, Baker Titan Adhesives, Lutron Electronics, The Goldstein Group, Paterson Great Falls, Pinnacle Consulting, NBC Universal, Indeed.com, RJF International, Staples and Modis.
- They continued to expand the key relationships developed last year with companies such as: Quick Chek, Watson Pharmaceuticals (now Actavis, Inc.), Toys R Us, St. Joseph's Hospital – Wayne, Novartis Pharmaceuticals and ADP. This work led to full-time hires at Quick Chek, Toys R Us and ADP. Interns became employees at Watson Pharmaceuticals (now Actavis, Inc.), St. Joseph's Hospital – Wayne and Novartis Pharmaceuticals.
- Partnerships with established companies including Enterprise Rent-A-Car, Northwestern Mutual Financial Network – The Olsen Group, AXA Equitable, Sax Macy Fromm & Co., PC, Sherwin Williams, Smolin Lupin & Co. PA, Sobel & Co., LLC and Verizon Wireless were also cultivated and resulted in a number of full-time and internship hires.
- On-campus recruiting (including information sessions and interviewing) with the following employers: Watson Pharmaceuticals (Actavis, Inc.), New York Police Department, Vector Marketing, NBC Universal, AXA Equitable, Quick Chek, Primerica, RJF International, CRCC Asia LLC, Leon G. Silver & Associates, Ltd., EMC, and Northwestern Mutual Financial Network – The Olsen Group.
- Fall 2012 saw the launch of a new campus effort - Resumania! This two-day event brought career professionals and employer representatives from Northwestern Mutual Financial Network to campus to critique resumes throughout the day. Approximately 60 student resumes were critiqued. Other efforts included the Fall Career & Internship Fair that brought together 62 companies, 428 students, alumni and guests. This past spring the Science & Health Care Career Fair, geared towards students in the College of Science & Health, brought 24 companies, 107 students, alumni and guests together on campus.
- In July 2011, employers were required to link to WP Job Connect to post their positions. Since instituting this, 4,289 employer contacts have linked to our eRecruiting system, an increase of 702 employer contacts from July 2012-May 2013.

Student academic performance indicators help 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. The Board of Trustees has incorporated several NSSE measures into its dash board indicators. Issues raised by NSSE findings are also addressed at the college and course levels. For example, the Cotsakos College of Business faculty organized several practicum projects this past Fall and Spring semesters. Overall, more than 30 students were enrolled in a Practicum experience, which addresses an issue that came out of the results of the 2012 NSSE administration as well as serving as a way of implementing the goals of the University's new strategic plan.

The College of Education closely monitors how its students fare on the State required PRAXIS examinations comparing College pass rates to State rates (see tables below). For many of the program areas William Paterson students meet or exceed the State pass rates. For the few areas that do not come close to the State rates College of Education faculty and faculty from the academic major area meet to discuss and implement strategies to help students successfully pass the PRAXIS exams.

Finally, *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 own research, using Clearinghouse files, show that 15 percent of William Paterson undergraduates who graduated in academic year 2012 are attending post-baccalaureate programs to further their academic interests and careers.

The most recent One-Year-Out Alumni survey noted undergraduate alumni continue to encounter a difficult job market in the State (eight out of ten William Paterson graduates are employed in New Jersey). A slight increase in the overall (full- and part-time) employment rate to 82.0 percent may indicate an improving market.

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 36 new professors joined the faculty bringing the total number of professors teaching at the University to 398. Fifty-one percent were female and 33.0 percent identified themselves as African American, Asian or Hispanic. A short demographic portrait follows (Table II.E.1).

Table II.E.1: William Paterson University Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2012																
	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
Tenured																
Professors	53	40	6	2	6	5	27	9	0	1	0	0	1	0	93	57
Associate Prof.	34	35	12	5	3	4	6	6	0	0	1	0	0	3	56	53
Assistant Prof.	12	11	2	3	1	5	1	3	0	0	0	0	0	0	16	22
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	99	86	20	10	10	14	34	18	0	1	1	0	1	3	165	132
Without Tenure																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	3	2	0	0	0	0	2	0	0	0	0	0	0	0	5	2
Assistant Prof.	14	36	1	1	3	3	2	8	0	0	3	6	0	1	23	55
All Others	2	9	0	1	0	0	1	1	0	0	0	1	0	1	3	13
TOTAL	19	47	1	2	3	3	5	9	0	0	3	7	0	2	31	70
Total	118	133	21	12	13	17	39	27	0	1	4	7	1	5	196	202
Professors	53	40	6	2	6	5	27	9	0	1	0	0	1	0	93	57
Associate Prof.	37	37	12	5	3	4	8	6	0	0	1	0	0	3	61	55
Assistant Prof.	26	47	3	4	4	8	3	11	0	0	3	6	0	1	39	77
All Others	2	9	0	1	0	0	1	1	0	0	0	1	0	1	3	13
TOTAL	118	133	21	12	13	17	39	27	0	1	4	7	1	5	196	202

**Note: Asian includes Pacific Islanders and unknown includes 2 or more races.*
 Source: WPU Human Resources Office (rather than IPEDS)

The University also draws upon a number of adjunct faculty who are highly qualified practitioners in their specialties, especially in the arts, music, education and health; professionals in key areas of business; and well-prepared teachers and scholars in the liberal arts and sciences. Adjuncts are integrated into the academic life of the University with orientations, adjunct handbooks and compensated faculty development opportunities.

The percent of courses taught by full-time faculty is 56.0 percent. Students are more likely to have full-time faculty in upper division courses which are predominantly courses in their major areas (Table II.E.2).

Table II.E.2: William Paterson University Percentage of Course Sections Taught by Full-Time Faculty, Fall 2012						
Total Number of Course Sections	Taught by Full-Time Faculty		Taught by Part-Time Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
2620	1,460	56	1,073	41	87	3

**Note: Others include full-time administrators.*

Table II.E.3: William Paterson University Ratio of Full- to Part-Time Faculty, Fall 2012					
Full-Time		Part-Time		Total	
Number	Percent	Number	Percent	Number	Percent
398	33%	800	67%	1,198	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. 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.

Table II.F: William Paterson University Governing Board Characteristics								
1. Race/Ethnicity and Gender of Governing Board								
	White	African American	Hispanic	Asian	Native American	Non-Res Alien	Unknown	Total
Male	3	1						4
Female	5							5
Total	8	1						9

William Paterson University		
2. Members of the Board of Trustees		
Name	Title	Affiliation
Ms. Maureen Conway	Retired (VP & Chief Information Officer)	Hewlett-Packard Company
Mr. Frederick L. Gruel	Retired (President and CEO)	AAA New Jersey Auto Club
Mr. Robert Guarasci	President and CEO	New Jersey Community Development Corporation
Ms. Anna Marie Mascolo	Retired (Executive Assistant and Legal Counsel to the President)	Nassau Community College (NCC)
Ms. Linda A. Niro	Executive Vice President and Chief Risk Officer	Grand Bank, N.A., Hamilton Square, NJ
Mr. William J. Pesce	Retired (President and CEO)	John Wiley & Sons, Inc.
Dr. Henry J. Pruitt, Jr.	Retired (Janis E. Dismus Middle School, Englewood, NJ)	Board President of the Teaneck Public Schools, Educational Consultant
Ms. Samantha Weinbaum	Student representative	William Paterson University Student
Dr. Deborah Zastocki	CEO	Chilton Hospital
Dr. Kathleen Waldron	Ex Officio	William Paterson University President
3. URL for the University's governing board http://www.wpunj.edu/university/BoardOfTrustees		

G. Profile of the institution

1. Degree and certificate programs

This past year a number of majors were added to the University’s academic offerings. 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 23 master’s programs, numerous education-related certification and endorsement programs as well as the Doctorate in Nursing Practice. William Paterson is still the only University in the country granting a degree in professional sales. The University also leads in preparing students to attain greater linguistic proficiency and to obtain certification in teaching Asian languages.

A list of WPUNJ degrees follows:

William Paterson University	
UNDERGRADUATE LEVEL	GRADUATE LEVEL
<i>Degree Program</i>	<i>Degree Program</i>
<u>Bachelor of Arts (B.A.)</u>	<u>Doctor of Nursing Practice (D.N.P.)</u>
Africana World Studies	Nursing Practice
Anthropology	
Art	<u>Master of Arts (M.A.)</u>
Art History	Applied Sociology
Asian Studies	Clinical & Counseling Psychology
Chemistry	English
Communication	History
Communication Disorders (B.A./M.S.)	Professional Communication
Criminology and Criminal Justice	Public Policy & International Affairs
Early Childhood Education	
Earth Science	<u>Master of Arts in Teaching (M.A.T.)</u>
Economics	Elementary Education
Elementary Education	Secondary Education
English	
French and Francophone Studies	<u>Master of Business Administration (M.B.A.)</u>
Geography	Business Administration
History	
Latin American and Latino Studies	<u>Master of Education (M.Ed.)</u>
Legal Studies	Educational Leadership
Liberal Studies	Curriculum and Learning
Mathematics	Literacy
Music	Professional Counseling
Philosophy	Special Education
Political Science	
Psychology	<u>Master of Fine Arts (M.F.A.)</u>
Secondary Education	Art
Sociology	Creative and Professional Writing
Spanish	
Sports Management	<u>Master of Music (M.M.)</u>
Women’s and Gender Studies	Music

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William Paterson University (continued)	
UNDERGRADUATE LEVEL	GRADUATE LEVEL
<i>Degree Program</i>	<i>Degree Program</i>
<u>Bachelor of Fine Arts (B.F.A.)</u>	<u>Master of Science (M.S.)</u>
Fine Arts	Biology
	Biotechnology
<u>Bachelor of Music (B.M.)</u>	Communication Disorders (B.A./M.S.)
Music	Exercise and Sports Studies
<u>Bachelor of Science (B.S.)</u>	<u>Master of Science in Nursing (M.S.N.)</u>
Accounting	Nursing
Applied Health	
Athletic Training	<u>Post-Baccalaureate Certificate</u>
Biology	Assessment and Evaluation Research
Biotechnology	Learning Technologies
Chemistry	
Computer Science	<u>Post-Master's Certificate</u>
Environmental Science	Nursing Education
Environmental Sustainability	
Exercise Science: Exercise Physiology	
Finance	
Financial Planning	
Global Business	
Management	
Marketing	
Mathematics	
Nursing	
Physical Education	
Professional Sales	
Public Health	
Source: Office of Registration Services (Fall 2012 fact book)	

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. \$10,839,059 was available for projects supporting student-related activities and scholarships, teacher professional development, faculty research, community services, and cultural programming. In FY 2012, the total value of new awards totaled \$8,307,058. Awards for new projects came from the US Department of Education, the NJ Department of Labor and Workforce Development, and the NJ Department of Health and Social Services. During FY2012, significant attention continued to be directed at supporting important projects, such as the U.S. Department of Education funded *Garden State Partnership for Teacher Quality*, which was in the third of its five-year, \$10.8 million award designed to improve both the preparation of new teachers at the undergraduate and graduate levels and to provide extensive professional development opportunities for veteran teachers.

Research that received new external support in FY2012 included awards from The Research Corporation for Science Advancement for a research on *Leveraging Protein Homology of Rapid and Robust Molecular Dynamics Calculations* and Rutgers University for assistance with their National Science Foundation-funded research *Examining Effective and Cognitive Engagement in the Middle School Mathematics Classroom*. Ongoing research activities were supported by the Carnegie Corporation, the National Oceanic and Atmospheric Administration, and the Federal Aviation Administration.

Notable public service activities that received new external support in FY2012 includes awards from the US Department of Education for the *Preparing All Teachers to Better Serve English Learners* project, a set of 18 training grants from the NJ Department of Labor and Workforce Development, the NJ Department of Health and Social Services for the *Passaic County Coalition to Utilize Environment Strategies* project, the National Endowment for the Arts for the *Cross-Cultural Arts Festival: Latin America* event, the NJ Department of Education for the *Teacher Professional Development in Sheltered English Instruction* project, and the Library of Congress funded *Teaching with Primary Sources* project. 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 and the Paterson Urban Enterprise Zone Program for small business development, the US Health Resources and Services Administration for nurse training programs, and student support and scholarship programs funded by the National Science Foundation, the US Department of Education, the NJ Commission on Higher Education.

Table II.H: William Paterson University Major Research and Public Service Activities R&D Expenditures: Year 2012	
	Amount (\$)
Federally Financed Academic Research and Public Service Expenditures	\$313,359
Institutionally Financed Academic Research and Public Service Expenditures	\$1,005,287
Total Academic Research and Public Service Expenditures*	\$1,318,646
<i>*Includes \$486,068 for externally (state, local, and private) 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 the WP TV-6 student club’s fundraising contributions to the Make-A-Wish Foundation and St. Jude’s Children’s Hospital. 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.

[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 a newly signed agreement between William Paterson and Paterson Great Falls National Historical Park formalizing a collaboration in support of the park and its resources.

[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 FY 2012

William Paterson University continues to direct its efforts towards capital improvements identified in its Strategic Plan, Academic Zone Plan, and Traffic and Transportation Plan. These plans have reoriented the capital project priority schedule to recognize the continually growing student demand for modern campus facilities that are conducive to learning. Additionally this summer, the University will complete an improvement plan for the Residential Zone, which provides over 2500 beds in 10 facilities.



The first steps of the Academic Zone Plan are being implemented with the demolition of a vacant building and the design of an 80,000 square foot new academic building with 16 smart classrooms and facilities dedicated to the nursing, public health, and communication disorders programs. The new building will provide extensive informal learning spaces for a large commuter population to engage with faculty and peers outside of the classroom. Scheduled for completion in 2016, the new building will provide staging space to allow for the subsequent renovations of existing facilities that require significant renewal, including Hunziker Hall and Wing.

A new 1000 space parking garage is under construction and is scheduled to open in the summer of 2014.

Other academic improvements include a new 100 seat recital hall in Shea Center and six additional music practice rooms in Gaedes Hall. Two new high definition television studios and control rooms were recently completed in Hobart Hall that provide students with the most current and relevant technology. The library received an upgrade in HVAC equipment, elevators, roof, and façade waterproofing totaling over \$2 million dollars. Windows are being replaced at Raubinger Hall and other façade repairs are underway at the Atrium.

Opportunities for sustainability are continuously considered. The University continues to pursue native species that are drought and deer resistant. This includes the reforestation project of 234 new trees to replace those removed by the new parking garage along with the landscaping improvements at University Commons. The new academic building will include an array of sustainable features for storm water retention along with water and energy conservation. All new site lighting poles and the lights in the new parking garage are the highest efficiency LED fixtures.

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/2013-author-reception.dot>