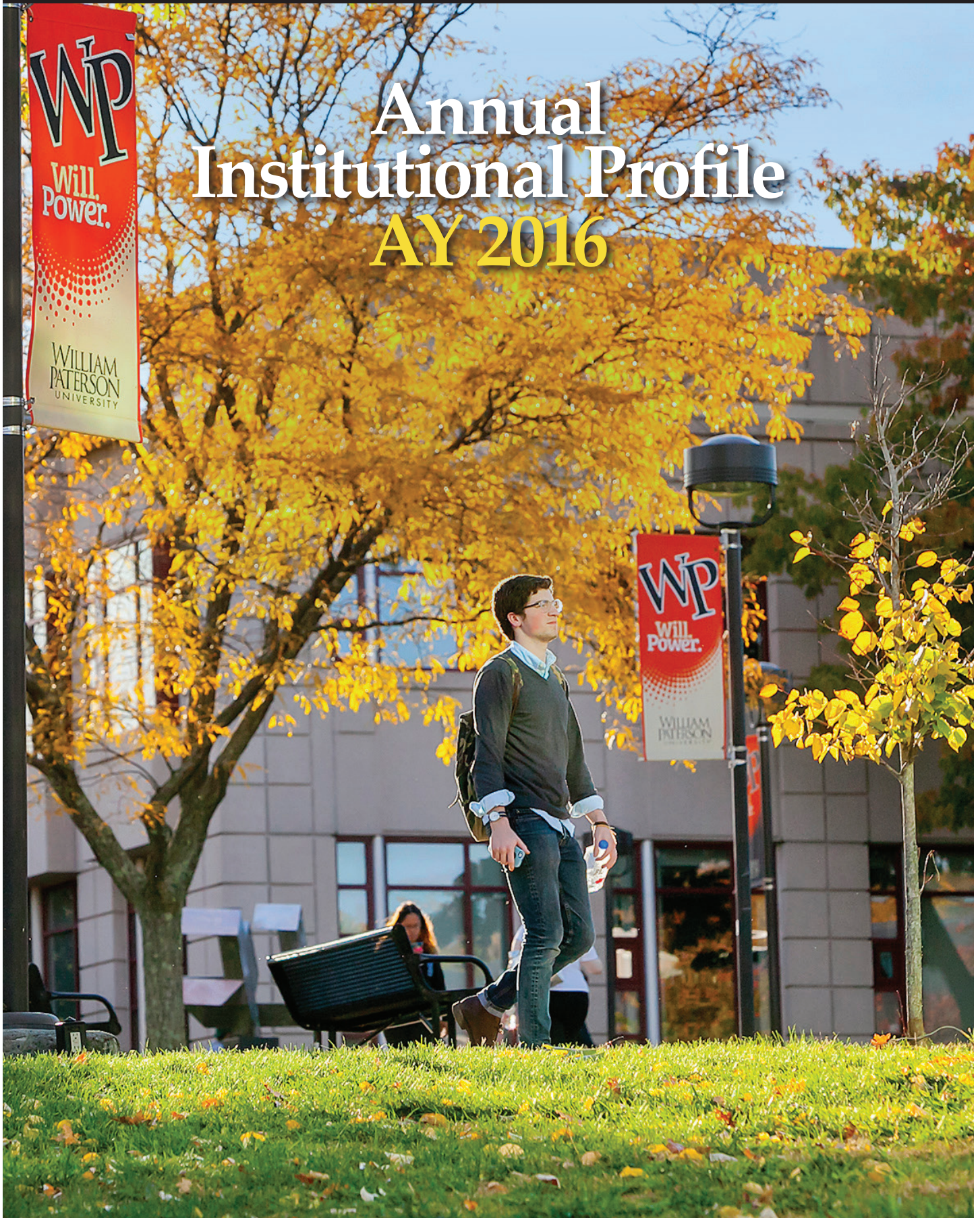


WILLIAM PATERSON UNIVERSITY

Annual Institutional Profile AY 2016



WILLIAM PATERSON UNIVERSITY
ANNUAL INSTITUTIONAL PROFILE, FALL 2016

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I. Preface

Each year, William Paterson University fulfills its mission as *a model of outstanding and affordable public higher education in New Jersey* by investing in our students' academic and personal success by offering strong undergraduate and graduate programs, taught by excellent faculty in modern learning and research facilities.

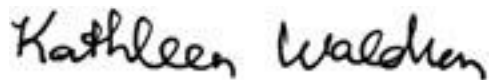
We are committed to providing outstanding academic programs. In January 2016, we opened University Hall, a new academic classroom building that was supported in part by the *Building Our Future* General Obligation Bond. University Hall provides general use classrooms, laboratories, and clinical settings that house the departments of nursing, communication disorders, and public health. And in Spring 2016, we began the renovation of Hunziker Wing and Hall, two of our most heavily used classroom buildings, to ensure that we are providing the best teaching and learning environments for all of our students and faculty.

We are committed to providing an affordable public education. We understand the burden of student loans and are taking concrete steps to help students and their families with college costs. For six years, the University has instituted modest increases in the cost of attendance. In 2016, we increased tuition and fees 1.7 percent, among the lowest in the state. We continue to focus fundraising efforts on private scholarship support, which has increased three-fold in six years.

Our commitment to the State of New Jersey is strong. Strategic investments across the University respond to the career goals of our student population while reflecting the workforce needs of the state and region. Our 2,500 graduates 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-2016.html>



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. This past year the University prepared 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>

- Middle States Commission on Higher Education (MSCHE)
- American Chemical Society (ACS) certifies the BA and BS degrees in chemistry
- Association to Advance Collegiate Schools of Business (AACSB) accredits the Cotsakos College of Business
- Commission on Accreditation of Athletic Training Education (CAATE) accredits the undergraduate bachelor of science athletic training program
- Commission on Collegiate Nursing Education (CCNE) accredits the BS 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
- Council for the Accreditation of Educator Preparation (CAEP) accredits programs preparing early childhood, elementary and secondary school teachers, as well as those preparing administrative and school service personnel at the undergraduate and graduate levels
- Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA) accredits the MS program in communication disorders
- Masters in Psychology Accreditation Council (MPCAC) accredits the master of arts degree in clinical and counseling psychology
- National Association of Schools of Art and Design (NASAD) accredits the BA in art and art history and the BFA in art at the undergraduate level and the MFA in Art at the graduate level

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- National Association of Schools of Music (NASM) Professional Services Board accredits the BA and the BM in music as well as the MM in music
- New Jersey Board of Nursing accredits the BS and MSN programs and the DNP program
- Council on Education for Public Health (CEPH) accredits the public health/health education bachelor of science program

B. Number of students served

Fall 2015 Undergraduates

Nearly 9,400 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, 119, also attended as undergraduate non-degree-seeking students.

Table II.B.1: William Paterson University Undergraduate Enrollment by Attendance Status, Fall 2015				
Full-Time		Part-Time		Total
Num	Pct	Num	Pct	
7,721	82%	1,677	18%	9,398
Source: IPEDS Fall Enrollment Survey				

Fall 2015 Graduate Students

Almost 8 out of 10 or 79.0 percent of the 1,464 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 2015				
Full-Time		Part-Time		Total
Num	Pct	Num	Pct	
310	21%	1,154	79%	1,464
Source: IPEDS Fall Enrollment Survey				

FY 2015 Unduplicated Enrollment

Students enrolling at William Paterson either in the summer, fall, winter, spring or all semesters yielded an unduplicated headcount of 11,055 for undergraduate and 1,971 for graduate students, with an overall University Full-Time Equivalency (FTE) of 9,511 (Table II.B.4).

Table II.B.4: William Paterson University Unduplicated Enrollment, FY 2015			
	Headcount Enrollment	Credit Hours	FTE
Undergraduate	11,055	260,752	8,692
Graduate	1,971	19,282	803
Doctoral-Professional Practice			16
TOTAL	13,026	280,034	9,511
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 13,600 applications to the University, a 2.0 percent increase over the prior year. The University welcomed 1,327 new first-time, full-time, first-year students; a 14.0 percent increase over last year's class.

As well, this past fall saw 1,189 enroll as new transfer students. More than half, 56.0 percent, of these new transfers were female and the average age of entering transfers was 23.6 years. A large percent, 84.0, attended as full-time students and 11.0 percent lived on-campus. Four out of ten new transfer students, 44.0 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 few years, the University has updated all of its older articulation agreements and added many new program agreements. The University also combined several academic program-to-program agreements into one document (e.g.-STEM and Liberal Arts degrees). This work continues and we currently have over 65 fully executed agreements that feature over 90 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, Camden County College, Rowan College at Burlington County, County College of Morris, Mercer County Community College, Passaic County Community College, Raritan Valley Community College, Sussex County Community College, Ocean County College, 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 2015 entering class was 999 and the average high school GPA, 3.1. The majority of first-time, full-time, first-year students, 91.0 percent, met all admission criteria (regular admitted students). This group had average reading SAT scores of 499 and average math SAT scores of 507 with a combined SAT scores of 1,006 (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. This past fall an additional 8.0 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 2015						
Type	Full-Time Students			Part-Time Students		
	Number	Math	Reading	Number	Math	Reading
Regular Admits	1,197	507	499	7	460	493
EOF Admits	102	456	442	0	0	0
Special Admits	0	0	0	0	0	0
All Admits	1,299	503	495	7	460	493
Missing Scores	21	–	–	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 like the Science Enrichment Center are also available to help students succeed in all phases of their academic programs.

For a number of first-time, full-time, first-year students, assistance comes in the form of a developmental skills course. Before starting classes a student’s need for developmental courses is established. Students who have Critical Reading scores equal to or greater than 550 are exempt from reading and writing placement tests. Additionally those with scores of 7 or above on the 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, 414, 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.

Table II.C.2: William Paterson University Enrollment in Remediation Courses		
Total Number of Undergraduate Students Enrolled in Fall 2015		
Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
9,398	414	4%
Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2015		
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
1,327	314	24%
First-Time, Full-Time Students (FTFT) Enrolled in Remediation in Fall 2015 by Subject Area		
Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Computation	268	20%
Algebra	0	0%
Reading	123	9%
Writing	14	1%
English	0	0%
Source: SURE Fall Enrollment file		

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

The University’s mission and vision statements embrace the diversity of New Jersey’s population and is reflected in the University’s enrollment figures. In fall 2015, 43.0 percent of undergraduates were White; 27.0 percent were Latino/a; 16.0 percent were African American; 7.0 percent were Asian and 1.0 percent were international students (Table II.C.3.a). More than 30 countries are represented among international students; with the largest numbers coming from India, Saudi Arabia and China. At the graduate level 63.0 percent were White, 17.0 percent Hispanic, 7.0 percent African American and 6.0 percent identified themselves as Asian. Nearly 2.0 percent were international or non-resident aliens and 4.0 percent declined to report this information.

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

**Table II.C.3.a:
William Paterson University
Undergraduate Enrollment by Race/Ethnicity, Fall 2015**

	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	3,318	43%	1,258	16%	2,078	27%	550	7%	5	0%	42	1%	470	6%	7,721	100%
Part-time	726	43%	214	13%	474	28%	100	6%	2	0%	3	0%	158	9%	1,677	100%
Total	4,044	43%	1,472	16%	2,552	27%	650	7%	7	0%	45	1%	628	7%	9,398	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; 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 2015**

Full-Time					Part-Time					Total				
Male	Pct	Female	Pct	Total	Male	Pct	Female	Pct	Total	Male	Pct	Female	Pct	Total
3,491	45%	4,230	55%	7,721	756	45%	921	55%	1,677	4,247	45%	5,151	55%	9,398

Source: IPEDS Fall Enrollment Survey

**Table II.C.3.c:
William Paterson University
Undergraduate Enrollment by Age, Fall 2015**

		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	20	1,996	2,443	2,277	672	141	78	58	22	1	13	7,721
	Pct	0%	26%	32%	30%	9%	2%	1%	1%	0%	0%	0%	100%
Part-Time	Num	71	32	124	549	477	169	87	102	53	4	9	1,677
	Pct	4%	2%	7%	33%	28%	10%	5%	6%	3%	0%	1%	100%
Total	Num	91	2,028	2,567	2,826	1,149	310	165	160	75	5	22	9,398
	Pct	1%	22%	27%	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, 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 73.0 percent of undergraduates attending William Paterson received some form of financial aid to help pay for college. In AY 2014-15, approximately 26,000 awards were made to undergraduate and graduate students totaling over \$111 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, \$14,354,000, 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.

Table II.C.4: William Paterson University Financial Aid from Federal, State & Institution-Funded Programs, AY 2014-15			
	Recipients	Dollars(\$)	\$/Recipient
FEDERAL PROGRAMS			
Pell Grants	4,321	17,530,000	4,057
College Work Study	164	322,000	1,963
Perkins Loans	122	221,000	1,811
SEOG	440	349,000	793
PLUS Loans	613	7,142,000	11,651
Stafford Loans (Subsidized)	5,533	22,917,000	4,142
Stafford Loans (Unsubsidized)	5,550	23,015,000	4,147
SMART & ACG or other	23	73,000	3,174
STATE PROGRAMS			
Tuition Aid Grants (TAG)	2,786	12,239,000	4,393
Educational Opportunity Fund (EOF)	458	525,000	1,146
Outstanding Scholars (OSRP)	0	0	--
Distinguished Scholars	0	0	--
Urban Scholars	15	14,000	933
NJ STARS	27	57,000	2,111
NJCLASS Loans	145	1,519,000	10,476
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	2,553	9,028,000	3,536
Loans	0	0	--
Source: NJIPEDS Form #41 Student Financial Aid Report			

For the 2015-2016 academic year, nearly 500 Donor Scholarships were awarded, totaling more than \$850,000. In addition, more than \$250,000 of donor funding was transferred to the University for Institutional Scholarship support.

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 30 countries. Some come from as close as Canada, Mexico and Peru, while others as far away as Saudi Arabia, India and Nigeria to study at the University.

Table II.C.5: William Paterson University Fall 2015 First-Time Undergraduate Enrollment by State Residence			
State Residents	Non-State Residents	Total	% State Residents
1,299	35	1,334	97%

Source: IPEDS Fall Enrollment Survey, Part C

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 2009 cohort, brings the *undergraduate success and progress rate for William Paterson’s fall 2009 first-year cohort to 75.0 percent: 49.0 percent graduated from William Paterson, an additional 11.0 percent graduated from other colleges, another 6.0 percent are still pursuing their degrees at the University, with 9.0 percent at other institutions.*

	White		African American		Hispanic		Asian		Non-Resident		Other*		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 2009 Cohort	726		197		323		93		4		92		1,435	
Graduates after 4 years	168	23%	31	16%	46	14%	19	20%	0	0%	20	22%	284	20%
Graduates after 5 years	342	47%	60	31%	112	35%	45	48%	1	25%	38	41%	598	42%
Graduates after 6 years	390	54%	76	39%	137	42%	52	56%	1	25%	43	47%	699	49%

**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 2009 first-time, full-time first-year students were 20.0 percent and 49.0 percent, respectively. Background characteristics such as gender and race/ethnicity influence retention and graduation rates to varying degrees. For example, the graduation rate for females in the fall 2009 graduating cohort was 54.0 percent and 44.0 percent for males. Over half of Asian, 56.0 percent, and White, 54.0 percent, students graduated in six years while 42.0 of Hispanic and 39.0 of African American students did so.

b. Graduation rates for transfer students

Transfer students are an integral part of the William Paterson community. The five-year graduation rate for full-time first-time transfer students has steadily increased over the past decade, from 52.0 percent for the 2000 cohort to 63.0 for the fall 2009 cohort, the latest transfer cohort to graduate. As well, over three-quarters, 78.0 percent, of fall 2009 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 2014, three-quarters 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 2014 to Fall 2015					
Full-Time			Part-Time		
Fall 2014 First-Time Undergraduates	Retained in Fall 2015	Retention Rate	Fall 2014 First-Time Undergraduates	Retained in Fall 2015	Retention Rate
1,167	870	75%	4	2	50%

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*. Of note is William Paterson’s unique civic engagement requirement. The University is the first and only public New Jersey higher education institution that requires new undergraduate students to take a civic engagement course. This past year, more than 2,300 students enrolled in 40 different courses in a variety of majors resulting in more than 7,200 contributed hours for an array of community service projects.

Also illustrative of these learning experiences are the many students who participate in career-related learning experiences. About half of the undergraduate student body participates in internships, clinical rotations, or student teaching before they graduate. Undergraduate students are actively involved with faculty in research and other scholarly and creative activities. These projects lead to presentations at regional, state and national conferences or publication in scholarly journals. The University established *Explorations 2016*, a week-long series of campus events, which highlighted the depth and quality of student and faculty research. Students who worked with faculty in the state-of-the-art HD TV studios created programming for the local Wayne community. This past year, the *Roundabout*, a student-produced television talk show, won a Gracie Award presented by the Alliance for Women in Media Foundation.

Another unique opportunity for William Paterson students is the Pesce Family Mentoring Institute. The Institute was established to prepare students for careers by connecting successful professionals as mentors to select undergraduate students.

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 Pioneer Success faculty. The Board of Trustees has incorporated several NSSE measures into its dash board indicators.

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.

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 Career Development Center's most recent One-Year-Out Alumni Survey shows that 22.0 percent of William Paterson undergraduates who graduated in the past academic year are attending post-baccalaureate programs to further their interests and careers.

Finally, the same survey also indicated that 84.0 percent of those responding reported being employed (full- and part-time) one year after graduation. The majority 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, 38 new full-time professors joined the faculty bringing the total number of professors teaching at the University to 411. For these new faculty, 58.0 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 2015																
	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	56	46	8	4	7	5	28	9	0	1	1	0	1	1	101	66
Associate Prof.	38	38	11	2	5	7	6	12	0	0	0	1	0	2	60	62
Assistant Prof.	4	3	0	1	0	2	0	2	0	0	0	0	0	0	4	8
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	98	87	19	7	12	14	34	23	0	1	1	1	1	3	165	136
Without Tenure																
Professors	1	0	0	0	0	0	1	0	0	0	0	0	0	0	2	0
Associate Prof.	1	4	0	0	0	0	2	0	0	0	0	0	0	1	3	5
Assistant Prof.	17	34	4	5	2	2	4	9	0	0	3	4	2	2	32	56
All Others	2	7	0	1	0	0	1	0	0	0	1	0	0	0	4	8
TOTAL	21	45	4	6	2	2	8	9	0	0	4	4	2	3	41	69
Total																
Professors	57	46	8	4	7	5	29	9	0	1	1	0	1	1	103	66
Associate Prof.	39	42	11	2	5	7	8	12	0	0	0	1	0	3	63	67
Assistant Prof.	21	37	4	6	2	4	4	11	0	0	3	4	2	2	36	64
All Others	2	7	0	1	0	0	1	0	0	0	1	0	0	0	4	8
TOTAL	119	132	23	13	14	16	42	32	0	1	5	5	3	6	206	205
*Note: Asian includes Pacific Islanders and Unknown includes two or more races.																
Source: IPEDS Human Resources Survey																

Overall, a majority of undergraduate class sections are taught by full-time faculty (Table II.E.2). 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.

Table II.E.2: William Paterson University Percentage of Course Sections Taught by Full-Time Faculty, Fall 2015						
Total Number of Course Sections	Taught by Full-Time Faculty		Taught by Part-Time Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
2,541	1,444	57%	977	38%	120	5%

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

Table II.E.3: William Paterson University Ratio of Full- to Part-Time Faculty, Fall 2015					
Full-Time		Part-Time		Total	
Number	Percent	Number	Percent	Number	Percent
411	35%	755	65%	1,166	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 created more than 550 publications that included books, book chapters and articles in journals and other publications; 220 performances, productions and exhibitions; and gave more than 800 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	Multiple	Unknown	Total
Male	6	2	0	0	0	0	0	0	8
Female	3	0	1	0	0	0	1	0	5
Total	9	2	1	0	0	0	1	0	13

William Paterson University		
2. Members of the Board of Trustees		
Name	Title	Affiliation
Ms. Chelsye Carrion	Student representative	William Paterson University Student
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	Senior VP CHRO	AvalonBay Communities, Inc.
Ms. Linda A. Niro	Chief Accounting Officer	1st Constitution Bank in Cranbury, New Jersey
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
Mr. Zachary Thomas	Student representative	William Paterson University Student
Dr. Deborah Zastocki	Retired (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 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:

CURRENTLY ACTIVE DEGREE PROGRAMS OFFERED AT WILLIAM PATERSON UNIVERSITY	
UNDERGRADUATE LEVEL	GRADUATE LEVEL
DEGREE PROGRAM	DEGREE PROGRAM
Bachelor of Arts (B.A.)	Doctor of Nursing Practice (D.N.P.)
Africana World Studies	
Anthropology	Doctor of Clinical Psychology (Psy.D.)
Art	
Art History	Master of Arts (M.A.)
Asian Studies	Applied Sociology
Chemistry	Clinical & Counseling Psychology
Communication	English
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
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	Secondary Education
Sociology	Special Education
Spanish	
Sport Management	Master of Fine Arts (M.F.A.)
Women’s and Gender Studies	Art
	Creative and Professional Writing
Bachelor of Fine Arts (B.F.A.)	
Fine Arts	Master of Music (M.M.)
	Music
Bachelor of Music (B.M.)	
Music	

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CURRENTLY ACTIVE DEGREE PROGRAMS OFFERED AT WILLIAM PATERSON UNIVERSITY	
UNDERGRADUATE LEVEL	GRADUATE LEVEL
DEGREE PROGRAM	DEGREE PROGRAM
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
Computer Information Technology	
Environmental Science	Post-Baccalaureate Certificate
Environmental Sustainability	Assessment and Evaluation Research
Exercise Science: Exercise Physiology	Learning Technologies*
Finance	
Financial Planning	Post-Master's Certificate
Global Business	Nursing Education
Health Studies	
Management	
Marketing	
Mathematics	
Nursing	
Physical Education	
Professional Sales	
Public Health	
**Also online degrees.	
Source: Office of the Registrar	
9/2016	

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 FY2015, \$6,472,659 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 FY2015 totaled \$67,144,955. New awards for notable projects came from the NJ Autism Center for Excellence, the American Chemical Society Petroleum Research Fund, the US Department of Agriculture through Baylor College of Medicine, the National Science Foundation through Rutgers - The State University, the NJ Department of Labor and Workforce Development, and the NJ Department of Health and Social Services.

Sponsors of new research activities in FY2015 included 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 / NJ Center for Quality Ratings* project for assessing pre-school programs, 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, and the American Chemical Society Petroleum Research Fund for the *Late Phanerozoic Evolution of Seawater Temperature and Sr/Ca: New Insights from "Clumped Isotope" Thermometry in Biogenic Apatite* project. An undergraduate student received funding from the American Society for Biochemistry and Molecular Biology to support a summer research project that explored the *Effect of High Light Intensity on Growth, Toxicity and Gene Expression of the Florida Red Tide Dinoflagellate, Karenia brevis*. The National Science Foundation provided a new five-year award to support the important *Garden State – Louise Stokes Alliance for Minority Participation (GS-LSAMP)* in the Sciences that is based at Rutgers – The State University and involves WP and several other NJ institutions, which emphasizes engagement in research to retain undergraduate students and interest them in pursuing advanced STEM degrees. Ongoing research activities were supported by the National Science Foundation, the National Institutes of Health, and the Federal Aviation Administration.

Notable public service activities that received new external support in FY2015 includes awards from the NJ Department of Labor and Workforce Development for the training of employees in several industries, the NJ Department of Health and Social Services for projects to reduce the abuse of alcohol and other drugs at WP and 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 Health and Senior Services and the Passaic County Department of Human Services for alcohol and other drug awareness programming, the US Small Business Administration new business development, the NJ Office of the Secretary for Higher Education for the *Educational Opportunity Fund* 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.

Table II.H: William Paterson University Major Research and Public Service Activities R&D Expenditures: Fiscal Year 2015	
	Amount (\$)
Federally Financed Academic Research and Public Service Expenditures	\$330,734
Institutionally Financed Academic Research and Public Service Expenditures*	\$1,765,892
Total Academic Research and Public Service Expenditures	\$2,096,626
<i>*Includes \$183,986 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. This past year the University broadened its efforts and participated in the National Study of Learning Voting, and Engagement, NSLVE.

[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, the establishment of the Paterson Metropolitan Regional Research Center, 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 2016

The University continues to implement improvements recommended by the Academic Zone Plan. University Hall, a \$40 million, 80,000 square foot new LEED academic building, received an extremely positive response from students and faculty when it opened its doors in January 2016.



The renovation of Hunziker Wing and Hall has started and is scheduled for completion in 2018. The renovated Hunziker complex includes accommodations for the 27 new smart classrooms, kinesiology labs, English Department, Philosophy Department, University Performing Arts, the Black Box Theater, and collaboration spaces for students and faculty. In accordance with recommendations from the University's Residential Zone Plan, design for a new 300 bed residence hall has commenced while extensive renovations to the exterior and plumbing systems of the Overlook South Residence Hall have started. At our athletic facilities, the natural grass at the Soccer Field, which could not support the level and intensity of use, is in the process of being converted to a new synthetic turf surface with a 300 seat bleacher and press box. Other work completed at the 379 acre campus include the replacement of windows at Hobart Hall, acoustical improvements in over 20 music practice rooms, and the creation of 11 new private study rooms in Cheng Library.

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/2016-author-reception.html>