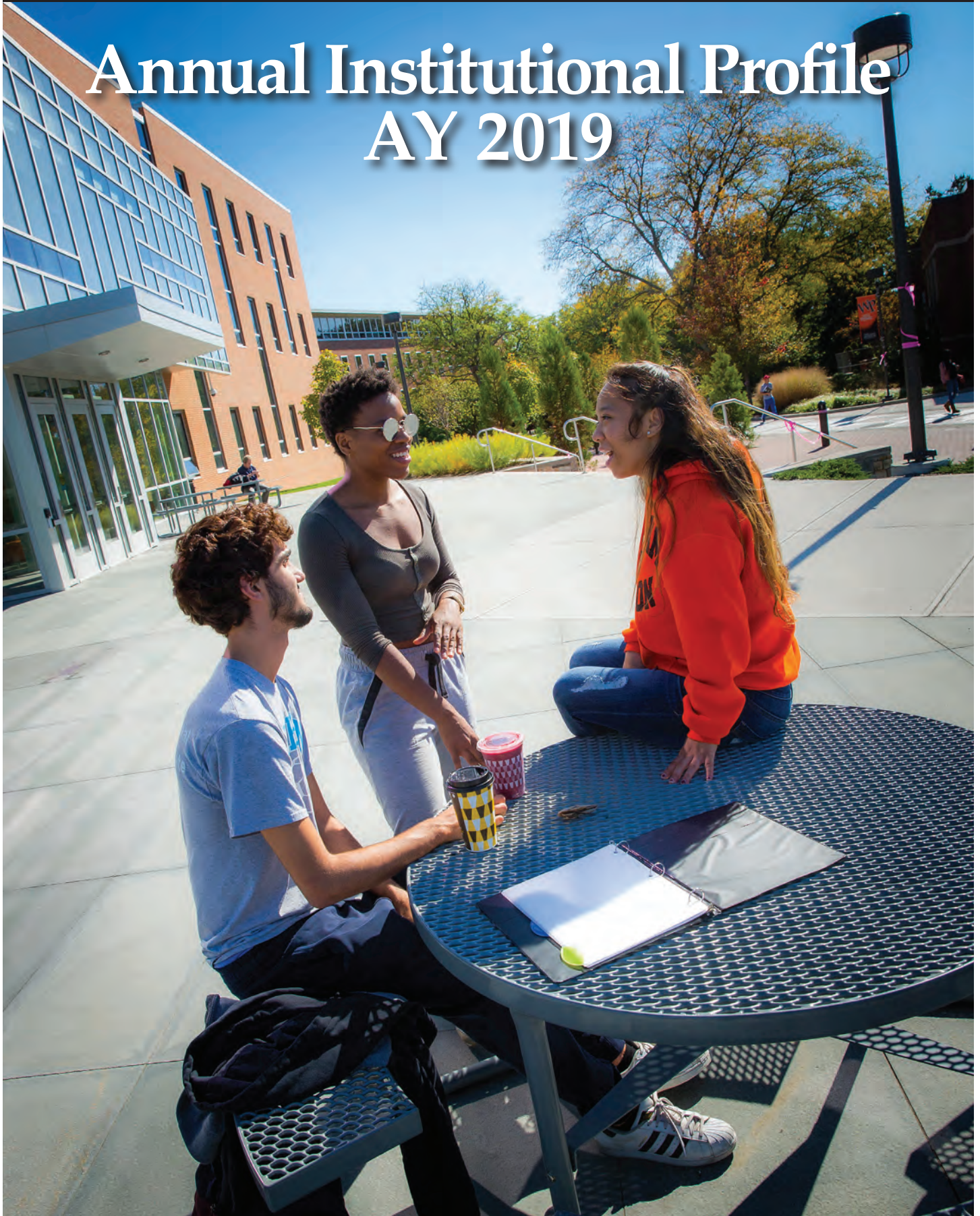


WILLIAM PATERSON UNIVERSITY

# Annual Institutional Profile AY 2019



**WILLIAM PATERSON UNIVERSITY**  
**ANNUAL INSTITUTIONAL PROFILE, FALL 2019**

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## **PREFACE**

From its roots as a normal school in the City of Paterson to the comprehensive regional university it has evolved into, **WILLIAM PATERSON UNIVERSITY** continues to transform the lives of its students and the economic, cultural, and social fabric of northern New Jersey. Over 70,000 alumni attest to the impact of a William Paterson University education.

The University lives its mission and serves one of the most diverse student bodies in the state. We provide our students with modern classroom and laboratory facilities, taught by a nationally-renowned faculty. We believe strongly in the importance of experiential learning, as many of our students engage in original research with faculty mentors. We continue to be a leader in civic engagement, embedding experiences in both classroom and extracurricular activities and projects, affirming the value of being an active and engaged citizenry.

Many of our students are first-generation college students, and we place high value on creating a campus culture that promotes a sense of community. Our support for students extends beyond the classroom, to practical experiences such as internships and field placements, which provide leadership training that readies them for tomorrow's marketplace.

This fall semester, we instituted a new first-year experience called Will.Power.101. This program supports our students in their transition to college through teaching the students how to do college while actually in college. All of the freshmen are cohorted for their academic courses, and they have three hours of success seminar each week that connects the students with coaches who assist them with financial aid and registration along with tutoring and other services. We designed this program to help with our retention rates, and to help our students be successful in their lives.

As a public institution, we understand well our responsibility to educate a highly prepared and technically-trained workforce for New Jersey. Last Spring, we graduated 2,180 students with bachelor's, master's, and doctoral degrees, who are now ready to assume 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 continue to be concerned, however, about the cost of public higher education and its effect on our students and their families. For eight consecutive years, tuition and fee increases have stayed below two percent. Given some uncertainty in the State this year, however, we increased tuition by 2.4 percent. Through careful management of resources, we are upgrading our facilities to reflect the best practices in modern teaching and learning environments, but are concerned about the lack of a regular mechanism for state funding of capital improvements on public campuses. To further assist our students, we have created a program, Pledge 4 Success. For students who have an adjusted gross income of 45 thousand dollars or less, and are full federal, Pell, and TAG eligible, we will fill any gap between awarded aid and tuition and fees. Students must meet several requirements including remaining in good standing and completing 30 credit hours a year. Recent fundraising efforts have significantly enhanced scholarship support, and we will continue to seek private dollars to help our students pay for college.

Now in my second year as President of this great institution, I take great pride in all that has been accomplished over its 163-year history and all that we will accomplish in the days ahead.



Richard J. Helldobler

President

## **II. DATA BY CATEGORY**

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

The University is fully accredited by the Middle States Commission on Higher Education (MSCHE), the region's accrediting body for colleges and universities. MSCHE has continuously accredited William Paterson University since its first accreditation in 1958. Our most recent reaccreditation visit was in 2011 and the University's accreditation was re-affirmed in 2016 following the submission of the mid-decade Periodic Review Report, in spring 2016. The report was accepted by the Commission with no follow-up requirements. Our next 10-year Self-Study accreditation visit is scheduled for 2020-2021.

Many of our academic programs are professionally accredited, indicative of the high quality of academic programs offered at William Paterson University. The following is a list of the University's academic program accreditations and certifications.

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

<https://www.wpunj.edu/ira/factbooks/fb17/Accreditations.pdf>

- Middle States Commission on Higher Education (MSCHE)-Institution-wide accreditation
- 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, MSN, and DNP degrees and the APRN certificate
- 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, the BFA in art at the undergraduate level, and the MFA in Art at the graduate level

*Annual Institutional Profile of William Paterson University, Fall 2019*

- 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, MSN, and DNP programs
- Council on Education for Public Health (CEPH) accredits the public health/health education bachelor of science program

**B. Number of students served**

**Fall 2018 Undergraduates**

William Paterson University had over 8,700 undergraduates this past fall semester. The majority of these students (83.2%) are enrolled full-time (12 credits or more) and 16.8 percent are enrolled part-time taking fewer than 12 credits in the fall semester. Table II B. 1 below shows the data breakdown.

Table II.B.1  
William Paterson University  
Undergraduate Enrollment by Attendance Status, Fall 2018

Full-time		Part-time		Total
N	%	N	%	
7,270	83.2%	1,465	16.8%	8,735

Source: IPEDS Fall Enrollment Survey

**Fall 2018 Graduate Students**

At the graduate level, the majority of William Paterson’s students enrolled as part-time students (77.6%) in Fall 2018, taking fewer than 9 credits. Only 22.4% were enrolled full-time taking 9 or more credits (Table II.B.2).

Table II.B.2  
William Paterson University  
Graduate Enrollment by Attendance Status, Fall 2018

Full-time		Part-time		Total
N	%	N	%	
328	22.4%	1,135	77.6%	1,463

Source: IPEDS Fall Enrollment Survey

**FY 2018 Unduplicated Enrollment**

Students enrolling at William Paterson during the 12-month fiscal year yielded an unduplicated headcount of 10,459 for undergraduates and 1,963 for graduate students, with an overall University Full-Time Equivalency (FTE) of 9,976 (Table II.B.4).

Table II.B.4  
William Paterson University  
Unduplicated Enrollment, FY 2018

	Headcount Enrollment	Credit Hours	FTE
Undergraduate	10,459	243,547	8,118
Graduate	1,963	19,862	828
Doctoral-Professional Practice			30
Total	12,422	263,409	9,976

Source: IPEDS 12-Month Enrollment Survey

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

New Jersey high school graduates seeking outstanding college education continue to choose William Paterson University to meet their higher education aspirations. In fall 2018, the undergraduate admissions office of the University received over 15,000 applications, slightly higher than the number of applications from fall 2017 semester (over 14,700 applications). In fall 2018, the University enrolled 1,698 new first-time, full-time, first-year students.

This past fall also saw 900 enrolled as new transfer students. Almost three-fifths of these new transfers were female (59.1 percent) and the average age of entering transfers was 24 years. The majority of transfer students attended as full-time students (85.4 percent) and 15.6 percent lived on-campus. Nearly half (49 percent) transferred 60 credits or more to the University and the overall average transfer college GPA was 2.85.

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 continues to add new program agreements. The University also combined several academic program-to-program agreements into one document (e.g.-STEM and Liberal Arts degrees).

The University currently has agreements 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 to 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 aimed at timely degree completion from the University.

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

SAT scores and high school GPAs were important criteria used in the admission decision process for new first-time undergraduate students in fall 2018. The average CSAT score for the first-time full-time entering class was 999 and the average high school GPA was 2.88. The majority of first-time, full-time, first-year students (93.3 percent) were regular admit students with an average reading SAT score of 505 and average math SAT score of 498 with a combined SAT score of 1,604 (Table II.C.1). An additional 5.9 percent were Educational Opportunity Fund (EOF) first-year students. Further, 111 new first-time, full-time students were accepted into a rigorous honors program with an average CSAT score of 1,240. The University has recently decided to make the submission of SAT test scores optional as part of the admission process.



Table II.C.1  
 William Paterson University  
 Mean Math, Reading and Writing SAT Scores for First-Time Freshmen,  
 by Admission Status and Overall, Fall 2018

	Full-Time Students			Part-Time Students		
	N	Mean Score		N	Mean Score	
		Math	Reading		Math	Reading
Regular Admits	1,509	498.1	505.2	3	476.7	530.0
EOF Admits	95	462.1	469.8	0	0.0	0.0
Special Admits	0	0.0	0.0	0	0.0	0.0
All Admits	1,604	496.0	503.1	3	476.7	530.0
Missing Scores	88			3		

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, 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 written essay test 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 tested using Accuplacer.

This past fall, 356 (4.1 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, 15.3 percent required remedial coursework. Majority of these students (13.1%) need help in computation.

IIC.2

William Paterson University  
Enrollment In Remediation Courses

a. Total Number of Undergraduate Students Enrolled in Fall 2018

Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
8,735	356	4.1%

b. Total number of First-time, Full-time (FTFT) students enrolled in remediation in Fall 2018

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 Course
1,698	260	15.3%

c. First-time, Full-time students (FTFT) enrolled in remediation in Fall 2018 by subject area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Computation	222	13.1%
Algebra	30	1.8%
Reading	151	8.9%
Writing	29	1.7%
English	0	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 2018, 37 percent of undergraduates were White, 32.1 percent were Latino/a, 18.4 percent were Black/African American, and 7.1 percent were Asian (Table II.C.3.a). Majority of the undergraduate non-resident alien student population came from South Korea (10 students), India (7 students), and Turkey (4 students).

At the graduate level, 58.4 percent of the student body was White, 20.6 percent Hispanic, 7.2 percent Black/African American and 6.4 percent identified as Asian. Approximately 3 percent were international students. Majority of the graduate non-resident alien students came from Saudi Arabia (10 students) and two students respectively from Brazil, China, Ecuador, India, Japan, Nigeria, and Turkey.

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

Annual Institutional Profile of William Paterson University, Fall 2019

Table II.C.3.a  
William Paterson University  
Undergraduate Enrollment by Race/Ethnicity, Fall 2018

	White		Black		Hispanic		Asian*		American Ind.		Alien		Race Unknown*		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Full-time	2,664	36.6%	1,411	19.4%	2,333	32.1%	527	7.2%	10	0.1%	37	0.5%	288	4.0%	7,270	100.0%
Part-time	570	38.9%	195	13.3%	472	32.2%	91	6.2%	2	0.1%	5	0.3%	130	8.9%	1,465	100.0%
Total	3,234	37.0%	1,606	18.4%	2,805	32.1%	618	7.1%	12	0.1%	42	0.5%	418	4.8%	8,735	100.0%

\* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.

Like many public senior degree-granting institutions around the country, more than half of William Paterson’s fall 2018 undergraduates (55.2 percent) were female (Table II.C.3.b). Males represent approximately 45% of the undergraduate student population. The average age of undergraduates was 22 years; 56.5 percent were 21 years or younger and 7.1 percent were 30 years or older (Table II.C.3.c).

Table II.C.3.b  
Undergraduate Enrollment by Sex, Fall 2018

	Full-time					Part-time					Total				
	Male		Female		Total	Male		Female		Total	Male		Female		Total
	N	%	N	%		N	%	N	%		N	%	N	%	
	3,245	44.6%	4,025	55.4%	7,270	670	45.7%	795	54.3%	1,465	3,915	44.8%	4,820	55.2%	8,735

Table II.C.3.c  
Undergraduate Enrollment by Age, Fall 2018

		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
		Full-time	N	15	2,358	2,324	1,724	617	120	43	53	16	0
	%	0.2%	32.4%	32.0%	23.7%	8.5%	1.7%	0.6%	0.7%	0.2%	0.0%	0.0%	100.0%
Part-time	N	59	41	135	436	412	164	94	86	34	3	1	1,465
	%	4.0%	2.8%	9.2%	29.8%	28.1%	11.2%	6.4%	5.9%	2.3%	0.2%	0.1%	100.0%
Total	N	74	2,399	2,459	2,160	1,029	284	137	139	50	3	1	8,735
	%	0.8%	27.5%	28.2%	24.7%	11.8%	3.3%	1.6%	1.6%	0.6%	0.0%	0.0%	100.0%

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 University offices such as the Women’s Center. Also included are the varied student clubs such as 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), Pride Alliance, SABLE (Sisters for Awareness, Black Leadership, & Equality), Students for Justice in Palestine, the Graduate Multicultural Initiative (GMI) and many other [clubs and organizations](#).

**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. Approximately 72 percent of undergraduates attending the University received some form of financial aid to help pay for college. In AY 2017-18, 24,965 awards were made to undergraduate and graduate students totaling over \$109 million including some other loans (SMART, ACG, EOF graduate students, etc.) not listed in Table II. C. 4 below.

Financial aid recipients in Table II.C.4 received a total of \$16,488,000 in New Jersey State funded aid. William Paterson provided over \$9.5 million in aid through various institutional grants and scholarships.

Table II.C.4  
 William Paterson University  
 Financial Aid from Federal, State & Institution-Funded Programs,  
 AY 2017-18

	Recipients	Dollars(\$)	\$/Recipient
<b>FEDERAL PROGRAMS</b>			
Pell Grants	4,492	19,982,000	4,448.35
College Work Study	207	375,000	1,811.59
Perkins Loans	0	0	--
SEOG	375	415,000	1,106.67
PLUS Loans	775	8,959,000	11,560.00
Stafford Loans (Subsidized)	4,964	20,262,000	4,081.79
Stafford Loans (Unsubsidized)	4,636	17,504,000	3,775.67
SMART & ACG or other	11	35,000	3,181.82
<b>STATE PROGRAMS</b>			
Tuition Aid Grants (TAG)	3,142	14,865,000	4,731.06
Educational Opportunity Fund (EOF)	402	478,000	1,189.05
Outstanding Scholars (OSRP) or other	0	0	--
Distinguished Scholars	0	0	--
Urban Scholars	19	18,000	947.37
NJ STARS	27	56,000	2,074.07
NJCLASS Loans	100	1,071,000	10,710.00
<b>INSTITUTIONAL PROGRAMS</b>			
Grants/Scholarships	2,175	9,594,000	4,411.03
Loans	0	0	--

Source: NJIPEDS Form #41 Student Financial Aid Report

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

Most of William Paterson’s fall 2018 undergraduates hailed from the state of New Jersey (98 percent). The majority of the New Jersey residents were from Passaic County (29 percent), followed by Bergen County (24 percent) and Essex County (10 percent).

William Paterson University  
Fall 2018 First-time Undergraduate Enrollment  
by State Residence

State Residents	Non-State Residents	Total	% State Residents
1,670	34	1,704	98%

Note: Residence unknown included with New Jersey Residents.

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 2012 Full-time First-time Degree-Seeking Undergraduates by Race/Ethnicity

	White		Black		Hispanic		Asian		Alien		Other *		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2012 Cohort	629		150		283		92		1		75		1,230	
Graduates after 4 years	214	34.0%	26	17.3%	64	22.6%	31	33.7%	1	100.0%	22	29.3%	358	29.1%
Graduates after 5 years	326	51.8%	57	38.0%	129	45.6%	54	58.7%	1	100.0%	29	38.7%	596	48.5%
Graduates after 6 years	349	55.5%	64	42.7%	140	49.5%	57	62.0%	1	100.0%	33	44.0%	644	52.4%

\* Other includes American American Indians, Native Hawaiian & Pacific Islanders, 2 or More Races and Unknown.  
Source: IPEDS Graduation Rate Survey

At William Paterson University, the four- and six-year graduation rates for all graduating fall 2012 first-time, full-time, first-year students were 29.1 percent and 52.4 percent, respectively. Retention rates vary by race/ethnicity. For example, the six-year graduation rate for Asians from the fall 2012 cohort was the second highest (62 percent) while the six-year graduation rate was lower for Black undergraduates at approximately 43 percent.

**b. Graduation rates for transfer students**

Transfer students are an integral part of the William Paterson University community. The five-year graduation rate for full-time, first-time, and transfer students has steadily increased over the past decade, from 58 percent for the 2003 cohort to 69 for the Fall 2013 cohort. This cohort represents the latest transfer cohort for which we have six-year graduation rate data. Additionally, 77 percent, of fall 2013 transfer students who entered with 60 or more credits, came to the University from NJ community colleges, and graduated within five years.

**2. Third-semester retention rates**

For William Paterson’s first-time, full-time, first-year students who entered in fall 2017, 70 percent 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 2017 to Fall 2018

Full-Time			Part-Time		
Fall 2017 First-Time Undergraduates	Retained in Fall 2018	Retention Rate	Fall 2017 First-Time Undergraduates	Retained in Fall 2018	Retention Rate
1,311	918	70.0%	6	1	16.7%

SOURCE: IPEDS Fall Enrollment Survey, Part E

**E. Faculty characteristics**

In fall 2018, William Paterson University had a total of 403 full-time faculty members teaching at the university. Approximately 77 percent of the full-time faculty were tenured and there was approximately a 1:1 ratio of female to male faculty members. Sixty-one percent of faculty identified themselves as white, 20 percent as Asian, 9 percent as Black/African American and 7 percent identified as Hispanic.

A short demographic portrait of all full-time faculty is presented in Table II.E.1 below.

Table II.E.1  
William Paterson University  
Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2018

	White		Black		Hispanic		Asian*		American Ind.		Alien		Race Unknown*		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<b>Tenured</b>																
Professors	60	51	14	3	8	5	31	15	0	0	0	0	2	3	115	77
Associate Prof.	28	44	5	4	3	7	4	11	0	0	0	1	0	1	40	68
Assistant Prof.	1	4	1	1	0	2	0	0	0	0	0	0	0	0	2	7
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	89	99	20	8	11	14	35	26	0	0	0	1	2	4	157	152
<b>Without Tenure</b>																
Professors	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Associate Prof.	2	2	0	0	0	0	1	0	0	0	0	0	0	0	3	2
Assistant Prof.	22	23	4	5	2	1	7	10	0	0	2	3	0	1	37	43
All Others	3	3	0	0	0	1	0	0	0	0	0	0	0	1	3	5
Total	28	28	4	5	2	2	8	10	0	0	2	3	0	2	44	50
<b>Total</b>																
Professors	61	51	14	3	8	5	31	15	0	0	0	0	2	3	116	77
Associate Prof.	30	46	5	4	3	7	5	11	0	0	0	1	0	1	43	70
Assistant Prof.	23	27	5	6	2	3	7	10	0	0	2	3	0	1	39	50
All Others	3	3	0	0	0	1	0	0	0	0	0	0	0	1	3	5
Total	117	127	24	13	13	16	43	36	0	0	2	4	2	6	201	202

Source: IPEDS Human Resources Survey

\* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.

Approximately 53 percent representing the majority of undergraduate class sections were taught by full-time faculty. Approximately 42 percent of the sections were 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.

Table II.E.2  
 William Paterson University  
 Percentage of Course Sections Taught by Full-time Faculty, Fall 2018

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	N	%	N	%	N	%
2,314	1,216	52.5%	969	41.9%	129	5.6%

Note: Others includes Full-time Administrators, Teaching Assistants and 2 unidentified

Table II.E.3  
 William Paterson University  
 Ratio of Full- to Part-time Faculty, Fall 2018

Full-time		Part-time		Total	
N	%	N	%	N	%
403	37.4%	674	62.6%	1,077	100.0%

Source: IPEDS Human Resources Survey

As well as being accomplished teachers and mentors, faculty are active participants in their academic fields, writing books, book chapters, journal articles, and supporting their research through grants and presenting their original research at conferences. The University’s faculty of teachers/scholars continued to make a significant impact on their disciplines during the 2018-19 academic year. Faculty received or were nominated for 281 awards, honors, and fellowships; produced 537 books, book chapters, conference proceedings, and articles in journals and 195 artistic artifacts/events including performances, productions, and exhibitions, and gave 489 lectures, presentations, and workshops at academic conferences and other settings.



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

The demographics and affiliations of the Board of Trustees are highlighted below. The board has representation from the student body. Table II.F summarizes the characteristics of the Board of Trustees as of the beginning fall 2019.

Table II.F.

1. Race/Ethnicity and Gender of Governing Board

	White	Black	Hispanic	Asian	American Indian	Non-Resident Alien	Unknown	Total
Male	11	1	0	0	0	0	0	12
Female	2	0	1	0	0	0	0	3
Total	13	1	1	0	0	0	0	15

2. Members of the Board of Trustees

William Paterson University		
Name	Title	Affiliation
Dr. Richard J. Helldobler	President	Ex Officio Member of the Board of Trustees
Mr. Zachrey Barr	Student Representative	William Paterson University Student
Ms. Lourdes Cortez	President and CEO	North Jersey Federal Credit Union
Mr. John Galandak	Retired, 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. Dylan Johnson	Student Representative	William Paterson University Student
Mr. Kevin Lenahan	Senior VP, CFO and CAO	Atlantic Health System, Inc.
Mr. Brad Neilley	Senior VP and Head of Human Resources	AvalonBay Communities, Inc.
Ms. Linda A. Niro	Chief Accounting Officer	1st Constitution Bank
Mr. William J. Pesce	Retired, President and CEO	John Wiley & Sons, Inc.
Mr. Michael Seeve	President	Mountain Development Corporation
Dr. Henry J. Pruitt, Jr.	Retired, Vice President for Engineering, Design and Construction	AT&T
Mr. Joseph Velli	Retired, Senior Executive Vice President	The Bank of New York
Dr. Deborah Zastocki	Retired, President and CEO	Chilton Memorial Hospital

3. Board of Trustees URL

<https://www.wpunj.edu/university/boardoftrustees/>

**G. Profile of the institution**

**1. Degree and certificate programs**

William Paterson’s undergraduate students have the option to choose from 58 different academic majors, while graduate students are able to choose from 27 master’s programs. Also offered at the institution are 22 certificate programs, as well as doctoral degrees in Nursing Practice and Clinical Psychology.

A list of WPUNJ degrees are presented below:

**ACTIVE DEGREE PROGRAMS AT WILLIAM PATERSON UNIVERSITY**

<b>UNDERGRADUATE LEVEL</b>	<b>GRADUATE LEVEL</b>
<b>DEGREE PROGRAM</b>	<b>DEGREE PROGRAM</b>
<b>Bachelor of Arts (B.A.)</b>	<b>Doctor of Nursing Practice (D.N.P.)</b>
Africana World Studies	
Anthropology	<b>Doctor of Clinical Psychology (Psy.D.)</b>
Art	
Art History	<b>Master of Arts (M.A.)</b>
Asian Studies	Applied Sociology
Chemistry	Clinical & Counseling Psychology
Communication	English
Communication Disorders	Higher Education Administration
Criminology and Criminal Justice	History
Early Childhood Education	Professional Communication
Earth Science	
Economics	<b>Master of Arts in Teaching (M.A.T.)</b>
Elementary Education	Elementary Education
English	Secondary Education
Geography	
History	<b>Master of Business Administration (M.B.A.)</b>
Integrated Mathematics and Science	Business Administration
Latin American and Latino Studies	
Legal Studies	<b>Master of Education (M.Ed.)</b>
Liberal Studies <sup>3</sup>	Educational Leadership
Mathematics	Curriculum and Learning <sup>3</sup>
Music	Literacy <sup>3</sup>
Philosophy	Special Education
Political Science	Professional Counseling
Psychology	
Secondary Education	<b>Master of Fine Arts (M.F.A.)</b>
Sociology	Art
Spanish	Creative and Professional Writing
Sport Management	

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Urban Science and Society	<b>Master of Music (M.M.)</b>
Women's and Gender Studies	Music
<b>Bachelor of Fine Arts (B.F.A.)</b>	<b>Master of Public Policy (M.P.P.)</b>
Art	Public Policy
<b>Bachelor of Music (B.M.)</b>	<b>Master of Science (M.S.)</b>
Music	Applied Business Analytics
	Biology <sup>4</sup>
<b>Bachelor of Science (B.S.)</b>	Biotechnology
Accounting	Communication Disorders
Actuarial Science	Exercise and Sports Studies
Athletic Training	Materials Chemistry
Biology	Sales Leadership
Biotechnology	
Business	<b>Master of Science in Nursing (M.S.N.)</b>
Chemistry	Nursing
Computer Information Technology	
Computer Science	<b>Graduate Certificates</b>
Environmental Science	Adult Gerontology Nurse Practitioner
Environmental Sustainability	Assessment and Evaluation Research
Exercise Science	Associate Media Specialist
Finance	Associate Media Specialist, Alternate Route
Financial Planning	Bilingual Education
Global Business Studies	Early Childhood Education, Alternate Route
Health Studies	Elementary Education
Management	English as a Second Language
Marketing	Family Nurse Practitioner
Mathematics	Learning Disabilities Teacher Consultant
Nursing	MBA Pathways
Nursing, General	Middle School Language Arts and Literacy
Nursing, RN	Reading Specialist
Physical Education	School Library Media Specialist
Professional Sales	School Library Media Specialist, Alternate Route
Public Health	School Nurse Instructional
	School Nurse Non-Instructional
<b>Post-Baccalaureate Certificate</b>	School Principal
Pre-Professional School Preparation	School Supervisor
	Teacher of Students with Disabilities
<sup>3</sup> Also online degrees.	Teacher of Students with Disabilities, Alt. Route

**Source:** Office of Institutional Effectiveness

Oct-18

## **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 FY2018 (2017-2018), \$5,102,250 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 FY2018 totaled \$3,884,406. New awards for notable projects came from the National Science Foundation, the US Department of Education, the American Chemical Society Petroleum Research Fund, the Veterans Administration, the American Cancer Society, the NJ Division of Mental Health and Addiction Services, National Institutes of Health through a sub-award from Rutgers University, the National Academy of Sciences through a sub-award from the University of Texas – Austin, and the NJ Department of Labor and Workforce Development.

Sponsors of new research activities in FY2018 include: The American Chemical Society Petroleum Research Fund who provided two awards to Department of Chemistry faculty. Dr. Jonathan Foley received support for his project on *Light Initiated Energy Transfer to Petroleum-Derived Molecules Mediated by Hybrid Nanoparticles* and Dr. Yalan Xing received support for her project on *Direct Difunctionalization of Alkynes by Radical Oxidative Coupling Reaction*. The National Science Foundation provided support to Dr. Michael Griffiths and Dr. Nicole Davi for their project on *Calibrating South Asian Proxies: Speleothems and Tree-Rings*, which also in collaboration with the University of California – Irvine and the Lamont Dougherty Earth Observatory of Columbia University. The sub-award from the University of Texas – Austin from their award from The National Academy of Sciences / National Academies Keck Futures Initiative supported Dr. Julie Ann Nagel of the Art Department's research entitled *Empathy Mirror*. The US Department of Education provided support for Dr. Kabba Colley and Dr. Darlene Russell to undertake a research-focused group study experience entitled *Exploring the Agroecology and Cultural Narratives of the Senegambia River Basin: A WPU and University of Thies STEM Initiative*.

Support continued 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, the National Science Foundation for 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, the National Institutes of Justice for *The Next Generation in the Measurement of Adolescent Relationship Abuse*, and Ongoing research activities were supported by the National Science Foundation and the Federal Aviation Administration.

In FY2018, notable non-research new and ongoing awards, by area of activity include: for student support from the National Science Foundation from their *Noyce Teacher Scholarship Program* and US Health Resources and Services Administration for their *Nurse Faculty Loan Program*, the NJ Office of the Secretary for Higher Education for the Educational Opportunity Fund program; for public service and economic development from the NJ Department of Labor and Workforce

Development for the training of employees in several industries, the Small Business Administration through Rutgers to support the Small Business Development Center, the NJ Department of Health and Social Services and the NJ Department of Health and Senior Services and the Passaic County Department of Human Services for projects to reduce the abuse of alcohol and other drugs at WP and in Passaic County; for college readiness and teacher professional development from the US Department of Education, and the Passaic and Paterson School Districts; and for art exhibitions and jazz performances from the NJ State Council on the Arts and the Mid Atlantic Arts Foundation.

II.H  
William Paterson University  
Major Research and Public Service Activities  
R&D Expenditures : Year 2018

	Amount (\$)
Federally Financed Academic R&D Expenditures	\$1,189,853
Institutionally Financed Academic R&D Expenditures	\$11,905,160
Total Academic R&D Expenditures	\$13,095,013

\* Includes \$921,099 for externally (state, local, Foundation, and other finances expenditures)

***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.

[Connection to the City of Paterson](#)

William Paterson University maintains strong ties with the City of Paterson where the institution was established in 1855. William Paterson partners with Paterson schools and currently has 16 Professional Development schools in the city of Paterson. The University actively collaborates with the Paterson Great Falls National Historical Park, provides numerous activities in support of Paterson student education, sponsors symposia through the Paterson Metropolitan Regional Research Center, and supports Paterson 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 to finance, market, and manage their companies.

*Speech and Hearing Clinic*

The clinic provides auditory and speech pathology diagnosis and treatment services for communication disorders across the age range.

*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. William Paterson maintains a strong presence in the Wayne public schools with numerous student teachers assigned to the classroom. Every year, the dozens of programs at William Paterson University attract experts in many fields to the campus.

## **I. Major capital projects underway in fiscal year 2019**

Over the past several years, the University created 30 all-gender bathrooms throughout the campus. This summer we added four more locations: the former women's bathroom at Student Center room SC205; in the Cheng Library, the former men's and women's staff bathrooms on the first floor in the center of the building; at 1600 Valley Road, the former women's bathroom on the ground level near the elevators and the café; and in University Hall, the former women's bathroom next to the interior entrance to the Speech and Hearing Clinic on the lowest level. All of the bathrooms are identified with the appropriate signage.

Skyline Residence Hall construction is complete with final furniture move-in taking place. The building will be ready for students by the end of August 2019. New flooring was installed in Century Hall. Both Heritage Hall and Pioneer Hall received LED lighting upgrades, and new window treatments were installed in Matelson Hall and White Hall. Several building interiors were repainted. New energy-efficient washers and dryers that have a smartphone app to monitor laundry have replaced the old washers and dryers in every residence hall. Rooms have been designated and furnished in University Commons for both the new Center for Diversity and Inclusion and the new Black Cultural Center.

Significant work was done on the historic restoration of Hobart Manor's exterior. Following the recent completion of the roof, the work continued with the restoration of the period-specific copingstones on the top of the brick exterior. Chimneys, exterior walls, archways, and the patio have also been restored. Additional work will continue into fall 2019. The exterior of Hunziker Hall is also going through similar restoration work.

New space for a tutoring center was created in the Cheng Library. We have added to the University's solar panel installation by installing new panels on the roof of University Hall. This small array will generate about 40 kW for the building. Several buildings have received new HVAC units, hot water heating systems, or boilers. The University Community Police Office was relocated from Overlook North to Speert Hall next to the main entrance facing the library.