

WILLIAM PATERSON UNIVERSITY

Annual Institutional Profile Report, AY 2020



WILLIAM PATERSON UNIVERSITY
ANNUAL INSTITUTIONAL PROFILE, FALL 2020

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PREFACE

From its roots as a Normal school in the City of Paterson to the comprehensive regional university into which it has evolved, WILLIAM PATERSON UNIVERSITY continues to transform the lives of its students and to strengthen the economic, cultural, and social fabric of northern New Jersey. Over 85,000 alumni attest to the impact of a William Paterson University education. As is true of most institutions of higher learning, this year presented previously unforeseen challenges due to the COVID-19 pandemic.

The University Community came together, figuratively speaking, in strength and creativity. When it was necessary to pivot from face-to-face teaching in March, faculty and staff dug deep and discovered that they could continue to guide and facilitate the learning process that had started in Fall of 2019. They discovered new abilities and amplified already developed skills.

The University serves one of the most diverse student bodies in the State of New Jersey. When we are able to utilize them, 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.

The 2019-20 academic year includes the second year of our 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 first-year students 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 college careers. Early results show that the retention of last year's first-year students has increased across most demographic groups.

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 approximately 2,000 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. Last year we increased tuition by 2.4 percent. This year we increased tuition by 1.9 percent, ever mindful of the needs of our students. We continue to be concerned about the lack of a regular mechanism for state funding of capital improvements on public campuses. Our technology needs this year have been great due to the need for remote learning. We continue to offer the Pledge 4 Success program to our students. We started it last year for students who have an adjusted gross income of 45 thousand dollars or less, and are full federal, Pell, and TAG eligible. The Program fills 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 third year as President of this great institution, I take great pride in all that has been accomplished over its 164-year history and all that we will accomplish in the days ahead.

Richard J. Helldobler, Ph.D.
President
William Paterson University

II. DATA BY CATEGORY

A. Accreditation status: institutional and professional

William Paterson University is fully accredited by the Middle States Commission on Higher Education (MSCHE), the region's accrediting body for colleges and universities. The University has continuously been accredited 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. Specifically spring 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/dotCMS/login?referrer=/institutional-effectiveness/FACTBOOKS/fb19/fb201920.html>)

- 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
- 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 2019 Undergraduates

William Paterson University enrolled over 8,600 undergraduates this past fall semester. The majority of these students (83.3%) are enrolled full-time (12 credits or more) and 16.7 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 2019

Full-time		Part-time		Total
N	%	N	%	
7,165	83.3%	1,440	16.7%	8,605

Source: IPEDS Fall Enrollment Survey

Fall 2019 Graduate Students

At the graduate level, the majority of William Paterson’s students enrolled as part-time students (76.9%) in Fall 2019, taking fewer than 9 credits. Only 23.1% 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 2019

Full-time		Part-time		Total
N	%	N	%	
347	23.1%	1,153	76.9%	1,500

Source: IPEDS Fall Enrollment Survey

FY 2019 Unduplicated Enrollment

Students enrolling at William Paterson during the 12-month fiscal year yielded an unduplicated headcount of 10,178 for undergraduates and 1,935 for graduate students, with an overall University Full-Time Equivalency (FTE) of 8,835 (Table II.B.4).

Table II.B.4
William Paterson University
Unduplicated Enrollment, FY 2019

	Headcount Enrollment	Credit Hours	FTE
Undergraduate	10,178	238,215	7,941
Graduate	1,935	20,197	842
Doctoral-Professional Practice			52
Total	12,113	258,412	8,835

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 2019, the undergraduate admissions office of the University received over 14,300 applications, lower than the number of applications from fall 2018 semester (over 15,000 applications), attributed to the COVID-19 challenge. In fall 2019, the University enrolled 1,529 new first-time, full-time, first-year students.

This past fall also saw 807 enrolled as new transfer students and 57% are females while 43% represent males. The average age of entering transfers was 24 years. The majority of transfer students attended as full-time students (84.3 percent) and 12 percent lived on-campus. Half of the students (50.7 percent) transferred 60 credits or more to the University and the overall average transfer college GPA was 2.89.

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 12 of the 19 New Jersey Community Colleges: Bergen County College, Brookdale Community College, Camden County College, Essex 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

Effective fall 2019, SAT scores submission for admission was made optional. High school GPAs were important criteria used in the admission decision process for new first-time undergraduate students in fall 2019. As of fall 2019, the University has made the submission of SAT test scores optional as part of the admission process. Consequently, not all first-time entering students submitted test scores for computation of average test scores.

Table II.C.1
 William Paterson University
 Mean Math, Reading and Writing SAT Scores for First-Time Freshmen,
 by Admission Status and Overall, Fall 2019

	Full-Time Students				Part-Time Students			
	N	Mean Score			N	Mean Score		
		Math	N	Evidence Based Reading/Writing		Math	N	Evidence Based Reading/Writing
Regular Admits	649	497.2	649	504.0	1	610.0	1	670.0
EOF Admits	0	0.0	0	0.0	0	0.0	0	0.0
Special Admits	0	0.0	0	0.0	0	0.0	0	0.0
All Admits	649	497.2	649	504.0	1	610.0	1	670.0
Missing Scores	588		588		9		9	

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 570 are exempt from reading and writing placement tests. Those with MSAT scores equal to or better than 570 are not required to take math placement tests. Those who do not meet these criteria are tested using Accuplacer.

This past fall, 438 (5.1 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, 20.2 percent required remedial in at least one coursework. Majority of these students (15.4%) need help in computation.

IIC.2

William Paterson University
Enrollment In Remediation Courses

a. Total Number of Undergraduate Students Enrolled in Fall 2019

Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
8,605	438	5.1%

b. Total number of First-time, Full-time (FTFT) students enrolled in remediation in Fall 2019

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
1,529	309	20.2%

c. First-time, Full-time students (FTFT) enrolled in remediation in Fall 2019 by subject area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Computation	235	15.4%
Algebra	0	0.0%
Reading	185	12.1%
Writing	0	0.0%
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 2019, 35.4 percent of undergraduates were White, 32.7 percent were Hispanic, 18.9 percent were Black/African American, and 7.1 percent were Asian and 0.2% were American Indians (Table II.C.3.a). Majority of the undergraduate non-resident alien student population came from South Korea (9 students), India (6 students), and 2 respectively from Brazil, Canada, China, Germany, Poland, South Africa and Turkey. [Fact Book Table 2.7]

At the graduate level, 56.3 percent of the student body was White, 23.3 percent Hispanic, 7.4 percent Black/African American and 6.2 percent identified as Asian. Approximately 2.6% were multi-racial and 1.3 percent were international students. Majority of the graduate non-resident alien students came from Saudi Arabia (5 students), India (4 students) and Brazil (3 students). [Fact Book Table 2.7].

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

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Table II.C.3.a
William Paterson University
Undergraduate Enrollment by Race/Ethnicity, Fall 2019

	White		Black		Hispanic		Asian*		American Ind.		Alien		Race Unknown*		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Full-time	2,509	35.0%	1,441	20.1%	2,337	32.6%	526	7.3%	11	0.2%	46	0.6%	295	4.1%	7,165	100.0%
Part-time	533	37.0%	188	13.1%	473	32.8%	81	5.6%	2	0.1%	3	0.2%	160	11.1%	1,440	100.0%
Total	3,042	35.4%	1,629	18.9%	2,810	32.7%	607	7.1%	13	0.2%	49	0.6%	455	5.3%	8,605	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 2019 undergraduates (55.6 percent) were female (Table II.C.3.b). Males represent approximately 44.4% of the undergraduate student population. The average age of undergraduates was 22 years; 61.3 percent were 21 years or younger and 6.5 percent were 30 years or older (Table II.C.3.c).

Table II.C.3.b
Undergraduate Enrollment by Sex, Fall 2019

Full-time					Part-time					Total				
Male		Female		Total	Male		Female		Total	Male		Female		Total
N	%	N	%		N	%	N	%		N	%	N	%	
3,148	43.9%	4,017	56.1%	7,165	669	46.5%	771	53.5%	1,440	3,817	44.4%	4,788	55.6%	8,605

Table II.C.3.c
Undergraduate Enrollment by Age, Fall 2019

		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
Full-time	N	118	2,604	2,260	1,399	554	121	48	46	14	0	1	7,165
	%	1.6%	36.3%	31.5%	19.5%	7.7%	1.7%	0.7%	0.6%	0.2%	0.0%	0.0%	100.0%
Part-time	N	80	63	135	415	398	130	74	83	37	4	21	1,440
	%	5.6%	4.4%	9.4%	28.8%	27.6%	9.0%	5.1%	5.8%	2.6%	0.3%	1.5%	100.0%
Total	N	198	2,667	2,395	1,814	952	251	122	129	51	4	22	8,605
	%	2.3%	31.0%	27.8%	21.1%	11.1%	2.9%	1.4%	1.5%	0.6%	0.0%	0.3%	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 71 percent of undergraduates attending the University received some form of financial aid to help pay for college. In AY 2018-19, 24,833 awards were made to undergraduate and graduate students totaling over \$110 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 \$16,935,000 in New Jersey State funded aid. William Paterson provided over \$10.3 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 2018-19

	Recipients	Dollars(\$)	\$/Recipient
FEDERAL PROGRAMS			
Pell Grants	4,518	20,650,000	4,570.61
College Work Study	189	352,000	1,862.43
Perkins Loans	0	0	--
SEOG	705	462,000	655.32
PLUS Loans	811	9,347,000	11,525.28
Stafford Loans (Subsidized)	4,815	19,086,000	3,963.86
Stafford Loans (Unsubsidized)	4,501	17,272,000	3,837.37
SMART & ACG or other	8	27,000	3,375.00
STATE PROGRAMS			
Tuition Aid Grants (TAG)	3,153	15,416,000	4,889.31
Educational Opportunity Fund (EOF)	428	528,000	1,233.64
Outstanding Scholars (OSRP) or other	0	0	--
Distinguished Scholars	0	0	--
Urban Scholars	16	15,000	937.50
NJ STARS	23	50,000	2,173.91
NJCLASS Loans	89	926,000	10,404.49
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	2120	10,327,000	4,871.23
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 2019 undergraduates hailed from the state of New Jersey (98 percent). The majority of the New Jersey residents were from Passaic County (34 percent), followed by Bergen County (21.4 percent) and Essex County (11.7 percent).

Table II.C.5

William Paterson University
Fall 2019 First-time Undergraduate Enrollment
by State Residence

State Residents	Non-State Residents	Total	% State Residents
1,503	34	1,537	97.8%

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 2013 Full-time First-time Degree-Seeking Undergraduates by Race/Ethnicity

	American Ind.		Asian		Black		Hispanic		Pacific Islander		Alien		Race Unknown		2 or More Races		White		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2013 Cohort	1		112		183		380		0		3		24		40		546		1,289	
Graduates after 4 years	0	0.0%	30	26.8%	52	28.4%	111	29.2%	0	--	2	66.7%	5	20.8%	11	27.5%	227	41.6%	438	34.0%
Graduates after 5 years	0	0.0%	57	50.9%	79	43.2%	183	48.2%	0	--	2	66.7%	8	33.3%	19	47.5%	318	58.2%	666	51.7%
Graduates after 6 years	0	0.0%	61	54.5%	85	46.4%	199	52.4%	0	--	2	66.7%	9	37.5%	20	50.0%	337	61.7%	713	55.3%

Source: IPEDS Graduation Rate Survey

At William Paterson University, the four- and six-year graduation rates for all graduating fall 2013 first-time, full-time, first-year students were 34 percent and 55.3 percent, respectively. Retention rates vary by race/ethnicity. For example, the six-year graduation rate for the fall 2013 cohort for Whites was 61.7%, 54.5% for Asians, while that for Black undergraduate students was approximately 46 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 58.8 percent for the 2004 cohort to 67.5 for the Fall 2014 cohort. Additionally, 79 percent, of fall 2014 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 2018, 69.3 percent of the cohort continued into the second year while 33.3% of the part-time students retained to the second year (Table II.D.2).

Table II.D.2

William Paterson University
Third Semester Retention of First-time Undergraduates, Fall 2018 to Fall 2019

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
1,698	1,177	69.3%	6	2	33.3%

SOURCE: IPEDS Fall Enrollment Survey, Part E

E. Faculty characteristics

In fall 2019, William Paterson University had a total of 391 full-time faculty members teaching at the university. Approximately 96 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.

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Table II.E.1

William Paterson University

Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2019

	American Ind.		Asian		Black		Hispanic		Pacific Islander		Alien		Race Unknown		2 or More Races		White		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Tenured																					
Professors	0	0	29	17	13	3	8	5	0	0	0	0	1	1	1	2	55	60	107	88	
Associate Prof.	0	0	6	8	4	3	1	7	0	0	0	0	0	0	0	1	24	38	35	57	
Assistant Prof.	0	0	5	10	5	6	2	3	0	0	2	3	0	1	0	0	22	25	36	48	
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	2	1	
TOTAL	0	0	40	35	22	12	11	15	0	0	2	3	1	2	76	67	103	124	180	194	
Without Tenure																					
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Associate Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Assistant Prof.	0	0	1	1	0	1	0	1	0	0	0	0	0	0	0	0	3	3	4	6	
All Others	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	4	1	5	2	
TOTAL	0	0	1	1	0	2	1	1	0	0	0	0	0	0	2	4	7	4	9	8	
Total																					
Professors	0	0	29	17	13	3	8	5	0	0	0	0	1	1	1	2	55	60	107	88	
Associate Prof.	0	0	6	8	4	3	1	7	0	0	0	0	0	0	0	1	24	38	35	57	
Assistant Prof.	0	0	6	11	5	7	2	4	0	0	2	3	0	1	0	0	25	28	40	54	
All Others	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	6	2	7	3	
TOTAL	0	0	41	36	22	14	12	16	0	0	2	3	1	2	1	3	110	128	189	202	

Approximately 55 percent representing the majority of undergraduate class sections were taught by full-time faculty. Approximately 40 percent of the sections were taught by part-time faculty while 6% were taught by instructors of other categories. (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 2019

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	N	%	N	%	N	%
2231	1,215	54.5%	889	39.9%	127	5.7%

Note: Others includes Full-time Administrators and Teaching Assistants

Table II.E.3
 William Paterson University
 Ratio of Full- to Part-time Faculty, Fall 2019

Full-time		Part-time		Total	
N	%	N	%	N	%
391	31.3%	858	68.7%	1,249	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 2019-20 academic year. Faculty received or were nominated for 224 awards, honors, and fellowships; produced 430 books, book chapters, conference proceedings, and articles in journals and 120 artistic artifacts/events including performances, productions, and exhibitions, and gave 348 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 2020.

Table II.F.

1. Race/Ethnicity and Gender of Governing Board

	White	Black	Hispanic	Asian	American Indian	Non-Resident Alien	Unknown	Total
Male	10	1	0	0	0	0	0	11
Female	2	0	1	0	0	0	0	3
Total	12	1	1	0	0	0	0	14

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 V. 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. Kevin Lenahan	Senior VP, CFO and CAO	Atlantic Health System, Inc.
Mr. Bradley L. 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 A. Seeve	President	Mountain Development Corporation
Dr. Henry J. Pruitt, Jr.	Retired, Vice President for Engineering, Design and Construction	AT&T
Mr. Joseph M. Velli	Retired, Senior Executive Vice President	The Bank of New York
Dr. Deborah K. 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

UNDERGRADUATE LEVEL	GRADUATE LEVEL
DEGREE PROGRAM	DEGREE PROGRAM
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

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Communication Disorders	Higher Education Administration
Criminology and Criminal Justice	History
Early Childhood Education	Professional Communication
Earth Science	
Economics	Master of Arts in Teaching (M.A.T.)
Elementary Education	Elementary Education
English	Secondary Education
Geography	
History	Master of Business Administration (M.B.A.)
Integrated Mathematics and Science	Business Administration
Latin American and Latino Studies	
Legal Studies	Master of Education (M.Ed.)
Liberal Studies ³	Educational Leadership
Mathematics	Curriculum and Learning ³
Music	Literacy ³
Philosophy	Special Education
Political Science	Professional Counseling
Psychology	
Secondary Education	Master of Fine Arts (M.F.A.)
Sociology	Art
Spanish	Creative and Professional Writing
Sport Management	
Urban Science and Society	Master of Music (M.M.)
Women's and Gender Studies	Music
Bachelor of Fine Arts (B.F.A.)	Master of Public Policy (M.P.P.)
Art	Public Policy
Bachelor of Music (B.M.)	Master of Science (M.S.)
Music	Applied Business Analytics
	Biology ⁴
Bachelor of Science (B.S.)	Biotechnology
Accounting	Communication Disorders
Actuarial Science	Exercise and Sports Studies
Athletic Training	Materials Chemistry
Biology	Sales Leadership
Biotechnology	
Business	Master of Science in Nursing (M.S.N.)
Chemistry	Nursing
Computer Information Technology	
Computer Science	Graduate Certificates
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
Post-Baccalaureate Certificate	School Principal
Pre-Professional School Preparation	School Supervisor
	Teacher of Students with Disabilities
³ 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 FY2019 (2018-2019), \$3,985,681 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 FY2019 totaled \$5,210,225. New awards for notable projects came from the National Science Foundation, the US Department of Education, the American Chemical Society Petroleum Research Fund, the NJ Division of Mental Health and Addiction Services, the White House Office of National Drug Control Policy, the US Department of Justice, the National Cancer Institute/NIH, National Institutes of Health through a sub-award from Rutgers University, and the NJ Department of Labor and Workforce Development.

Sponsors of new research activities in FY2019 include: The National Science Foundation provided support to Dr. Michael Griffiths for two projects: the multi-institutional research on *Dry or Wet in East Asia During Heinrich Events? New Perspectives from Multiproxy Cave Records and Coupled Model Simulations* and *Biogeochemical Fingerprinting of the Megatoothed ("Megalodon") Shark: A Dual Study in Thermophysiological Evolution and Seawater Chemistry*, which was undertaken with Dr. Martin Becker, also of WP's

Environmental Sciences Department. WP received support from Reckitt Benckiser LLC to support undergraduate research. The National Cancer Institute of the National Institutes of Health provided an award to Dr. Jennifer DiNoia to support her research on *WIC-Based Intervention to Promote Healthy Eating Among Low-Income Mothers*. Dr. Rahi Abouk received an award from the National Institute of Drug Abuse of the National Institutes of Health for a collaborative research project undertaken with the Rand Corporation on the topic of *Can Mandatory Electronic Prescriptions Reduce Opioid Abuse?*

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 FY2019, notable non-research new and ongoing awards, by area of activity include: for curriculum development from the US Department of Education, Expanding Vistas: Global Contexts, Local Lives, for student support from the National Science Foundation from their Noyce Teacher Scholarship Program, for efforts to reduce dating and other relationship violence from the US Department of Justice, *the WPU Campus Violence Prevention Program*, for a community-based program to reduce drug use from the White House Office of Drug Control Policy’s Drug Free Communities program the *United for Prevention in Passaic County - Passaic City* project, 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 as well as two awards from the National Endowment for the Arts: *Site-Specific Installation and Exhibit by Marion Wilson* and *Celebrating the Legacy of Ben Shahn*.

II.H

William Paterson University
Major Research and Public Service Activities
R&D Expenditures : Year 2019

	Amount (\$)
Federally Financed Academic R&D Expenditures	\$1,022,771
Institutionally Financed Academic R&D Expenditures	\$11,353,509
Total Academic R&D Expenditures	\$12,376,280

* Includes \$1,157,974 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.

[United for Prevention in Passaic County](#)

Housed in the University's Department of Public Health, this county-wide coalition seeks to engage all members of the community who are concerned about the problem of substance abuse in the county. Coalition members include students, parents, mental health providers, law enforcement members, and other prominent members of the community.

I. Major Capital Projects Underway and Completed in Fiscal Year 2020

Many campus wide capital projects were completed during FY-20.

In University Commons, new offices for the Center for Diversity & Equity, and the Black Cultural Center were completed; and a new office/reception station was installed for Community Policing on the first floor of Speert Hall.

Major façade tuckpointing work was completed at Hunziker Hall and new windows were installed in the Hunziker basement costume shop. Roof leak repair work was completed at Hobart Manor, and façade tuckpointing, and restoration of the Manor exterior patio, and the lower level stone cloister was completed as well.

In College Hall, new conference room and file room was designed and built for Payroll and Benefits, and a new auditor's office was built in the Humans Resources office. The Office of Employment Equity and Diversity was renovated and it included a new office for its Director.

The Academic Success Center was moved from Raubinger Hall into the first floor of the Cheng Library. The lower level of Raubinger Hall was reconfigured to provide for six new Academic Advisor Offices and two Coaching Offices. An existing office on Raubinger's first floor was converted into a seventh Academic Advisor Office. The Office of Testing was moved out of Raubinger into newly renovated space in the Atrium.

Several capital projects were completed for Residential Life during FY-20.

Skyline Hall was completed and the Certificate of Occupancy received. The project was honored by receiving the New Jersey BIZ Good Neighbor Award. The Overlook North demolition plans were completed and bid in March 2020. The actual demolition work is planned for FY-21.

Bid documents were completed for renovating the student kitchens, and replacing the windows and screens in Pioneer and Heritage Halls. These improvements are also planned for FY-21.

At Century Hall, new LVT flooring was installed in the corridors, elevator upgrades were completed, and a new air conditioning chiller was installed. A new TPO roof was installed over White Hall's first floor meeting room; and new ceiling tiles, and new LED lighting were installed in the meeting room itself. Interior LED lighting replacements were completed in Century and Hillside Halls; and LED lighting replacements were completed in the White Hall bathrooms.

The boiler was replaced in Hillside Hall; and finally, new lounge furniture was installed in Century, Hillside, Matelson, Overlook and White Halls.

During FY-20, Plant Operations installed new UV Air Purifiers in the supply ducts in all buildings. The Cheng Library Chiller was replaced, and the circulation pumps were upgraded in twenty-three campus buildings. Additionally, circulation pumps and valve actuators were

installed in 1600 Valley Road. Finally, a new HVAC Chiller Unit was installed at the Sports and Recreation Center.