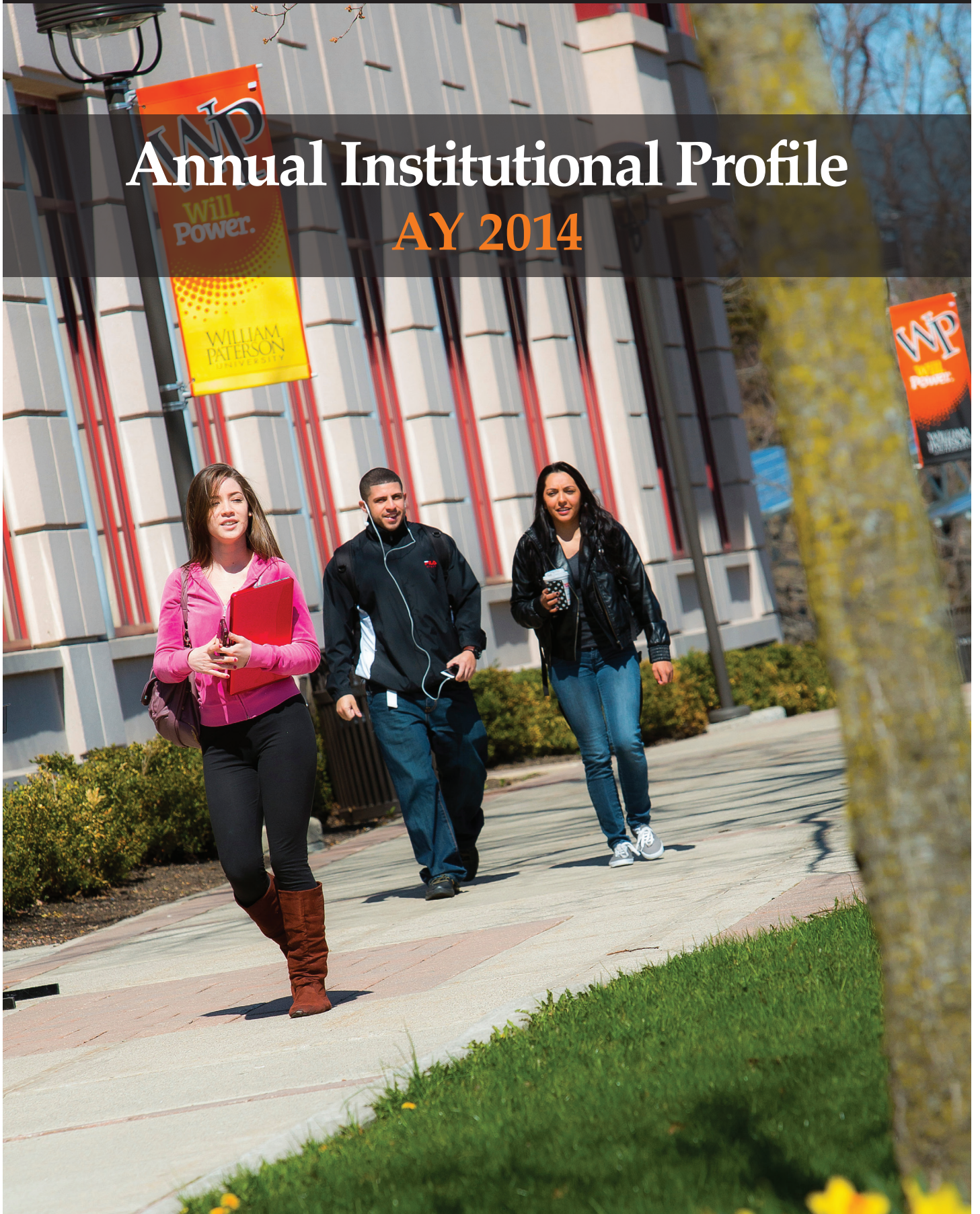


WILLIAM PATERSON UNIVERSITY

Annual Institutional Profile
AY 2014



WILLIAM PATERSON UNIVERSITY
ANNUAL INSTITUTIONAL PROFILE, FALL 2014

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I. Preface

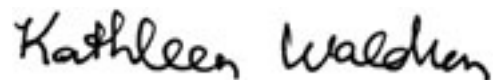
William Paterson University is committed to fulfilling its mission as *a model of outstanding and affordable public higher education in New Jersey*. Each year, the University makes strategic investments that respond to the career goals of our diverse student population while reflecting the workforce needs of the state and region. Each investment builds on the strengths of a distinguished faculty and in partnership with local communities.

The University makes these strategic investments while remaining ever cognizant of the financial hardships faced by many of our students. For the fourth year, the University has instituted minimal increases in tuition and fees and maintained no increase in costs for residence halls. We have increased institutional support for student scholarships, and continue to focus fundraising efforts on increasing private scholarship support. We raised the minimum wage for campus jobs to provide more income for student workers.

We are well underway on the construction of a new health science classroom building, to open in 2016 and supported in part by the *Building Our Future* General Obligation Bond. The new building will include classrooms, simulation laboratories, and clinical settings that are outfitted with the latest technologies, to prepare students for careers in nursing, communication disorders, and public health. And teaching our students is a highly dedicated faculty who are national leaders in their disciplines, including 41 Fulbright Scholars.

The University supports its students and faculty through fundraising and other philanthropic means. A primary focus of our fundraising efforts is to provide scholarship support for students. The University is actively appealing to our 65,000+ alumni to remain engaged with the University and to provide monetary and personal support for current students. William Paterson University provides a transformational experience for our students, as evidenced by an alumni who rise to leadership roles in their professional endeavors and are engaged and active citizens.

I invite you to review a summary of the University's recent accomplishments by linking to our Annual Report at <http://www.wpunj.edu/president/annual-report-2014.dot>.



Kathleen Waldron
President

II. DATA BY CATEGORY

A. Accreditation status: institutional and professional

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

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

UNIVERSITY PROGRAM ACCREDITATIONS AND CERTIFICATIONS

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

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

B. Number of students served

Fall 2013 Undergraduates

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

Table II.B.1: William Paterson University Undergraduate Enrollment by Attendance Status, Fall 2013				
Full-Time		Part-Time		Total
Num	Pct	Num	Pct	
8,269	83%	1,758	18%	10,027
Source: IPEDS Fall Enrollment Survey				

Fall 2013 Graduate Students

Over three-quarters, 78 percent, of the 1,081 graduate students attended the University as part-time students (Table II.B.2) accommodating the majority of whom hold full-time employment positions.

Table II.B.2: William Paterson University Graduate Enrollment by Attendance Status, Fall 2013				
Full-Time		Part-Time		Total
Num	Pct	Num	Pct	
306	22%	1,081	78%	1,387
Source: IPEDS Fall Enrollment Survey				

FY 2013 Unduplicated Enrollment

Students enrolled at William Paterson either in the summer, fall, winter, spring or all semesters yielded an unduplicated headcount of 11,771 for undergraduate and 1,873 for graduate students with an overall University Full-Time Equivalency (FTE) of 10,211 (Table II.B.4).

Table II.B.4: William Paterson University Unduplicated Enrollment, FY 2013			
	Headcount Enrollment	Credit Hours	FTE
Undergraduate	11,771	281,088	9,370
Graduate	1,873	19,883	836
TOTAL	13,644	300,971	10,211
Source: IPEDS 12-Month Enrollment Survey			

C. Characteristics of undergraduate students

New Jersey high school graduates looking for an outstanding college education continue to choose William Paterson University to meet their higher education aspirations. Last fall the undergraduate admissions office received nearly 9,000 applications to the University, a 27.0 percent increase over the prior year and new first-time, full-time, first-year students increased slightly to 1,289 enrolled applicants.

The number of new transfer student applications increased to a five year high as did the number of new transfer students that enrolled. This past fall 1,369 enrolled as new transfer students. More than half, 57.0 percent, of these new transfers were female and the average age of entering transfers was 23.8 years. A large percent, 81.0, attended as full-time students and 12.0 percent lived on-campus. Almost half, 47.0 percent, transferred in 60 or more credits and the overall average transfer college GPA was 2.83.

The University continues to ensure a seamless transition for these students through articulation agreements and increased transfer services. This past year the University added two new program agreements bringing the count of articulation agreements to 83. Currently agreements are with 10 of the 19 New Jersey Community Colleges: Bergen County College, Brookdale Community College, County College of Morris, Essex County Community College, Mercer County Community College, Passaic County Community College, Raritan Valley Community College, Sussex County Community College, Union County College and Warren County Community College.

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

1. Mean math, reading, and writing SAT scores

SAT scores and high school GPAs are the major criteria used in the admission decision process for new first-time undergraduate students. The overall CSAT scores for the fall 2013 entering class was 1015 and the average high school GPA, 3.2. The majority of first-time, full-time, first-year students, 90.0 percent, met all admission criteria (regular admitted students). This group had average reading SAT scores of 506 and average math SAT scores of 523 with a combined SAT scores of 1,029 (Table II.C.1). Also of note were the 96 new first-time, full-time students accepted into a rigorous honors program with combined SAT scores of 1,252. An additional 9.0 percent were Educational Opportunity Fund (EOF) first-year students.

Table II.C.1: William Paterson University Mean Math, Reading and Writing SAT Scores for First-Time Freshmen, by Admission Status and Overall, Fall 2013						
Type	Full-Time Students			Part-Time Students		
	Number	Math	Reading	Number	Math	Reading
Regular Admits	1,156	523	506	3	510	503
EOF Admits	111	449	419	–	–	–
Special Admits	–	–	–	–	–	–
All Admits	1,267	516	499	3	510	503
Missing Scores	19	–	–	3	–	–

Source: SURE Fall Enrollment file

2. Enrollment in remediation courses by subject area

A redesigned academic development area now supports undergraduate academic development throughout a student’s entire career offering a wide array of support services. Issues such as time management and study skills and tutoring in specific courses are addressed through the University’s Academic Success Center. Discipline-based learning centers such as 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 VSAT scores equal to or greater than 550 are exempt from reading and writing placement tests. Those with MSAT scores equal to or better than 550 are not required to take math placement tests. Those who do not meet these criteria are then tested using Accuplacer.

This past fall, 403, or 4.0 percent of William Paterson’s undergraduates were enrolled in one or more developmental skills courses (Table II.C.2). For those who were first-time, full-time, first-year students, 31.0 percent required some help. Computation is the area in which high school students most frequently need assistance.

Table II.C.2: William Paterson University Enrollment in Remediation Courses		
Total Number of Undergraduate Students Enrolled in Fall 2013		
Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
10,027	419	4%
Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2013		
Total Number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	Percent of FTFT Enrolled in One or More Remedial Courses
1,289	295	23%
First-Time, Full-Time Students (FTFT) Enrolled in Remediation in Fall 2013 by Subject Area		
Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Computation	312	24%
Algebra	0	0%
Reading	118	9%
Writing	28	2%
English	0	0%
Source: SURE Fall Enrollment file		

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

The diversity of New Jersey’s population is embraced by the University’s mission and vision statement and reflected in the University’s enrollment figures. In fall 2013, 46.0 percent of undergraduates were White; 24.0 percent were Latino/a; 14.0 percent were African American; 7.0 percent were Asian and 1.0 percent were international students (Table II.C.3.a). More than 40 countries are represented among international students; with the largest numbers coming from China, South Korea and Poland.

At the graduate level 67.0 percent were White, 14.0 percent Hispanic, 6.0 percent African American and 5.0 percent identified themselves as Asian. An additional 1.0 percent were international or non-resident aliens and 5.0 percent declined to report this information.

**Table II.C.3.a:
William Paterson University
Undergraduate Enrollment by Race/Ethnicity, Fall 2013**

	White		African American		Hispanic		Asian*		Native American		Non-Resident		Unknown*		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Full-time	3,839	46%	1,170	14%	1,980	24%	569	7%	10	0%	72	1%	629	8%	8,269	100%
Part-time	798	45%	212	12%	438	25%	117	7%	1	0%	16	1%	176	10%	1,758	100%
Total	4,637	46%	1,382	14%	2,418	24%	686	7%	11	0%	88	1%	805	8%	10,027	100%

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

Source: IPEDS Fall Enrollment Survey

Like many public senior degree-granting institutions around the country, more than half of William Paterson’s undergraduates, 55.0 percent, are female (Table II.C.3.b). The average age of undergraduates was 22.6 years; 51.0 percent were 21 years or younger and 8.0 percent were 30 years or older (Table II.C.3.c).

**Table II.C.3.b:
William Paterson University
Undergraduate Enrollment by Sex, Fall 2013**

Full-Time					Part-Time					Total				
Male	Pct	Female	Pct	Total	Male	Pct	Female	Pct	Total	Male	Pct	Female	Pct	Total
3,763	46%	4,506	55%	8,269	799	45%	959	55%	1,758	4,562	46%	5,465	55%	10,027

Source: IPEDS Fall Enrollment Survey

**Table II.C.3.c:
William Paterson University
Undergraduate Enrollment by Age, Fall 2013**

		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Un-known	Total
Full-Time	Num	9	2,088	2,735	2,414	696	161	69	73	23	1	0	8,269
	Pct	0%	25%	33%	29%	8%	2%	1%	1%	0%	0%	0%	100%
Part-Time	Num	54	22	147	600	458	170	110	132	63	2	0	1,758
	Pct	3%	1%	8%	34%	26%	10%	6%	8%	4%	0%	0%	100%
Total	Num	63	2,110	2,882	3,014	1,154	331	179	205	86	3	0	10,027
	Pct	1%	21%	29%	30%	12%	3%	2%	2%	1%	0%	0%	100%

Source: IPEDS Fall Enrollment Survey

The diversity of the student body is also reflected in the wide variety of cultural and social activities sponsored by such University offices as the Women’s Center and the many student clubs such as the Muslim Student Association, FACE (Filipino American Cultural Entity), Italian Club, OLAS (Organization of Latin American Students), SABLE (Sisters for Awareness, Black Leadership, & Equality), the Spanish Club, the Graduate Multicultural Initiative (GMI) and many others, [student clubs-and-organizations.dot](#). It is also reflected in specific academic majors

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

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

William Paterson University students are recipients of private, state, federal and University support. Almost 84.0 percent of undergraduates attending William Paterson received some form of financial aid to help pay for college. In AY 2012-13, nearly 27,000 awards were made to undergraduate and graduate students totaling almost \$118 million, including some other loans (SMART, ACG, EOF graduate students, etc.) not listed in the following table.

Approximately 15.0 percent of the awards in Table II.C.4, \$20,032,000, were State of New Jersey funded. William Paterson helps as well by dispersing close to \$11.5 million through various institutional funds and programs. This includes tuition waivers also not listed in the table below.

Table II.C.4: William Paterson University Financial Aid from Federal, State & Institution-Funded Programs, AY 2012-13			
	Recipients	Dollars(\$)	\$/Recipient
FEDERAL PROGRAMS			
Pell Grants	4,321	16,876,000	3,906
College Work Study	216	318,000	1,472
Perkins Loans	112	108,000	964
SEOG	373	332,000	890
PLUS Loans	545	6,325,000	11,606
Stafford Loans (Subsidized)	6,057	25,256,000	4,170
Stafford Loans (Unsubsidized)	6,486	27,029,000	4,167
SMART & ACG or other	39	126,000	3,231
STATE PROGRAMS			
Tuition Aid Grants (TAG)	2,739	11,794,000	4,306
Educational Opportunity Fund (EOF)	462	521,000	1,128
Outstanding Scholars (OSRP)	0	0	--
Distinguished Scholars	14	12,000	857
Urban Scholars	25	21,000	840
NJ STARS	49	115,000	2,347
NJCLASS Loans	184	1,942,000	10,554
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	2,870	8,764,000	3,054
Loans	0	0	--
Source: NJIPEDS Form #41 Student Financial Aid Report			

Additionally this past year, the Foundation and Alumni Association made 376 scholarship awards totaling more than \$500,000 dollars. For more information about scholarships at William Paterson University please visit: <http://ww2.wpunj.edu/scholarships/>.

5. Percentage of students who are NJ residents

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

Table II.C.5: William Paterson University Fall 2013 First-Time Undergraduate Enrollment by State Residence			
State Residents	Non-State Residents	Total	% State Residents
1,266	29	1,295	98%
Source: IPEDS Fall Enrollment Survey			

D. Student outcomes

1. Graduation rates

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

Today’s college students are mobile, often starting at one college, moving onto another and finally graduating from yet another. The importance of these factors is recognized by such national initiatives as the Student Achievement Measure (SAM) and the Voluntary System of Accountability’s (VSA) *Student Profile*, which incorporates the realities of today’s college students into its success and progress model. Applying these models to the most recent full-time, first-year cohort to complete six years, the fall 2007 cohort, brings the *undergraduate success and progress rate for William Paterson’s fall 2007 first-year cohort to 76.0 percent: 50.0 percent graduated from William Paterson, an additional 10.0 percent graduated from other colleges, another 7.0 percent are still pursuing their degrees at the University, with 9.0 percent at other institutions.*

Table II.D.1.a: William Paterson University Four-, Five- and Six-Year Graduation Rates of Fall 2007 Full-Time First-Time Degree-Seeking Undergraduates by Race/Ethnicity														
	White		African American		Hispanic		Asian		Non-Resident		Other*		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 2007 Cohort	671		192		245		97		4		90		1,299	
Graduates after 4 years	121	18%	26	14%	28	11%	23	24%	0	0%	13	14%	211	16%
Graduates after 5 years	308	46%	69	36%	83	34%	48	50%	1	25%	34	38%	543	42%
Graduates after 6 years	368	55%	79	41%	107	44%	56	58%	1	25%	40	44%	651	50%

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

Source: IPEDS Graduation Rate Survey

At William Paterson the four- and six-year graduation rates for all graduating fall 2007 first-time, full-time first-year students were 16.0 percent and 50.0 percent, respectively. While background characteristics such as gender and race/ethnicity influence retention and graduation rates, all groups experienced increased graduation rates compared to the fall 2006 cohort. Overall, the fall 2007 four- and six-year rates increased by 2.0 percent and certain subgroups experienced even larger gains. For example, the six-year graduation rate for male students increased from 41.0 percent to 44.0 percent, regardless of racial or ethnic background.

The graduation rate for all females, 55.0 percent, continued to be above the overall University rate of 50.0 percent. Rates for those females who are Asian American and White, 59.0 percent, also exceed the overall average for all females and the University.

b. Graduation rates for transfer students

The five- year graduation rates for full-time transfer students has steadily increased over the past decade. As well, the fall 2008 cohort, the latest transfer cohort to graduate, showed gains. At the end of five years, almost two-thirds, 64.0 percent, graduated compared to 60.0 percent for the

fall 2007 cohort. As well, almost three-quarters, 74.0 percent, of fall 2008 transfer students who entered with 60 or more credits graduated in five years.

2. Third-semester retention rates

For William Paterson’s first-time, full-time, first-year students who entered in fall 2012, 75.0 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 2012 to Fall 2013					
Full-Time			Part-Time		
Fall 2012 First-Time Undergraduates	Retained in Fall 2013	Retention Rate	Fall 2012 First-Time Undergraduates	Retained in Fall 2013	Retention Rate
1,230	920	75%	10	6	60%
Source: IPEDS Fall Enrollment Survey, Part E					

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

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

The first area looks at the best known measure, *student learning experiences*. Illustrative of these success experiences are the many student accomplishments in research, publications, presentations and participation in activities that enable students to explore their majors in and outside of the classroom. These accomplishments are often the direct result of students working with faculty.

For example, William Paterson’s College of Business students have numerous opportunities to join a large array of clubs and societies where they are able to explore careers and hone their business skills. The honor society Beta Gamma Sigma, with the guidance of Professor Florenthal, was named an Exemplary Chapter by the national organization. In addition a number of students were able to attend the Beta Gamma Sigma leadership conference. Under the direction of Professor Simmons, Enactus (formerly SIFE Students In Free Enterprise) emerged as a newly revitalized group and 10 students attended the national conference. Enactus is an international nonprofit organization that works with leaders in business and higher education to mobilize university students to make a difference in their communities while developing the skills to become socially responsible business leaders. Participating students form teams on their university campuses and apply business concepts to develop outreach projects that improve the quality of life and standard of living for people in need. An annual series of regional and national competitions provides a forum for teams to present the results of their projects, and to be evaluated by business leaders serving as judges. National championship teams advance to the prestigious Enactus World Cup. In addition to the community aspect of the program, Enactus

leadership and career initiatives create opportunities for learning and exchange among the participants, as well as the placement of students and alumni with companies in search of emerging talent. Other students attended sales competitions and financial planning conferences. In the past year, the College invested over \$20,000, as well as many faculty and student hours, in support of student participation in conferences and competitions. As well, the college supports a Marketing Club, the Accounting Society, the Student Managed Portfolio, and a Sales Club.

The College had its first Gilman Scholarship recipient, Ms. Ruth Midance, a Global Business major, who studied at an AACSB-accredited university in Korea during the past spring semester. As a direct result of Professor Mike Chao and Adjunct Professor Annette Baron's efforts, three graduating students were offered full scholarships to a one year MA program in Human Resource at Lingnan University in Hong Kong.

Students in the College of Humanities and Social Sciences (HSS) students had a busy past year as well. In support of the College's strategic goal of increasing student engagement in research, the College again dedicated Annual Fund monies received from the University's advancement office to fund students' participation in conferences. About \$4,000 was provided to assist 20 HSS students to present research findings at such forums as the Eastern Psychological Association, the Eastern Sociological Association, the Eastern Michigan University Philosophy Conference, the Vanderbilt Graduate Student Conference, the national Auditory Perception, Cognition, and Action Meeting (APCAM) and the History Honor Society's Phi Alpha Theta's Biannual Conference.

Every department in the College of Science and Health has a student-based club and several departments have active and growing honor societies (Biology, Chemistry, Computer Science, Communication Disorders and Sciences, and Kinesiology).

Most departments also have an active research program that involves students. Students and their faculty mentors participated in the campus-wide Research and Scholarship Day. The Eighth Annual Undergraduate Research Symposium was a great success with 125 undergraduates from nearly 30 area colleges in the tri-state area participating. Many of the presenters were from William Paterson. Additionally, students from Biology, Chemistry, Computer Science, Communication Disorders and Sciences, and Kinesiology were afforded the opportunities to present their research at local, state and national professional conferences.

The Women in Science and Engineering (WISE) program continues to encourage and mentor women in the sciences. The Garden State Louis Stokes Alliance for Minority Participation (GS-LSAMP) program continues to provide research opportunities and enhanced student engagement across the basic sciences.

Internships are yet another way students acquire hands on experience and they are a required part of the Public Health and Exercise Science curriculum. Other types of practicum and field experiences are also required by Communication Disorders and Sciences, Nursing, Physical Education, Athletic Training, and Environmental Science. Of note this past year is Computer Science professor Cyril Ku's work in obtaining UPS funding that includes internships for Computer Science majors with this prominent company.

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

- Developed key new relationships with higher profile companies including: Coca-Cola, Atlantic Health Systems, BNY Mellon, NJM Insurance, MetLife Stadium, Mead Johnson, Soundview Paper, KPMG, The Vitamin Shoppe, Withum, Smith+Brown, Matlen Silver, Jet Aviation, Kearfott Corporation, Black Rock, Unilever, Rothstein Kass, Nestle Waters, Konica Minolta Business Solutions, Prudential Financial, Massey Knakal Realty Services and PNC Bank.
- “Enterprise Rent-A-Car Networking Event” – CDAC, Jennifer Santiago and five colleagues from Enterprise hosted a half day networking event and luncheon on February 25, 2014. 90 students attended the networking event and 50 students attended the luncheon. Event was collaboration between CDAC, and Bella Florenthal, Lisa Ekmekjian and Tim Werkley from the College of Business. Remaining grant money from Enterprise will be used to fund a similar event in fall 2014.
- Alumni Resumania- Collaboration between CDAC and Alumni Relations. Approximately 30 alumni attended the event and received personalized resume critiques from CDAC staff. Event was invitation-only with RSVP. 80 alumni originally responded to the event.
- Ongoing employer events: Resumania, Career workshop series (fall), Career Advisory Board (fall), Criminal Justice Guest Lectures, Resume Writing and Interviewing Skills – In Class Presentations, Social Justice Career Panel, Careers in Behavioral Health, Education Fair, Fall and Spring Career & Internship Fair, Humanities & Social Sciences Workshop Series and Biology/ Biotech Career Panel.
- KPMG Corporate Mentoring Program-KPMG approached the CDAC to pilot this program at WPU. Generated student applications from the Accounting Society and selected four students to participate. Students were matched with professionals at KPMG based on their major. An end of year reception was hosted by KPMG.

Student academic performance indicators help define student success through the evaluation of curricular goals and external benchmarking studies. These indicators give the University community the opportunity to review programs in light of other universities with similar programs and characteristics. William Paterson is committed to being a NSSE (National Survey of Student Engagement)-centered institution. Every two years the University administers NSSE to freshmen and seniors, distributing the findings across the campus. The Board of Trustees has incorporated several NSSE measures into its dash board indicators. If issues are raised by NSSE findings they are also addressed at the college and course levels. For example, the Cotsakos College of Business faculty organized several practicum projects this past fall and spring semesters. Overall, more than 30 students were enrolled in a Practicum experience, which addresses an issue that came out of the results of the 2012 NSSE administration as well as serving as a way of implementing the goals of the University's strategic plan. As the 2014 results are analyzed we will look for additional conformation of improvement in this area.

The College of Education closely monitors how its students fare on the State required PRAXIS examinations comparing College pass rates to State rates. All students must pass Praxis II prior to student teaching. The COE provides supplementary materials and support workshops for students who either are about to take the exam or who need further support to pass. WP has permitted students with high grade point averages (3.5 g.p.a. or higher) to use the state's flex rule (<http://www.state.nj.us/education/educators/license/>). This practice will continue until the end of the fall semester of 2014. Other institutions, for the most part, do not use the flex rule, which means that comparative pass rates of WP with these universities may differ slightly. All students who graduate with education majors must meet or exceed the state pass rate, with the exception of the few who qualify for the flex rule.

Finally, *post-graduation outcomes* such as civic participation, job placement, and post-baccalaureate education help us understand how well the University is preparing students for later success in life. The University's own research, using Clearinghouse files, show that overall 15.0 percent of William Paterson undergraduates who graduated in the past academic year are attending post-baccalaureate programs to further their interests and careers.

The Alumni Office's most recent One-Year-Out Alumni survey noted undergraduate alumni continue to encounter a difficult job market in the State (eight out of ten William Paterson graduates are employed in New Jersey). Overall, 80.0 percent of those responding reported being employed (full- and part-time) one year after graduation.

E. Faculty characteristics

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

This past fall 17 new full-time professors joined the faculty bringing the total number of professors teaching at the University to 399. For these new faculty 71.0 percent were female and 29.0 percent identified themselves as African American, Asian or Hispanic. A short demographic portrait follows of all full-time faculty (Table II.E.1).

Table II.E.1: William Paterson University Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2013																
	White		African American		Hispanic		Asian*		Native American		Non-Resident		Unknown*		Total	
	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom
Tenured																
Professors	55	42	7	2	6	5	28	9	0	1	1	0	1	1	98	60
Associate Prof.	43	35	12	6	3	5	7	9	0	0	0	0	0	2	65	57
Assistant Prof.	6	11	0	3	2	5	0	4	0	0	0	0	0	0	8	23
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	104	88	19	11	11	15	35	22	0	1	1	0	1	3	171	140
Without Tenure																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	1	4	1	0	0	0	2	0	0	0	0	0	0	0	4	4
Assistant Prof.	13	30	1	2	2	1	2	8	0	0	2	5	0	1	20	47
All Others	1	10	0	1	0	0	0	0	0	0	0	0	0	1	1	12
TOTAL	15	44	2	3	2	1	4	8	0	0	2	5	0	2	25	63
Total																
Professors	55	42	7	2	6	5	28	9	0	1	1	0	1	1	98	60
Associate Prof.	44	39	13	6	3	5	9	9	0	0	0	0	0	2	69	61
Assistant Prof.	19	41	1	5	4	6	2	12	0	0	2	5	0	1	28	70
All Others	1	10	0	1	0	0	0	0	0	0	0	0	0	1	1	12
TOTAL	119	132	21	14	13	16	39	30	0	1	3	5	1	5	196	203

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

Source: IPEDS Human Resources Survey

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

Overall a majority of undergraduate class sections are taught by adjunct faculty. However, once a student pursues a major these upper division courses are more likely to have full-time faculty as the instructors (Table II.E.2).

Table II.E.2: William Paterson University Percentage of Course Sections Taught by Full-Time Faculty, Fall 2013						
	Taught by Full-Time Faculty		Taught by Part-Time Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
Total Number of Course Sections	1,458	54%	1,129	42%	96	4%
2,683						

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

Table II.E.3: William Paterson University Ratio of Full- to Part-Time Faculty, Fall 2013					
Full-Time		Part-Time		Total	
Number	Percent	Number	Percent	Number	Percent
399	33%	816	67%	1,215	100%
Source: IPEDS Human Resources Survey					

As well as being accomplished teachers and mentors, faculty are productive participants in their academic fields, writing books, articles, and chapters as well as supporting their research through grants and presenting their original research at conferences. This past year, 23 faculty had books published, an additional 19 served as editors and an additional 60 contributed chapters in books.

A detailed description of faculty publications is found in Appendix A.

F. Characteristics of the Board of Trustees

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

Table II.F: William Paterson University Governing Board Characteristics								
1. Race/Ethnicity and Sex of the Governing Board								
	White	African American	Hispanic	Asian	Native American	Non-Res Alien	Unknown	Total
Male	3	2						5
Female	5		1					6
Total	8	2	1					11

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

G. Profile of the institution

1. Degree and certificate programs

Because of extensive areas of concentration, minors, and interdisciplinary majors, undergraduate students are able to study in a wide range of areas culminating in one of 52 different academic majors, including three education majors, and graduate students in 23 master's programs, numerous education-related certification and endorsement programs as well as the Doctorate in Nursing Practice. William Paterson is the first University in the country granting a degree in professional sales. The University also leads in preparing students to attain greater linguistic proficiency and to obtain certification in teaching Asian languages.

A list of WPUNJ degrees follows:

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

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William Paterson University	
UNDERGRADUATE LEVEL	GRADUATE LEVEL
<i>DEGREE PROGRAM</i>	<i>DEGREE PROGRAM</i>
<u>Bachelor of Fine Arts (B.F.A.)</u>	<u>Master of Science (M.S.)</u>
Fine Arts	Biology
	Biotechnology
<u>Bachelor of Music (B.M.)</u>	Communication Disorders (B.A./M.S.)
Music	Exercise and Sports Studies
<u>Bachelor of Science (B.S.)</u>	<u>Master of Science in Nursing (M.S.N.)</u>
Accounting	Nursing
Applied Health	
Athletic Training	<u>Post-Baccalaureate Certificate</u>
Biology	Assessment and Evaluation Research
Biotechnology	Learning Technologies**
Chemistry	
Computer Science	<u>Post-Master's Certificate</u>
Environmental Science	Nursing Education
Environmental Sustainability	
Exercise Science: Exercise Physiology	
Finance	
Financial Planning	
Global Business	
Management	
Marketing	
Mathematics	
Nursing	
Physical Education	
Professional Sales	
Public Health	
<i>**Also online degrees.</i>	
Source: Office of Registration Services (Fall 2013 fact book)	

H. Major research and public service activities

Research and Public Service Activities

The University actively pursues outside resources to help support its activities. One way this is accomplished is through grants primarily from state and federal agencies fostered through the Office of Sponsored Programs. In FY2013, \$6,087,845 was available for projects supporting student-related activities and scholarships, teacher professional development, faculty research, community services, and cultural programming. The total value of new awards for this year totaled \$3,394,951. Awards for new projects came from the National Institutes of Health, the NJ Commission on Higher Education, and the NJ Department of Children and Families. During FY2013, the University received 19 new awards from the NJ Department of Labor and Workforce Development for training programs for local businesses through the Center for Professional and Continuing Education.

Research that received new external support in FY2013 was from the National Institute of Drug Abuse / National Institutes of Health for the *Behavioral Effects of CB2 Cannabinoid Receptors* project. Ongoing research activities were supported by the National Science Foundation, the Carnegie Corporation, the Research Corporation for the Advancement of Science, the National Oceanic and Atmospheric Administration, and the Federal Aviation Administration.

Notable public service activities that received new external support in FY2013 includes awards the training grants from the NJ Department of Labor and Workforce Development, the National Endowment for the Arts for the *Cross-Cultural Arts Festival: Asia* event, the US Small Business Administration for Hurricane Sandy Relief activities through the WPU Small Business Development Center, NJ Division of Highway Traffic Safety for WPU’s involvement in the *Hero Campaign* to reduce drunk driving, and the NJ Department of Children and Families to support a project led by Passaic Family Head Start to assist young mothers and families in Passaic County. Ongoing public service activities were supported by the NJ Department of Education, the US Department of Education and the National Science Foundation for teacher professional development or preparation projects, the NJ State Council on the Arts for exhibitions and performances, the NJ Department of Human Services and the Passaic County Department of Human Services for alcohol and other drug awareness programming, the US Small Business Administration and the Paterson Urban Enterprise Zone Program for small business development, the US Health Resources and Services Administration for nurse training programs, and student support and scholarship programs funded by the National Science Foundation, the US Department of Education, the NJ Commission on Higher Education.

Table II.H: William Paterson University Major Research and Public Service Activities R&D Expenditures: Fiscal Year 2013	
	Amount (\$)
Federally Financed Academic Research and Public Service Expenditures	\$361,275
Institutionally Financed Academic Research and Public Service Expenditures	\$1,159,974
Total Academic Research and Public Service Expenditures*	\$1,521,249
*Includes \$470,463 for externally (state, local, and private) financed 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 the WP TV-6 student club's fundraising contributions to the Make-A-Wish Foundation and St. Jude's Children's Hospital. The following are a few examples of these services and activities:

[University Economic Impact Report](#)

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

[American Democracy Project](#)

The American Democracy Project is a multi-campus initiative that seeks to create an intellectual and experiential understanding of civic engagement for undergraduates. The goal of the project is to produce graduates who understand and are committed to engaging in meaningful actions as citizens in a democracy.

[Athletics](#)

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

[Connection to the City of Paterson](#)

William Paterson University maintains strong ties with the City of Paterson where the institution was established in 1855. A multitude of academic programs, grants, and volunteer activities keep it an active, fruitful relationship that benefits the town and campus. Of significance is a newly signed agreement between William Paterson and Paterson Great Falls National Historical Park formalizing a collaboration in support of the park and its resources.

[Continuing Education](#)

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

[Small Business Development Center](#)

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

[Speech and Hearing Clinic](#)

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

[Wayne Economic Impact Report](#)

William Paterson University contributes every day to the Township of Wayne, which it has called home since 1951, through public service and a broad range of programs and initiatives.

WPU maintains a strong presence in the Wayne public schools with four professional development schools located throughout the district, as well as numerous student teachers assigned to the classroom. WPU is an annual participant in the Wayne Day celebration. Our athletes work in the community with such organizations as the Wayne PAL.

I. Major capital projects underway in fiscal year 2014

The University continues to implement improvements recommended by the Academic Zone Plan. Existing obsolete structures have been removed and construction has started on a \$40 million, 80,000 square foot new LEED academic building project that will provide 16 smart classrooms and facilities



dedicated to the nursing, public health, and communication disorders programs. The completion of the new building in 2016 will provide staging space to allow for the subsequent renovations of existing facilities that require significant renewal, including Hunziker Hall and Wing. The University has commenced the design of a phased renovation of Hunziker that is scheduled for completion in 2018. The renovated complex includes accommodations for the 25 new smart classrooms, Kinesiology Labs, English Department, Philosophy Department, University Performing Arts, a Black Box Theater, and collaboration spaces for students and faculty.

The recently completed 1000 space parking garage will formally open for returning students in September 2014. Parking availability and convenience have been long standing campus issues that the new garage will resolve. The new garage provides an additional 1,000 parking spaces and increases the University's parking capacity by 22 percent for a total of approximately 5,500 available parking spaces throughout the campus. Additionally, the University has undertaken other improvements recommended by the Traffic and Transportation that will improve traffic circulation with the garage opening.

Other academic improvements include the completion of 100 seat recital hall in Shea Center, an academic center to assist student veterans at Speert Hall, and six additional music practice room in Gaedes Hall. In addition to exterior preservation efforts at landmarked Hobart Manor, roofs were replaced at Ben Shahn Hall and Wightman Gym. Windows were replaced at Shea Center in conjunction with the upgrading of seating and interior finishes of its 900 seat auditorium. Significant capital investments were also made to the HVAC systems at the Locker Facility, Rec Center, Shea Auditorium, and the Wightman Natatorium.

III. OTHER INSTITUTIONAL INFORMATION

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

<http://www.wpunj.edu/library/authorreception/2014-author-reception.dot>