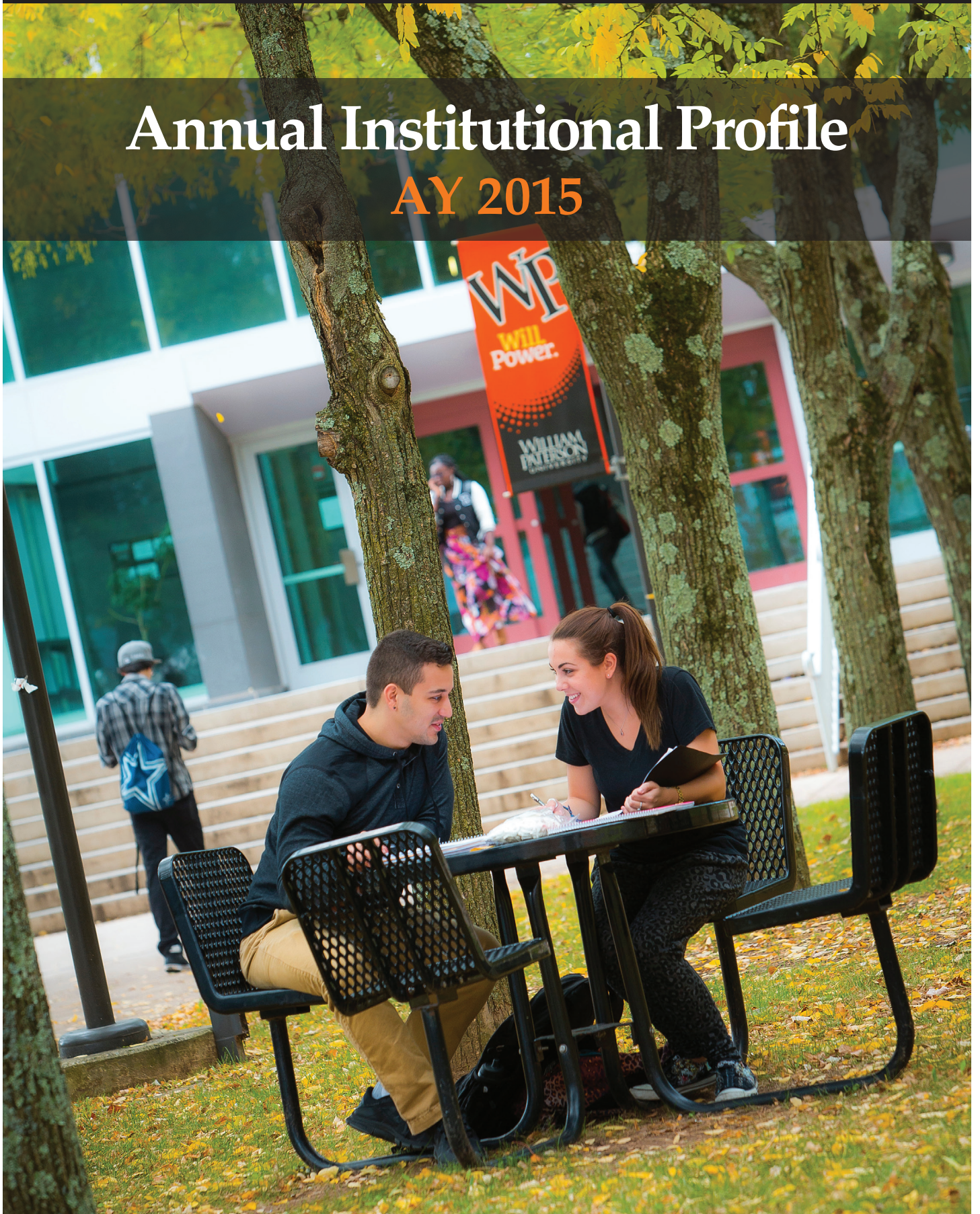


WILLIAM PATERSON UNIVERSITY

Annual Institutional Profile  
AY 2015



**WILLIAM PATERSON UNIVERSITY**  
**ANNUAL INSTITUTIONAL PROFILE, FALL 2015**

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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, we reaffirm that commitment by investing in our students and faculty through strong undergraduate and graduate programs taught by an excellent faculty in state-of-the-art learning and research facilities.

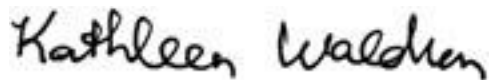
*Our commitment to our students and their families is strong.* This year, the University instituted a one percent increase in tuition and fees – the lowest among the state’s public institutions. We have increased institutional support for student scholarships, and continue to focus fundraising efforts on increasing private scholarship support.

*Our commitment to maintaining excellent academic programs is strong.* We will open a new academic classroom building in January 2016 that was supported in part by the *Building Our Future* General Obligation Bond. The new building will include general use classrooms, laboratories, and clinical settings that are outfitted with the latest technologies, and will house the departments of nursing, communication disorders, and public health. And we will begin the renovation of Hunziker Wing and Hall in January 2016, two of our most heavily used classroom buildings, to provide the best teaching and learning environments for our students and faculty.

*Our commitment to the State of New Jersey is strong.* Each year, we make strategic investments in the University that respond to the career goals of our student population while reflecting the workforce needs of the state and region. We graduate over 2,500 students annually who enter the labor market as highly trained specialists who can adapt quickly to the changing needs of society.

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. Our most recent reaccreditation visit was in 2011. The University is currently preparing its mid-decade Periodic Review Report due to the Commission in the spring of 2016.

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

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

<http://www.wpunj.edu/dotAsset/5dc7c10d-8eaa-45bd-88cc-ec9028059489.pdf>

- 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

*Annual Institutional Profile of William Paterson University, Fall 2015*

- 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 2014 Undergraduates

Almost 10,000 students attended William Paterson University as undergraduates last fall (Table II.B.1). The majority, 82.0 percent, attended as full-time students. A small number, 111, also attended as undergraduate non-degree-seeking students.

<b>Table II.B.1:</b>				
<b>Undergraduate Enrollment by Attendance Status, Fall 2014</b>				
<b>Full-Time</b>		<b>Part-Time</b>		<b>Total</b>
<b>Num</b>	<b>Pct</b>	<b>Num</b>	<b>Pct</b>	
7,883	82%	1,736	18%	9,619
Source: IPEDS Fall Enrollment Survey				

Fall 2014 Graduate Students

Almost 8 out of 10 or 79.0 percent of the 1,429 graduate students attended the University as part-time students (Table II.B.2) accommodating the majority of whom hold full-time employment positions.

<b>Table II.B.2:</b>				
<b>William Paterson University</b>				
<b>Graduate Enrollment by Attendance Status, Fall 2014</b>				
<b>Full-Time</b>		<b>Part-Time</b>		<b>Total</b>
<b>Num</b>	<b>Pct</b>	<b>Num</b>	<b>Pct</b>	
303	21%	1,126	79%	1,429
Source: IPEDS Fall Enrollment Survey				

FY 2014 Unduplicated Enrollment

Students enrolled at William Paterson either in the summer, fall, winter, spring or all semesters yielded an unduplicated headcount of 11,671 for undergraduate and 1,957 for graduate students with an overall University Full-Time Equivalency (FTE) of 9,891 (Table II.B.4).

<b>Table II.B.4:</b>			
<b>William Paterson University</b>			
<b>Unduplicated Enrollment, FY 2014</b>			
	<b>Headcount Enrollment</b>	<b>Credit Hours</b>	<b>FTE</b>
Undergraduate	11,671	272,460	9,082
Graduate	1,957	19,035	793
<b>TOTAL</b>	<b>13,628</b>	<b>291,495</b>	<b>9,891</b>
Source: IPEDS 12-Month Enrollment Survey			

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

New Jersey high school graduates seeking an outstanding college education continue to choose William Paterson University to meet their higher education aspirations. Last fall the undergraduate admissions office received over 13,000 applications to the University, a 6.0 percent increase over the prior year. The University welcomed 1,167 as new first-time, full-time, first-year students.

As well, 1,205 enrolled as new transfer students this past fall. More than half, 56.0 percent, of these new transfers were female and the average age of entering transfers was 23.4 years. A large percent, 84.0, attended as full-time students and 12.0 percent lived on-campus. Almost half, 46.0 percent, transferred in 60 or more credits and the overall average transfer college GPA was 2.8.

The University continues to ensure a seamless transition for these students through articulation agreements and increased transfer services. Over the past year, the University has updated all of its older articulation agreements and added six new program agreements (16 more are in process). The University also combined several academic program-to-program agreements into one document (e.g.-STEM and Liberal Arts degrees). This work continues and the goal is for a new streamlined articulation agreement document that includes 59 agreements and will feature over 80 new and updated program-to-program agreements.

Currently, agreements are with 12 of the 19 New Jersey Community Colleges: Bergen County College, Brookdale Community College, Rowan College at Burlington County, County College of Morris, Essex County Community College, Mercer County Community College, Passaic County Community College, Raritan Valley Community College, Sussex County Community College, Ocean County College, Union County College and Warren County Community College.

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 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 2014 entering class was 990 and the average high school GPA, 3.1. The majority of first-time, full-time, first-year students, 89.0 percent, met all admission criteria (regular admitted students). This group had average reading SAT scores of 494 and average math SAT scores of 507 with a combined SAT scores of 1,001 (Table II.C.1). Also of note were the 80 new first-time, full-time students accepted into a rigorous honors program with combined SAT scores of 1,208. An additional 9.0 percent were Educational Opportunity Fund (EOF) first-year students.



<b>Table II.C.1:</b> <b>William Paterson University</b> <b>Mean Math, Reading and Writing SAT Scores for First-Time Freshmen,</b> <b>by Admission Status and Overall, Fall 2014</b>						
Type	Full-Time Students			Part-Time Students		
	Number	Math	Reading	Number	Math	Reading
Regular Admits	1,039	507	494	4	470	473
EOF Admits	104	451	429	0	–	–
Special Admits	8	454	0	0	–	–
All Admits	1,151	502	488	4	470	473
Missing Scores	13	–	–	0	–	–

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 Critical Reading scores equal to or greater than 550 are exempt from reading and writing placement tests. Additionally those with scores of 7 or above on the writing essay are exempt from taking the writing placement test. Those with MSAT scores equal to or better than 550 are not required to take math placement tests. Those who do not meet these criteria are then tested using Accuplacer.

This past fall, 408, 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, 24.0 percent required some help. Computation is the area in which high school students most frequently need assistance.

<b>Table II.C.2: William Paterson University Enrollment in Remediation Courses</b>		
<b>Total Number of Undergraduate Students Enrolled in Fall 2014</b>		
<b>Total Undergraduate Enrollment</b>	<b>Number of Students Enrolled in One or More Remedial Courses</b>	<b>% of Total</b>
9,619	408	4%
<b>Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2014</b>		
<b>Total Number of FTFT Students</b>	<b>Number of FTFT Students Enrolled in One or More Remedial Courses</b>	<b>Percent of FTFT Enrolled in One or More Remedial Courses</b>
1,167	285	24%
<b>First-Time, Full-Time Students (FTFT) Enrolled in Remediation in Fall 2014 by Subject Area</b>		
<b>Subject Area</b>	<b>Number of FTFT Enrolled In:</b>	<b>Percent of all FTFT Enrolled In:</b>
Computation	237	20%
Algebra	0	0%
Reading	120	10%
Writing	12	1%
English	0	0%
Source: SURE Fall Enrollment file		

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

The diversity of New Jersey’s population is reflected in the University’s mission and vision statement and revealed in the University’s enrollment figures. In fall 2014, 45.0 percent of undergraduates were White; 26.0 percent were Latino/a; 15.0 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 63.0 percent were White, 19.0 percent Hispanic, 5.0 percent African American and 5.0 percent identified themselves as Asian. Nearly 2.0 percent were international or non-resident aliens and 5.0 percent declined to report this information.

This past year William Paterson University was listed as a Hispanic Serving Institution, HIS, by The Hispanic Association of College and Universities, HACU.

**Table II.C.3.a:  
William Paterson University  
Undergraduate Enrollment by Race/Ethnicity, Fall 2014**

	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	3,512	45%	1,198	15%	2,028	26%	552	7%	8	0%	68	1%	517	7%	7,883	100%
Part-time	775	45%	206	12%	480	28%	105	6%	2	0%	19	1%	149	9%	1,736	100%
Total	4,287	45%	1,404	15%	2,508	26%	657	7%	10	0%	87	1%	666	7%	9,619	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 22.7 years; 50.0 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 2014**

Full-Time					Part-Time					Total				
Male	Pct	Female	Pct	Total	Male	Pct	Female	Pct	Total	Male	Pct	Female	Pct	Total
3,540	45%	4,343	55%	7,883	790	46%	946	55%	1,736	4,330	45%	5,289	55%	9,619

Source: IPEDS Fall Enrollment Survey

**Table II.C.3.c:  
William Paterson University  
Undergraduate Enrollment by Age, Fall 2014**

		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	7	1,919	2,645	2,336	673	142	77	66	18	0	0	7,883
	Pct	0%	24%	34%	30%	9%	2%	1%	1%	0%	0%	0%	100%
Part-Time	Num	68	27	122	577	473	175	101	121	69	3	0	1,736
	Pct	4%	2%	7%	33%	27%	10%	6%	7%	4%	0%	0%	100%
Total	Num	75	1,946	2,767	2,913	1,146	317	178	187	87	3	0	9,619
	Pct	1%	20%	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 2014-15, almost 27,000 awards were made to undergraduate and graduate students totaling over \$116 million including some other loans (SMART, ACG, EOF graduate students, etc.) not listed in the following table.

Almost 15.0 percent of the awards in Table II.C.4, \$14,158,000, were State of New Jersey funded. William Paterson helps as well by dispersing over \$9.3 million through various institutional funds and programs. This includes tuition waivers also not listed in the table below.

<b>Table II.C.4: William Paterson University Financial Aid from Federal, State &amp; Institution-Funded Programs, AY 2013-14</b>			
	<b>Recipients</b>	<b>Dollars(\$)</b>	<b>\$/Recipient</b>
<b>FEDERAL PROGRAMS</b>			
Pell Grants	4,433	17,651,000	3,982
College Work Study	145	272,000	1,876
Perkins Loans	168	161,000	958
SEOG	538	317,000	589
PLUS Loans	575	6,613,000	11,501
Stafford Loans (Subsidized)	5,955	24,856,000	4,174
Stafford Loans (Unsubsidized)	6,314	26,233,000	4,155
SMART & ACG or other	44	147,000	3,341
<b>STATE PROGRAMS</b>			
Tuition Aid Grants (TAG)	2,786	11,918,000	4,278
Educational Opportunity Fund (EOF)	444	514,000	1,158
Outstanding Scholars (OSRP)	0	0	--
Distinguished Scholars	2	1,000	500
Urban Scholars	12	12,000	1,000
NJ STARS	32	65,000	2,031
NJCLASS Loans	170	1,648,000	9,694
<b>INSTITUTIONAL PROGRAMS</b>			
Grants/Scholarships	2,447	9,353,000	3,822
Loans	0	0	--
Source: NJIPEDS Form #41 Student Financial Aid Report			

Additionally for the 2014-2015 academic year, the Foundation and Alumni Association made 472 scholarship awards totaling nearly \$600,000 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 first-year students are from New Jersey (Table II.C.5) but a number of out-of-state students are from around the world representing over 40 countries. Some come from as close as Canada and others as far away as China and Kenya to study at the University.

<b>Table II.C.5: William Paterson University Fall 2014 First-Time Undergraduate Enrollment by State Residence</b>			
<b>State Residents</b>	<b>Non-State Residents</b>	<b>Total</b>	<b>% State Residents</b>
1,139	32	1,171	97%
Source: IPEDS Fall Enrollment Survey			
<b>Fall 2014 Undergraduate Enrollment by State Residence</b>			
<b>State Residents</b>	<b>Non-State Residents</b>	<b>Total</b>	<b>% State Residents</b>
9,434	185	9,619	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 2008 cohort, brings the *undergraduate success and progress rate for William Paterson’s fall 2008 first-year cohort to 77.0 percent: 51.0 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 2008 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 2008 Cohort	589		195		258		59		5		98		1,204	
Graduates after 4 years	138	23%	11	6%	35	14%	16	27%	1	20%	14	14%	215	18%
Graduates after 5 years	277	47%	61	31%	104	40%	30	51%	2	40%	39	40%	513	43%
Graduates after 6 years	322	55%	71	36%	135	52%	35	59%	3	60%	47	48%	613	51%

*\*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 2008 first-time, full-time first-year students were 18.0 percent and 51.0 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 2007 cohort. Overall, the fall 2008 four- and six-year rates increased by 2.0 percent and certain subgroups experienced even larger gains this past year. For example, the six-year graduation rate for Hispanic students increased from 44.0 percent for the Fall 2007 cohort to 51.0 percent for the fall 2008 cohort.

**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 2013, 76.0 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 2013 to Fall 2014					
Full-Time			Part-Time		
Fall 2013 First-Time Undergraduates	Retained in Fall 2014	Retention Rate	Fall 2013 First-Time Undergraduates	Retained in Fall 2014	Retention Rate
1,289	983	76%	6	4	67%

Source: IPEDS Fall Enrollment Survey, Part E

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

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.

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). Environmental Science continued to organize a number of extra-curricular and social activities to bring faculty and students together. Examples of these were caving trips to Albany, fossil collecting in Arkansas and Alabama, Fall and Spring picnics, and the Faculty-Student dinner. The Kinesiology Majors Club helped implement the Exercise is Medicine on Campus (EIM-OC) project which kicked off at Homecoming with the Pioneer Walking Challenge. The Chemistry department celebrated “mole day” by having chemistry related activities for the general student body to spread awareness of chemistry in everyday life.

Again this past year, large numbers of science and health undergraduates participated in research activities, not only in the laboratory, but also presenting at local, regional, and national professional association and society meetings. About 68.0 percent of all submitted abstracts to the University’s annual University Research and Scholarship Day originated from faculty in the College of Science and Health, and more than half of those were co-authored with students. The 9<sup>th</sup> Annual Undergraduate Research Symposium was an overwhelming success with participation of more than 157 undergraduates from 30 area colleges in the tri-state area (predominately from William Paterson University). The event was highlighted by a keynote address given by Dr. Ilya Raskin,

Distinguished Professor, Rutgers University. This activity provides undergraduates with the real world experiences of participating in research and actually presenting the research in a professional environment. This past year two alumni, who presented at this symposium when they were WP students, each brought an undergraduate student from their current university to participate. Some students (from Biology, Chemistry, Computer Science, and Communication Disorders and Sciences, Kinesiology) were also afforded the opportunity to present their research at local, state, and national professional conferences.

Internships are required in Public Health and Exercise Science. Other types of practicum and field experiences are also required in Communication Disorders and Sciences, Nursing, Physical Education, Athletic Training and Environmental Science, with the type, variety and length of the experiences determined or influenced by external accreditation bodies. Biology and Computer Sciences have increased their emphasis on internships. Last year, 55 students (Fall 2014) and 49 students (Spring 2015) received assistance working with faculty on their research. These efforts are ongoing and are an integral component for student success in the College.

The Women in Science and Engineering (WISE) program is also a retention effort providing mentoring and support for female students interested in the sciences. The Garden State Louis Stokes Alliance for Minority Participation (GS-LSAMP) program provided research opportunities and enhanced student engagement across the basic sciences. Many of these students presented their research at the 9<sup>th</sup> Annual Undergraduate Research Symposium, at regional meetings (e.g., the GS-LSAMP Annual STEM meeting at Rutgers University), and national meetings (e.g., Society for Neuroscience).

William Paterson's Cotsakos 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 College increased its internships this past year to 149 (56 for-credit and 93 non-credit internships).

Students in the College of Humanities and Social Sciences (HSS) had a busy past year participating in research projects and presenting results. Throughout the College's 11 departments students participated in research projects and presented their results at local, regional and national conferences. For example an Africana World Studies undergraduate presented her research at the National Black Studies Conference in Los Angeles this past March and Women and Gender Studies majors presented papers at the NJWGSC Colloquium at Rider University this past March.

Psychology students co-presented research with faculty at numerous psychology conferences: the Eastern Psychological Association in Philadelphia, the Southeastern Psychological Association in Hilton Head, SC, the Annual Meeting of the Psychonomic Society and the Annual Auditory Perception, Cognition, and Action Meeting in Long Beach, CA, the International Society for Developmental Psychobiology in Washington, D.C., the Farmingdale Teaching of Psychology Conference in Westchester, NY, at the CUNY Games Festival at the CUNY Graduate Center in New York, at the Greater New York Conference on Behavioral Research, Marymount College, New York City and finally at the Association for Psychological Science Conference, New York City. Additionally two psychology students have a co-authored article with their professor in press for *Complementary, alternative, and integrative interventions for mental health and aging* (Oxford University Press).



Philosophy students presented papers at the Phi Sigma Tau conference at Montclair State University and several others had the opportunity to respond to other students' papers at an Ethics@MSU conference this past April.

A number of academic honor societies inducted new members: the Women and Gender Studies honor society inducted nine students into the WGS Honor Society Iota, Iota, Iota (Triota), Gamma Zeta Chapter and 22 political science majors were inducted into the Iota Kappa Chapter of Pi Sigma Alpha (The Political Science National Honor Society) and another 55 English students were inducted into Sigma Tau Delta, the English Honors Society.

Many Humanities and Social Science majors had internships this past year. Some were of particular note: a Philosophy major held an internship in bioethics at the Hackensack University Medical Center and attended the Yale Summer Bioethics Institute this past May – July. One WP Women and Gender Studies major was a recipient of a New Jersey Women's and Gender Studies Consortium (NJWGSC) \$1,000.00 Internship Award and several political science students competed in two Model UN Conferences this past November and April.

The College of Education's Education Club members were very active and community-minded this past year. Club members a) participated in the Reebok Spartan Race, special needs division at Mountain Creek in Vernon (September 2014), b) volunteered for Freshman move-in day, c) joined the CDC during the Walk for the Cure and Blowing Bubbles for Autism, d) volunteered for Habitat for Humanity (Fall and Spring), e) organized a bake sale and funds went towards the purchase of a two by four which we hammered into a wall frame at the Hammering for Habitat event in Paterson, f) raised over \$3,500 for NJ Special Olympics at the Polar Plunge in Seaside Heights.

This past November the College funded a bus trip for 50 students to participate at the NJEA convention attending workshops, lectures, etc. and Early Childhood Education majors regularly volunteer at the New Jersey Association of Early Childhood Teacher Educators' (NJAECTE) conference.

One education project of note is the Nurturing Culturally Responsive Equity Teachers (NCRET) Project which is designed to expose undergraduate education students, especially those from underrepresented backgrounds, to the value and importance of research to enhance content area instruction in the K-12 classroom. The NCRET Research Project has been crafted to promote culturally responsive instruction for social justice and equity. NCRET scholars create their own area of interest in their content area using culturally responsive and social justice frameworks. They develop a research topic or question(s) that supports and promotes culturally responsive and equity teaching goals. This may include examining their lesson planning designs and assignments, reflecting on classroom anecdotes and student-teacher interactions. This research project focuses the student researcher on how to translate the culturally responsive teaching theory to practice. NCRET scholars will use their practicum and student teaching placements to trial test their culturally responsive instructional designs and enhance their research.

The second area, *Student academic performance indicators*, helps 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. Selected findings are also reviewed by the University Core Curriculum and First Year Seminar faculty. The Board of Trustees has incorporated several NSSE measures into its dash board indicators. Preparations for the 2016 administration have already begun.

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. All students who graduate with education majors must meet or exceed the state pass rate.

Students graduating with a Nursing degree as well must pass a required examination, NCLEX and the department also benchmarks its rates. The nursing faculty provide extensive preparation help for students who will be taking the exam.

Finally the last indicator, *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 Biology Department reported that this past year 13 of the 17 students who applied to professional schools/programs (Medicine, Dentistry, Physical Therapy, Optometry) have been accepted to date and the remaining 4 students are still waiting notification.

Humanities and social science seniors have been accepted to a variety of graduate programs for the coming year: MSW programs at Fordham, Monmouth and Rutgers Universities; the Rutgers University PhD program in Behavioral Neuroscience; MA in Child and Adolescent Psychology at Chicago School of Professional Psychology; MA in Counseling in Educational Settings, Rowan University; Fairleigh Dickinson University, MS in Health Science; Texas State University, MA in Experimental Psychology; Medical School at Rowan University, MA in Counseling in Educational Settings and MA in School Psychology programs at Rowan University and one anthropology major was accepted into an MA program in England.

Finally the Career Development Center's most recent One-Year-Out Alumni Survey of the class of 2013 indicated that 80.0 percent of those responding reported being employed (full- and part-time) one year after graduation. Sixty-six percent of those employed indicated that they are employed in New Jersey.

**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 25 new full-time professors joined the faculty bringing the total number of professors teaching at the University to 404. For these new faculty 56.0 percent were female and 40.0 percent identified themselves as African American, Asian or Hispanic. A short demographic portrait follows of all full-time faculty (Table II.E.1).

<b>Table II.E.1: William Paterson University Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2014</b>																
	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
<b>Tenured</b>																
Professors	58	42	6	3	7	6	28	9	0	1	1	0	1	1	101	62
Associate Prof.	40	38	12	3	4	7	6	11	0	0	0	0	0	2	62	61
Assistant Prof.	4	6	0	3	0	3	0	2	0	0	0	0	0	0	4	14
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	102	86	18	9	11	16	34	22	0	1	1	0	1	3	167	137
<b>Without Tenure</b>																
Professors	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0
Associate Prof.	1	4	1	0	0	0	2	0	0	0	0	0	0	1	4	5
Assistant Prof.	14	30	3	5	3	1	3	9	0	0	4	6	0	0	27	51
All Others	3	7	0	0	0	0	1	0	0	0	0	0	0	1	4	8
TOTAL	18	41	4	5	3	1	7	9	0	0	4	6	0	2	36	64
<b>Total</b>																
Professors	58	42	6	3	7	6	29	9	0	1	1	0	1	1	102	62
Associate Prof.	41	42	13	3	4	7	8	11	0	0	0	0	0	3	66	66
Assistant Prof.	18	36	3	8	3	4	3	11	0	0	4	6	0	0	31	65
All Others	3	7	0	0	0	0	1	0	0	0	0	0	0	1	4	8
TOTAL	120	127	22	14	14	17	41	31	0	1	5	6	1	5	203	201

*\*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).

<b>Table II.E.2: William Paterson University Percentage of Course Sections Taught by Full-Time Faculty, Fall 2014</b>						
	Taught by Full-Time Faculty		Taught by Part-Time Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
Total Number of Course Sections	1,445	55%	1,105	42%	91	4%
2,641						

*\*Note: Others includes Full-time Administrators and Teaching Assistants*

<b>Table II.E.3: William Paterson University Ratio of Full- to Part-Time Faculty, Fall 2014</b>					
Full-Time		Part-Time		Total	
Number	Percent	Number	Percent	Number	Percent
404	33%	835	67%	1,239	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, faculty were particularly productive contributing more than 525 publications that included books, book chapters and articles in journals and other publications; more than 230 artistic events and artifacts, including performances, productions and exhibitions; and nearly 1200 lectures, presentations and workshops at academic conferences and other settings. 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	5	1	0	0	0	0	0	6
Female	4	0	1	0	0	0	0	5
Total	9	1	1	0	0	0	0	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. John Galandak	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
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
Mr. Michael Seeve	President	Mountain Development Corporation
Ms. Jessica Super	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 <a href="http://www.wpunj.edu/university/BoardOfTrustees">http://www.wpunj.edu/university/BoardOfTrustees</a>		

**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 24 master’s programs, numerous education-related certification and endorsement programs, as well as the Doctorates in Nursing Practice and Clinical Psychology. 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:

<b>CURRENTLY ACTIVE DEGREE PROGRAMS OFFERED AT WILLIAM PATERSON UNIVERSITY</b>	
<b>UNDERGRADUATE LEVEL</b>	<b>GRADUATE LEVEL</b>
<b>DEGREE PROGRAM</b>	<b>DEGREE PROGRAM</b>
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
Communication Disorders (B.A./M.S.)	Higher Education Administration
Criminology and Criminal Justice	History
Early Childhood Education	Professional Communication
Earth Science	Public Policy & International Affairs
Economics	
Elementary Education	Master of Arts in Teaching (M.A.T.)
English	Elementary Education
French and Francophone Studies	Secondary Education
Geography	
History	Master of Business Administration (M.B.A.)
Latin American and Latino Studies	Business Administration
Legal Studies	
Liberal Studies	Master of Education (M.Ed.)
Mathematics	Educational Leadership
Music	Curriculum and Learning
Philosophy	Literacy*
Political Science	Middle Level Education*
Psychology	Professional Counseling
Secondary Education	Special Education
Sociology	
Spanish	Master of Fine Arts (M.F.A.)
Sport Management	Art
Women’s and Gender Studies	Creative and Professional Writing
Bachelor of Fine Arts (B.F.A.)	Master of Music (M.M.)
Fine Arts	Music
Bachelor of Music (B.M.)	
Music	

*Annual Institutional Profile of William Paterson University, Fall 2015*

<b>CURRENTLY ACTIVE DEGREE PROGRAMS OFFERED AT WILLIAM PATERSON UNIVERSITY</b>	
<b>UNDERGRADUATE LEVEL</b>	<b>GRADUATE LEVEL</b>
<b>DEGREE PROGRAM</b>	<b>DEGREE PROGRAM</b>
Bachelor of Science (B.S.)	Master of Science (M.S.)
Accounting	Biology
Applied Health	Biotechnology
Athletic Training	Communication Disorders (B.A./M.S.)
Biology	Exercise and Sports Studies
Biotechnology	
Chemistry	Master of Science in Nursing (M.S.N.)
Computer Science	Nursing
Environmental Science	
Environmental Sustainability	Post-Baccalaureate Certificate
Exercise Science: Exercise Physiology	Assessment and Evaluation Research
Finance	Learning Technologies*
Financial Planning	
Global Business	Post-Master's Certificate
Management	Nursing Education
Marketing	
Mathematics	
Nursing	
Physical Education	
Professional Sales	
Public Health	
<i>*Also online degrees.</i>	
Source: Office of Registration Services	
9/2015	

## 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 FY2014, \$6,565,909 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 FY2014 totaled \$6,977,451. New awards for notable projects came from the National Institutes of Health, the National Science Foundation, US Department of Education, the National Endowment for the Humanities, the National Endowment for the Arts, the NJ Department of Labor and Workforce Development, and the NJ Department of Health and Social Services.

Research and research-related curriculum development projects that received new support in FY2014 from the National Science Foundation included *Reconstructing Deglacial and Holocene Climate Variability in South East Asia Using Speleothems and Isotope-enabled Model Simulations* (which is a collaborative project with the University of California at Irvine), and *Using Tree Rings to Develop Critical Scientific and Mathematical Thinking Skills in Undergraduate Students* (which is a collaborative project with Centralia College and Passaic County Community College). Ongoing research activities were supported by the National Institutes of Health and the Federal Aviation Administration. The University also received notice that awards would be made in FY2015 for new research endeavors from the New Jersey Center of Excellence Clinical Research Program for the *Can Video Speak the language of Autism?* project with pre-school children, from the New Jersey Department of Education for the *Grown New Jersey Kids Ratings* project, and the USDA Center for Collaborative Research on WIC Nutrition Education Innovations at the USDA/ARS Children's Nutrition Research Center at Baylor College of Medicine for the *Online WIC Nutrition Education to Promote Farmers' Market Fruit and Vegetable Purchases and Consumption* project.

Notable public service activities that received new external support in FY2014 includes awards from the previously mentioned US Department of Education supported *Leaders As Learners* project as well as *The US-NJ-South Korea Project: Exploring Korea's History, Culture and Education System through Experiential Learning* group study abroad project, training grants from the NJ Department of Labor and Workforce Development, the NJ Department of Health and Social Services for the *Strategic Prevention Framework - Partnership for Success*, the National Endowment for the Arts for the *WPU Artists in Residence* program, and the New Jersey Council for the Humanities funded exhibition *35 in 350: A History of New Jersey*. Ongoing public service activities were supported by the NJ Department of Education, the US Department of Education and the National Science Foundation for teacher professional development or preparation projects, the NJ State Council on the Arts for exhibitions and performances, the NJ Department of Health and Senior Services and the Passaic County Department of Human Services for alcohol and other drug awareness programming, the US Small Business Administration for Hurricane Sandy-related small business revitalization activities, the NJ Office of the Secretary for Higher Education for the *Aim High Academy* program, the US Health Resources and Services Administration for advanced nurse training programs, and student support and scholarship programs funded by the National



Science Foundation, the US Department of Education, and contracts with the Passaic and Paterson School Districts for college readiness and teacher professional development.

<b>Table II.H: William Paterson University Major Research and Public Service Activities R&amp;D Expenditures: Fiscal Year 2014</b>	
	Amount (\$)
Federally Financed Academic Research and Public Service Expenditures	\$467,647
Institutionally Financed Academic Research and Public Service Expenditures*	\$1,113,427
Total Academic Research and Public Service Expenditures	\$1,581,074
<i>*Includes \$231,897 for externally (state, local, Foundation, and other) financed expenditures.</i>	

### Community service and outreach efforts

As a public university William Paterson has as part of its mission an understanding of service to and a close relationship with its surrounding communities. The University and the University community are involved in a variety of community outreach efforts that include artistic and educational programming, free speech and hearing screenings, as well as support for community efforts such as 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.

#### [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 the University’s active collaboration with the Paterson Great Falls National Historical Park, the numerous activities in support of Paterson student education, and support for 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.

[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. Construction of University Hall, a \$40 million, 80,000 square foot new LEED academic building, is expected to be complete in January 2016. The design for the Hunziker Renovation is complete and the project is



Hunziker Renovation

currently under review for approval by the State of NJ prior to bidding. The renovated Hunziker complex includes accommodations for the 27 new smart classrooms, kinesiology labs, English department, philosophy department, University Performing Arts, a Black Box Theater, and collaboration spaces for students and faculty. Construction of Hunziker is in two phases, which are anticipated to start in January 2016 and proceed through August 2018. Additionally, in accordance with recommendations from the University's Residential Zone Plan, an architectural selection process has commenced for the design of two new 300 bed residence halls, demolition of Overlook North, and the renovation of Overlook South. At our athletic facilities, new bleachers were provided at the football field, and a design for new bleachers, press box and artificial turf surface are underway at the soccer field. Other work completed at the 379 acre campus include the realignment of East Road, paving of several parking lots, and new exterior plazas at the Atrium and Valley Road.

Hunziker Renovation



**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/2015-author-reception.dot>