

WILLIAM PATERSON UNIVERSITY

**ACCOUNTABILITY
REPORT**

2006 – 2007

WILLIAM
PATERSON
UNIVERSITY

LEARNING FOR LIFE

**William Paterson University: The Year in Review
AY 2007 Accountability Report**

Table of Contents

	Page
Introduction	1
I. Data by Category	
A. Accreditation status:	
1. Institutional accreditation	1
2. Professional accreditation	1
B. Number of students served:	
1. Number of undergraduates by attendance status	2
2. Number of graduates and first-professionals by attendance status	2
3. Number of non-credit students served	2
C. Characteristics of undergraduate students:	
1. Mean math and verbal SAT scores	3
2. Basic skills testing and remediation by subject area	3
3. Race/ethnicity, sex, and age (separately)	4
4. Numbers of students receiving financial assistance under each state-funded aid program, including both need-based and merit-based, both grants and loans (TAG, EOF, OSRP, Distinguished Scholars, Urban Scholars, NJSTARS and NJCLASS)	5
5. Percentage of students who are New Jersey residents	6
D. Degrees conferred/characteristics of graduates:	
1. By race/ethnicity and sex (separately)	6
2. By general field	7
3. By distance education programs	9
E. Student outcomes:	
1. Graduation rates by race/ethnicity and income:	
a. Four-, five- and six-year graduation rates	7
2. Third-semester retention rates:	
a. By race/ethnicity	9
b. For low-income students	10
3. Transfer:	
a. Percentage of entering students who are transfers	10

Table of Contents (Continued)

F. Faculty characteristics:	
1. Full-time faculty by race/ethnicity, sex, academic rank and tenure status	11
2. Percentage of course sections taught by full-time faculty	11
3. Ratio of full- to part-time faculty	11
G. Characteristics of the trustees or governors:	
1. Race/ethnicity and sex (simultaneously)	12
H. A profile of the institution:	
1. Degree and certificate programs	13
2. Other	14
I. Major research and public service activities	15
J. Major capital projects underway in fiscal 2006	16
II. Other Institutional Information (if desired)	

Introduction

This past academic year, 2006-2007, marked William Paterson's 152nd year of service to the citizens of New Jersey. The University has a faculty dedicated to effective teaching and student learning; a mix of high-quality programs; a naturally beautiful and landscaped 370-acre campus in suburban Wayne, NJ; a growing honors program; and a newly configured student services division focused on making experiences and activities outside of the classroom as challenging, exciting and important as what happens in the classroom.

The following report gives some insight into who our students and faculty are, and what they do in their classrooms and on campus. The best way to learn about William Paterson, however, is to come and visit us: <http://www.wpunj.edu/>

A. Accreditations

William Paterson University is accredited by the Middle States Commission, the region's accrediting body for colleges and universities. In addition, many of our programs have earned professional accreditation. This past year the Department of Music achieved reaccreditation from the National Association of Schools of Music for their undergraduate and graduate programs. The Art Department is completing the accreditation process with the National Association of Schools of Art and Design. The Computer Science Department is pursuing accreditation for its undergraduate program with the ABET-CAC (Computing Accreditation Commission). The following is a list of all current University program accreditations.

UNIVERSITY PROGRAM ACCREDITATIONS AND CERTIFICATIONS

- American Chemical Association (Certification)
- American Speech-Language-Hearing Association (ASHA)
- Association to Advance Collegiate Schools of Business (AACSB)
- Commission for the Accreditation of Allied Health Education Programs (CAAHEP)
- Commission on Collegiate Nursing Education (CCNE)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Masters in Psychology Accreditation Council (MPAC)
- National Association of Music Merchants Affiliated Music Business Institutions (NAMBI)
- National Association of Schools of Music (NASM) Professional Services Board
- National Council for Accreditation of Teacher Education (NCATE)
- National League for Nursing (Certification)
- New Jersey Board of Nursing
- Society for Public Health Education (SOPHE)/American Association for the Advancement of Health Education Baccalaureate Program Approval Committee

B. Number of students served

This past year William Paterson University served 10,600 students; 8,862 attended as undergraduate students and 1,737 attended as graduate students. Eight out of ten undergraduates attended the University as full-time students and a small number, 73, were non-degree students.

At the graduate level the reverse was true. A large majority of graduate students, 81 percent, are working professionals and pursue their educations during the evening as part-time students. About 27 percent are teachers pursuing other certifications and endorsements.

Wm. Paterson					
Table II.B.1:					
Undergraduate Enrollment by Attendance Status, Fall 2006					
<u>Full-time</u>		<u>Part-time</u>		<u>Total</u>	
<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>		
7,100	80.1%	1,762	19.9%	8,862	

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Table II.B.2:					
Graduate Enrollment by Attendance Status, Fall 2006					
<u>Full-time</u>		<u>Part-time</u>		<u>Total</u>	
<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>		
326	18.8%	1,411	81.2%	1,737	

C. Characteristics of undergraduate students

William Paterson University meets the higher education needs of New Jersey high school graduates who are looking for an outstanding college education within the state. Last fall, 6,323 undergraduates applied to the University; 3,226 were accepted and 1,218 first-time, full-time, first-year students enrolled. Fifty-five percent of these entering first-time, full-time, first-year students were female and 42.5 percent were from a racial/ethnic minority group. Nearly half of these new students lived on campus. The most popular majors for this group were: business administration, communication, sociology, psychology, and biology. A large percent also expressed interest in pursuing teacher education programs.

One of the criteria used in the admissions decision process is SAT scores. This past fall the majority of first-time, full-time, first-year students, 68 percent, met all admission criteria (regular admitted students) and had average verbal SAT scores of 505 and average math SAT scores of 521. An additional 20 percent were admitted as sponsored students. These are students who do not meet regular admission criteria but have some special ability such as art, music or athletic aptitude that will complement certain academic programs. Another 8.5 percent were admitted as Equal Opportunity Fund (EOF) students. These are students who come from economically

disadvantaged backgrounds and admission criteria for this group takes this into consideration. EOF students are also provided with a wide range of support services, including academic support services, which help to address the consequences of coming from disadvantaged backgrounds.

1. Mean math and verbal SAT scores

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Table II.C.1:												
Mean Math and Verbal SAT for First-Time Freshmen,												
By Admission Status and Overall, Fall 2006												
	Full-Time Students						Part-Time Students					
	<u>Math</u>	<u>N</u>	<u>Reading</u>	<u>N</u>	<u>Writing*</u>	<u>N</u>	<u>Math</u>	<u>N</u>	<u>Reading</u>	<u>N</u>	<u>Writing*</u>	<u>N</u>
Regular Admits	519.3	845	505.0	845			433.3	164	420.2	164		
EOF Admits	403.9	100	394.5	100								
Special Admits	429.1	243	427.5	243								
All Admits	491.1	1,188	479.8	1,188			433.3	164	420.2	164		
Missing Scores		30		30				8		8		

* The new writing scores are currently not used as part of the William Paterson admissions decision process.

2. Basic skills testing and remediation

The University offers a number of courses for entering first-year students who may require developmental courses to prepare them for college-level assignments. Those who have VSAT scores equal to or greater than 550 and an Academic Index of 215 and above are exempt from reading and writing placement tests. Those with MSAT scores of equal to or better than 600 and an AI of 215 or higher do not take math placement tests. Those who are not exempt are tested using Accuplacer and most often need help with basic math and computation skills. There were over 800 students who did not require any developmental course work.

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Table II.C.2			
<u>Remediation / Development Education</u>			
<u>Total number of students tested</u>	<u>Number of students needing remediation</u>	<u>Number of Recent HS graduates tested</u>	<u>Number of recent HS graduates needing remediation</u>
1,487	671	1,420	637

Remediation / Development Education (Continued)

<u>Subject Area</u>	<u>Number of FTF</u>	<u>Percent of FTF</u>	<u>Number of FTF Who are Recent HS Graduate</u>	<u>Percent of FTF Who are Recent HS Graduate</u>
Reading	274	22.5	261	21.4
Writing	81	6.7	74	6.0
Basic Math with Computation	580	47.6	547	44.9
Elem. Algebra				
Total English	81	6.7	74	6.0
Total Math	580	47.6	547	44.9
First-time freshmen requiring remediation in at least one subject area in fall 2006				
	<u>Number of FTF</u>	<u>Percent of FTF</u>	<u>Number of FTF Who are Recent HS Graduate</u>	<u>Percent of FTF Who are Recent HS Graduate</u>
Needing remediation in at least one subject area	671	47.2	1,420	95%

3. Race/ethnicity, sex and age

The University’s enrollment figures reflect the diversity of the State’s population. In fall 2006, 56 percent of undergraduates were White; 16 percent were Latino/a; 14 percent were African American; 6 percent were Asian and almost 1 percent were international students. Over half, 56 percent, were female. Fifty-five percent were 21 years or younger; the average age of undergraduates was 22.8 years.

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Table II.C.3.a
Undergraduate Enrollment by Race/Ethnicity, Fall 2006**

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>American Ind.</u>		<u>Alien</u>		<u>Race Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>Num</u>	<u>Num</u>	<u>Num</u>	<u>Num</u>	<u>Num</u>	<u>Num</u>	<u>Num</u>	<u>Num</u>	<u>Num</u>	<u>Num</u>	<u>Num</u>	<u>Num</u>	<u>Num</u>	<u>Num</u>	<u>Num</u>
Full-time	3,970	55.9%	991	14.0%	1,163	16.4%	433	6.1%	11	0.2%	63	0.9%	469	6.6%	7,100	100.0%
Part-time	985	55.9%	210	11.9%	349	19.8%	80	4.5%	6	0.3%	1	0.1%	131	7.4%	1,762	100.0%
Total	4,955	55.9%	1,201	13.6%	1,512	17.1%	513	5.8%	17	0.2%	64	0.7%	600	6.8%	8,862	100.0%

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Table II.C.3.b
Undergraduate Enrollment by Sex, Fall 2006**

<u>Male</u>		<u>Full-time</u>		<u>Total</u>	<u>Male</u>		<u>Part-time</u>		<u>Total</u>	<u>Male</u>		<u>Total</u>		<u>Total</u>
<u>Pct</u>	<u>Female</u>	<u>Pct</u>	<u>Female</u>		<u>Pct</u>	<u>Female</u>	<u>Pct</u>	<u>Female</u>		<u>Pct</u>	<u>Female</u>	<u>Pct</u>	<u>Female</u>	
3,124	44.0%	3,976	56.0%	7,100	673	38.2%	1,089	61.8%	1,762	3,797	42.8%	5,065	57.2%	8,862

**Wm. Paterson
Table II.C.3.c
Undergraduate Enrollment by Age, Fall 2006**

		<u>LT 18</u>	<u>18-19</u>	<u>20-21</u>	<u>22-24</u>	<u>25-29</u>	<u>30-34</u>	<u>35-39</u>	<u>40-49</u>	<u>50-64</u>	<u>65+</u>	<u>Unknown</u>	<u>Total</u>
Full-time	Num	10	2,074	2,406	1,840	486	116	60	85	13	0	10	7,100
	Pct	0.1%	29.2%	33.9%	25.9%	6.8%	1.6%	0.8%	1.2%	0.2%	0.0%	0.1%	100.0%
Part-time	Num	62	184	116	403	395	192	129	195	76	3	7	1,762
	Pct	3.5%	10.4%	6.6%	22.9%	22.4%	10.9%	7.3%	11.1%	4.3%	0.2%	0.4%	100.0%
Total	Num	72	2,258	2,522	2,243	881	308	189	280	89	3	17	8,862
	Pct	0.8%	25.5%	28.5%	25.3%	9.9%	3.5%	2.1%	3.2%	1.0%	0.0%	0.2%	100.0%

4. Numbers of students receiving financial assistance under each state-funded aid program.

The cost of attending college is a very real concern for our students. One of the top three reasons first-year students reported as important in their decision to attend WPUNJ is the price of tuition. The vast majority of new students apply for financial aid and a large number count on this type of funding to help pay for college. Last year almost 7 out of 10 undergraduates received some form of financial aid (federal and state funding) to help pay for college tuition. TAG awards are the largest source of State-funded programs. Many still must supplement their awards with paid employment on and off campus. As well, the University offers a number of Presidential and Trustee scholarships for qualified students.

**Wm. Paterson
Table II.C.4:
Financial Aid from State-Funded Programs, FY 2006**

	<u>Recipients</u>	<u>Awards</u>	<u>Dollars(\$)</u>	<u>\$/Recipient</u>	<u>\$/Award</u>
TAG	1,939	3,434	6,844,288	3,529.80	1,993.09
EOF	396	741	469,450	1,185.48	633.54
Bloustein Scholars	42	83	41,500	988.10	500.00
Urban Scholars	96	186	93,000	968.75	500.00
NJCLASS Loans		494	3,963,965		8,024.22
NJ Stars II (2006)	4		8,000	2,000.00	
OSRP		44	105,000		2,386.36

5. Percentage of students who are NJ residents

William Paterson University predominantly serves the citizens of New Jersey. The first-year class is reflective of the entire undergraduate population. Nearly all are from New Jersey, 97 percent, and about half of all undergraduates originate from the two contiguous counties of Bergen and Passaic.

Wm. Paterson Table II.C.5 First-time Full-time Freshman in Fall 2006 Enrollment by State Residence			
<u>State Residents</u>	<u>Non-State Residents</u>	<u>Total</u>	<u>% State Residents</u>
1,183	35	1,218	97.1%

D. Degrees conferred/characteristics of graduates:

The number of undergraduate students earning baccalaureate degrees from William Paterson has increased by 23 percent from 2002 to 2006. This past undergraduate graduating class contained 1,662 students. About two-thirds of those who graduated were White, almost 11 percent were African American, 13 percent, Hispanic, and 4 percent were Asian. Six out of ten graduates were women.

Wm. Paterson Table II.D.1.a: Baccalaureate Degrees Conferred by Race/Ethnicity, FY 2006															
White		Black		Hispanic		Asian		American Indian		Alien		Unknown		<u>Total Num</u>	<u>Pct</u>
<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>		
1,129	67.0%	180	10.8%	217	13.1%	67	4.0%	5	0.3%	16	1.0%	48	2.9%	1,662	100.0%

Wm. Paterson Table II.D.1.b: Baccalaureate Degrees Conferred by Sex, FY 2006					
<u>Men</u>		<u>Women</u>		<u>Total</u>	
<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
604	36.3%	1,058	63.7%	1,662	100.0%

The most popular majors for the graduating class of FY 2006 were: business administration, the social sciences such as sociology and political science, communication, psychology, English. While not a major, the College of Education prepares many students to enter the teaching profession. This past year's graduating class saw the first two undergraduates to complete the University's PT4T (Paterson Teachers for Tomorrow) program. The program was established in 1999 and seeks to develop teachers with the knowledge, skills and commitment to teach in the

City of Paterson, New Jersey. Students are recruited from Future Teacher of America clubs that were created at the City's three high schools. They are awarded full tuition scholarships via a competitive selection process and must seek degrees leading to teacher certification. Upon graduation students are required to teach in Paterson for a minimum of three years.

Wm. Paterson		
Table II.D.2:		
Baccalaureate Degrees Conferred by		
General Field, FY 2006		
IPEDS CIP Code		
Major Category		No.
03 Agriculture		6
05 Area/Ethnic Studies		15
09 Communication		238
11 Computer Sciences		20
13 Education		130
16 Foreign Languages		20
23 English Language		141
26 Biological Sciences		38
27 Mathematics		28
38 Philosophy/Religion		6
40 Physical Sciences		5
42 Psychology		171
45 Social Sciences		239
50 Visual/Performing Arts		133
51 Health Professions		95
52 Business/Management		310
54 History		67
TOTAL		1,662

Students at William Paterson are able to take courses online. Last year saw the addition of a new winter session where courses were offered only online. Currently, the University does not offer a complete program via distance learning so there are no students graduating from this kind of program.

The University also awarded 275 masters level degrees in the last academic year. This was a 6 percent increase for the five year period, 2002-2006. In total, William Paterson conferred 1,937 degrees in the last year.

E. Student Outcomes

1. Graduation rates by race/ethnicity and income:

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

William Paterson's four-year graduation rates have steadily risen over the past dozen years. The most recent cohort to complete four years, the fall 2001 cohort, has a rate of 16.2 percent. Most undergraduates are employed while attending William Paterson, making it particularly difficult

for our students to carry 16 credits per semester, the number needed to complete a degree in four years. On average, William Paterson students are enrolled for 13 credits per semester, making five to six years a more realistic time frame for graduating from the University.

Over the past decade William Paterson University has participated in the Consortium for Student Retention Data Exchange (CSRDE), a project of The University of Oklahoma’s Outreach Center for Institutional Data Exchange and Analysis, (C-IDEA). The reports we receive from CSRDE help us put William Paterson’s retention and graduation rates into a larger national context. This past year, 438 four year colleges and universities provided retention and graduation data to the Consortium. The majority of the reporting institutions, 329, are public four year colleges and 154 of them are public Masters granting institutions (William Paterson’s classification). Selectivity is a key explanatory CSRDE variable based upon the average CSAT scores of the entering first year cohort. Colleges and universities whose first year students enter with average CSAT scores of: 1100 and higher are classified as very selective; those with CSAT of 1045-1100 are selective; those with CSAT between 990-1044 are moderately selective; and colleges with CSAT of 990 or less are classified as less selective. William Paterson is considered a moderately selective institution.

The six year graduation rate for the fall 2000 cohort, the most recent first year cohort to complete six years, is 51.0 percent. William Paterson’s rate exceeds the CSRDE nationally reported six-year graduation rate of 46.2 percent for other moderately selective institutions and is actually closer to the 52.4 percent rate for selective universities.

William Paterson’s four- and six-year graduation rates for all minority students are close to 15.0 percent and 47.0 percent, respectively. These rates are for the fall 2000 entering full-time first-time cohort (the most recent graduating cohort). All William Paterson minority students outperformed those at comparable moderately selective CSRDE institutions. The six year graduation rates for comparable CSRDE colleges for African Americans was 35.4; Hispanics, 40.2; and Asians 46.2. The six year rates at William Paterson were 39.3 for African Americans; 43.6 percent for Hispanics; and 57.6 percent for Asian students.

**Wm. Paterson
Table II.E.1.a**

Four-, Five- and Six-Year Graduation Rates of Fall 2000 Full-time First-time Freshmen by Race/Ethnicity

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>Alien</u>		<u>Other*</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Fall 2000 Cohort	675		183		181		59		15		47		1,160	
Graduated After:														
4 yrs	123	18.2%	14	7.7%	27	14.9%	13	22.0%	6	40.0%	5	10.6%	188	16.2%
5 yrs	328	48.6%	62	33.9%	63	34.8%	30	50.8%	8	53.3%	18	38.3%	509	43.9%
6 yrs	374	55.4%	72	39.3%	79	43.6%	34	57.6%	8	53.3%	20	42.6%	587	50.6%

* Other includes American Indian and Unknown Race.

Low-income students are defined as those students with TAG NJEI score of 2,499 and below. The disadvantages of growing up at the bottom of the economic ladder are especially reflected in the longer time it takes for low income students to complete their degrees. Only 10 percent graduated in four years and 39.3 percent graduated in six years. We know for one group of students who are defined as economically disadvantaged, EOF students, an additional 12 percent of the Fall 2000 cohort continued into a seventh year. This is double the percent for all 2000 freshmen; 6 percent.

Wm. Paterson Table II.E.1.b Four-, Five- and Six-Year Graduation Rates of Fall 2000 Full-time First-time Freshmen by Income								
	<u>Low Income *</u>		<u>Non-Low Income</u>		<u>Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Fall 2000 Cohort	242		605		313		1160	
Graduates after 4 Years	23	9.5%	111	18.3%	54	17.3%	188	16.2%
Graduates after 5 Years	82	33.9%	286	47.3%	141	45.0%	509	43.9%
Graduates after 6 Years	95	39.3%	331	54.7%	161	51.4%	587	50.6%

* Low Income is defined as student with a NJ Eligibility Index between 1 and 2,499.

**2. Third-semester retention rates:
a. By race/ethnicity**

First year, or third semester, retention rates are closely monitored because the first year is the most critical one in terms of helping new students continue with their college careers. Approximately 75 percent of all William Paterson’s Fall 2005 first-year students returned for a second year. The University’s First Year Seminar is one way high school students are helped with making a successful transition into College life and academic work. In addition, all students have access to a wide array of academic support services such as the Academic Enrichment Center, basic skills courses and the Science Enrichment Center.

Wm. Paterson Table II.E.2.a Third Semester Retention of Full-time First-time Freshmen by Race/Ethnicity, Fall 2005 to Fall 2006																
	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>American Ind.</u>		<u>Alien</u>		<u>Race Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Retained	516	75.3%	135	80.4%	204	75.0%	84	80.0%	2	100.0%	4	57.1%	46	80.7%	991	76.5%
Not Retained	169	24.7%	33	19.6%	68	25.0%	21	20.0%	0	0.0%	3	42.9%	11	19.3%	305	23.5%
Total	685	100.0%	168	100.0%	272	100.0%	105	100.0%	2	100.0%	7	100.0%	57	100.0%	1,296	100.0%

b. For low-income students

Low-income students had slightly higher one-year retention rates than other first-year students at the University; 77.3 percent vs. 76.1 percent, respectively.

Wm. Paterson Table II.E.2.b Third Semester Retention of Full-time First-time Freshmen by Income, Fall 2005 to Fall 2006								
	<u>Low Income *</u>		<u>Non-Low Inc.</u>		<u>Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Retained	157	77.3%	608	76.1%	226	76.9%	991	76.5%
Not Retained	46	22.7%	191	23.9%	68	23.1%	305	23.5%
Total	203	100.0%	799	100.0%	294	100.0%	1,296	100.0%

* Low Income is defined as student with a NJ Eligibility Index between 1 and 2,499.

3. Transfers

a. Percentage of entering students who are transfers

In fall 2006, 730, or 31 percent of new students entered as transfer students. More than half, 56 percent, were female and the average age of entering transfers was 24. The majority came from three New Jersey counties: Bergen, Passaic and Morris.

Wm. Paterson Table II.E.3: Entering Undergraduates by Admission Status And Attendance Status, Fall 2006						
	<u>New Transfer</u>		<u>First-time</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Full-time	609	32.9%	1,241	67.1%	1,850	100.0%
Part-time	121	31.5%	263	68.5%	384	100.0%
Total	730	32.7%	1,504	67.3%	2,234	100.0%

F. Faculty Characteristics:

Faculty are at the forefront of leading the University towards student success and academic excellence through innovative teaching, research and service to the William Paterson and larger communities.

A quick demographic portrait of William Paterson faculty shows that in Fall 2006, 45 percent were women; and 33 percent identified themselves as being from a racial or ethnic minority group. Seventy-three percent were tenured and an additional 26 percent were in tenure-track positions.

Wm. Paterson																
Table II.F.1:																
Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2006																
	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>American Ind.</u>		<u>Alien</u>		<u>Race Unknown</u>		<u>Total</u>	
	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>
Tenured																
Professors	56	36	5	3	6	2	20	5	0	0	0	0	0	0	87	46
Associate Prof.	26	32	11	5	1	3	6	6	0	0	0	0	0	0	44	46
Assistant Prof.	15	15	4	4	1	1	1	0	0	0	2	0	0	0	23	20
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	97	83	20	12	8	6	27	11	0	0	2	0	0	0	154	112
Without Tenure																
Professors	1	1	0	0	0	0	0	1	0	0	0	0	0	0	1	2
Associate Prof.	5	5	0	0	0	0	4	0	0	0	0	0	0	0	9	5
Assistant Prof.	22	18	4	4	3	4	3	8	0	0	1	1	0	0	33	35
All Others	2	8	1	1	0	1	0	2	0	0	0	0	0	0	3	12
TOTAL	30	32	5	5	3	5	7	11	0	0	1	1	0	0	46	54
Total																
Professors	57	37	5	3	6	2	20	6	0	0	0	0	0	0	88	48
Associate Prof.	31	37	11	5	1	3	10	6	0	0	0	0	0	0	53	51
Assistant Prof.	37	33	8	8	4	5	4	8	0	0	3	1	0	0	56	55
All Others	2	8	1	1	0	1	0	2	0	0	0	0	0	0	3	12
TOTAL	127	115	25	17	11	11	34	22	0	0	3	1	0	0	200	166

The University also draws upon a number of adjunct faculty who are highly qualified practitioners in their specialties. This is especially so in the arts, music, education, and key areas in health and in business. Adjunct faculty are integrated into the academic life of the University through orientations, adjunct handbooks and compensated faculty development opportunities.

Excluding courses taught by University professional staff and individual instruction such as music lessons and thesis supervision, the percent of courses taught by full-time faculty is slightly more than 60 percent.

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Table II.F.3:					
Ratio of Full- to Part-time Faculty, Fall 2006					
<u>Full-time</u>		<u>Part-time</u>		<u>Total</u>	
<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
366	34.5%	695	65.5%	1,061	100.0%

During the past year the William Paterson University faculty continued the tradition of contributing to their academic disciplines through the publication of books and articles, numerous presentations at professional meetings, and by applying for and receiving research grants. During the 2006-07 academic year, William Paterson faculty published 267 papers in journals. As well, they wrote 28 books, edited an additional 9 and contributed chapters in 43 others. An additional 216 peer-reviewed lectures and presentations were delivered and artistic endeavors included 250 performances, productions, exhibits and recordings.

G. Characteristics of the Board of Trustees

The Board of Trustees reflects the diversity of the New Jersey and William Paterson University communities. Eight of the ten members are male; one is Asian and two are African American. In addition there are two female members one of whom is Hispanic. Two student members, one male and one female, served on the Board in the past year; and is White and the other Hispanic.

Several members of the Board are also alumni of the University. Mr. Pesce, an alumnus, is especially generous with his time and often speaks to students. It is inspiring for students to know that an alumnus is now president of Wiley Publishing Company as well as a University Trustee and is still actively engaged with the University.

The 2006-2007 William Paterson University Board of Trustees

Mr. Aaron Burroughs (Student)
Mr. Kenneth P. Campbell
Dr. Peter Fan
Ms. Maria Olmos (Student)
Mr. Frederick L. Gruel
Mr. Michael L. Jackson
Mr. Vincent J. Mazzola
Mr. William Pesce
Dr. Henry J. Pruitt, Jr.
Ms. Sonia Rosado (Vice-Chair)
Mr. Robert H. Taylor (Chair)
Ms. Carla Temple (Secretary)
Dr. Arnold Speert (President) Ex Officio

H. Community Service and Outreach

William Paterson University offers a wide variety of programming and activities to the surrounding community. The following is a list of just a few of these activities.

- The William Paterson *Small Business Development Center* in downtown Paterson, NJ, under the direction of Kate Muldoon, provides a number of services to small business owners and those who would like to be Paterson entrepreneurs. Classes are conducted in

English and Spanish. Last year interested persons were able to learn how to write a business plan as well as learn the basics of business start up.

- Donning heavy gloves, approximately 135 William Paterson University Students and Staff spent the day cleaning up Paterson's Great Falls for *Service Leadership Day*. Dead tree limbs and discarded tires were hauled from the area as well as bags of trash. Students spent the morning in a training session on service leadership before arriving at the falls by bus. The event was part of a William Paterson University service leadership effort, Collaborations for Change, designed to help students develop an expanded view of leadership and understand their responsibility to act as role models for the campus and community.
- The University once again hosted the *New Jersey National History Day* celebration. "Taking a Stand in History" was the theme as students in grades 6 through 12 from across the State's public and private schools competed for highly desired prizes. The Valley Middle School in Oakland won first place in the junior level in group exhibits for an entry entitled "Elizabeth Gurley Flynn: The Rebel Girl" and the New Jersey History Prize for their level sponsored by the New Jersey Historical Commission.
- Last year marked the 29th season of the highly acclaimed University-sponsored *Jazz Room Concert Series*. The series concluded with a performance by Kevin Mahogany with William Paterson's own Jazz Orchestra.
- William Paterson University's very popular *Distinguished Lecturer Series* completed its 27th season last year. It offered the surrounding communities a number of exciting evenings that featured programs on the arts, history, sports and law. One lecture was given by Chief Justice Deborah Poritz, who just retired from the New Jersey Supreme Court. She reflected on her years as Chief Justice and State Attorney General.
- *The Center for Closely Held Business* was developed by and for successful, closely held and family business leaders. It draws on the strengths of the University's Christos M. Cotsakos College of Business as well as actual owners of closely held businesses. This past year the Center offered a series of very successful roundtables including, "*Unlocking Decision Deadlocks: A Key to Partnership Success*".
- The newly restructured *Center for Continuing and Professional Education* greatly expanded its offerings this past year. Community members were offered a range of courses and activities such as: test preparation, in-service courses for educators, computer and technology classes, grants workshops, and the very popular summer camps for kids.
- Finally, more than 200 senior citizens from northern New Jersey attended the University's Ninth Annual *Senior Citizens Thanksgiving Dinner* last November. The event is hosted by William Paterson as part of its outreach to the community. The purpose of the dinner is to recognize the contributions of senior citizens in the community.

I. A profile of the institution:

1. Degree and certificate programs

This past year, undergraduate students were able to earn degrees in 32 different academic majors. We believe William Paterson is the only University in the northern hemisphere granting a degree in Professional Sales. Through the efforts of the Asian Studies faculty, a language track is being offered as one of the options in the major. The new track will allow students to attain greater linguistic proficiency; faculty continues to explore the possibility of teacher certification in Asian languages.

In addition, nearly 10 percent of undergraduates pursued teacher education training in Early Childhood (P-3), Elementary (K-8), Subject Field (K-12), or Special Education Certification.

Graduate students, in turn, were able to earn a master’s degree in 19 majors; 275 degrees were awarded in the past year. As well, a large number of master’s-level students take classes in teacher certification and endorsement programs.

A list of currently active degrees William Paterson offers follows:

<i>CURRENTLY ACTIVE UNDERGRADUATE DEGREE PROGRAMS OFFERED AT WILLIAM PATERSON UNIVERSITY</i>			
<i>DEGREE PROGRAM</i>	<i>CIP CODE*</i>	<i>DEGREE PROGRAM</i>	<i>CIP CODE*</i>
<u>Bachelor of Arts (B.A.)</u>		<u>Bachelor of Science (B.S.)</u>	
African, African American & Caribbean Studies	050201	Accounting	520301
Anthropology	450201	Biology	260101
Art	500701	Biotechnology	261201
Asian Studies	050103	Business Administration	520201
Communication	090101	Chemistry	400501
English	230101	Community Health/Sch. Health Ed.	511504
French and Francophone Studies	160901	Computer Science	110101
Geography	450701	Economics	450601
History	540101	Environmental Science	030103
Latin American Studies	050107	Nursing	511601
Mathematics	270101	Physical Education	131314
Music	500901	Professional Sales	521804
Philosophy	380101	<u>Bachelor of Fine Arts (B.F.A.)</u>	
Political Science	451001	Arts, Fine	500701
Psychology	420101		
Sociology	451101	<u>Bachelor of Music (B.M.)</u>	
Spanish	160905	Music	500903
Women’s Studies	050207		

CURRENTLY ACTIVE GRADUATE DEGREE PROGRAMS OFFERED AT WILLIAM PATERSON UNIVERSITY			
DEGREE PROGRAM	CIP CODE*	DEGREE PROGRAM	CIP CODE*
<u>Masters of Arts (M.A.)</u>		<u>Masters of Science (M.S.)</u>	
English	230101	Biology	260101
History	540101	Biotechnology	261201
Media Studies	090102	Communication Disorders	510201
Public Policy & International Affairs	451001	Nursing	511608
Psychology, Applied clinical	420201		
Sociology	451101	<u>Masters of Arts (M.A.T.)</u>	
		Elementary Education	131202
<u>Masters of Fine Arts (M.F.A.)</u>		<u>Masters of Education (M.Ed.)</u>	
Art	500101	Educational Leadership	130401
		Elementary Education	131202
<u>Masters of Music (M.M.)</u>		Reading	131315
Music	500901	Counseling Services	131101
		Special Education	131001
<u>Masters of Business Administration (M.B.A.)</u>			
Business Administration	520201		

J. Major research and public service activities

The University actively pursues outside resources to support its activities. Last year the University's Office of Sponsored Programs helped faculty and administrators bring in more than \$3,500,000 grant dollars. Many of these grants were for student related activities and professional development activities in addition to faculty research. A few examples show the range of these grants. For example, Professor Carey Waldburger was awarded a National Institutes of Health grant for his work on *Factors Influencing PhoQ Phosphorylation* in the amount of \$73,698 in FY 2006 and an additional \$74,376 for FY 2007. These grants support the faculty member's scientific research as well as providing paid research assistantships for WPU undergraduates.

The New Jersey State Council on the Arts generously supports the University's long-running Jazz Room Series. The University's Alumni Association also awarded nearly \$40,000 in grants to faculty and other William Paterson offices. The figures below are a subset of the \$3.5 million. They represent only federal funds and only funds for faculty research and public service activities.

From the New Jersey Department of Education's Mathematics and Science Partnership Program, WPUNJ received \$616,673 for the first year of a three-year project entitled "REFORMS: Reclaiming Educational Foundations of Rigorous Math and Science." The College of Science and Health, working in collaboration with the College of Education and the Paterson Public Schools, will provide professional development to teachers in several Paterson public schools.

The Passaic County Planning Department awarded a \$63,000 contract to Dr. Richard Pardi, Environmental Science, for NJ Department of Environmental Protection-funded research on the water quality of the Molly Ann Brook that runs through Haledon, Prospect Park and Paterson to the Passaic River.

Wm Paterson	
<u>II.I Major Research and Public Service Activities</u>	
R&D EXPENDITURES : YEAR 2006	
Institution: <u>William Paterson University</u>	
	Amount (\$)
Federally Financed Academic R&D Expenditures	353,180
Institutionally Financed Academic R&D Expenditures	704,946
Total Academic R&D Expenditures	1,430,884 *
* Total includes \$372,758 for externally financed expenditures	
Note: Dollar amount as reported to the National Science Foundation (NSF) on Form #411 (<i>Survey of Research and Development Expenditures at Colleges and Universities</i>).	

K. Major capital projects underway in FY 2007

Located on 370 acres on three sites, the University has 38 buildings that house television studios; science facilities and laboratories; computer graphics laboratories and art galleries; fine arts studios; a 900-seat theater; classrooms; an academic/administrative computer center; a gymnasium with a competition-size swimming pool; a library; an alumni house; an electronic financial trading room for academic instruction; and the Russ Berrie Institute for Professional Sales. Other facilities include a student center, multipurpose recreation center, newly renovated athletic fields with artificial turf, and campus residences for approximately 2,700 students.

Two new student residential buildings, High Mountain East and High Mountain West, housing an additional 372 students, opened in Fall 2006. They offer a community living environment focused on education, the individual and involvement in the community. These residences have suite-style rooms that give students more personal space and open to lounges for building community. The new residences have two state-of-the-art classrooms that bridge the academic and residential experiences. The learning communities featured in High Mountain West include an Honors Learning Community and a Health and Wellness Learning Community. The communities consist of groups of students who have an academic connection and who choose to live together in a specific area of a residence hall to expand their co-curricular experiences. It is the intention of the University to bring students together into a community where academic efforts are supported through the residential experience, and where experiences will be enhanced through shared engagements with peers, as well as staff.

The addition of the new residences is part of an overall housing master plan. The Residential Zone Master Plan proposes more pedestrian pathways, outdoor seating and centralized facilities serving residents in a pedestrian-friendly environment. The next phase will include

refurbishment of rooms in the 1,000-bed Towers Complex, and the renovation of space for a student wellness center.

The new University Commons Complex was completed this past summer and opened for business in the Fall of 2007. The complex includes a renovation and 30,350 square-foot expansion of the John Victor Machuga Student Center, a 25,200 square-foot, 500-seat ballroom and meeting room addition to Wayne Hall and additional dining, offices and lounge space in Wayne Hall. The complex surrounds a newly landscaped central open space, and connects to a new principal entrance plaza to the campus. The plaza is part of an overall effort to “pedestrianize” the campus academic and residential areas creating vehicle-free zones.

A Nursing Patient Simulation Laboratory is under construction to be opened in early 2008. Funded by a generous donation from the Bolger Foundation, the lab will include patient examination rooms, a hematology lab and a patient simulation lab complete with a computer controlled robotic patient with programmable symptoms. The lab will be named the Nel Bolger R.N. Nursing Laboratory. William Paterson’s lab will be unique in that it will include a specialized communication infrastructure that monitors and records simulated clinical procedures for later analysis by students and faculty.