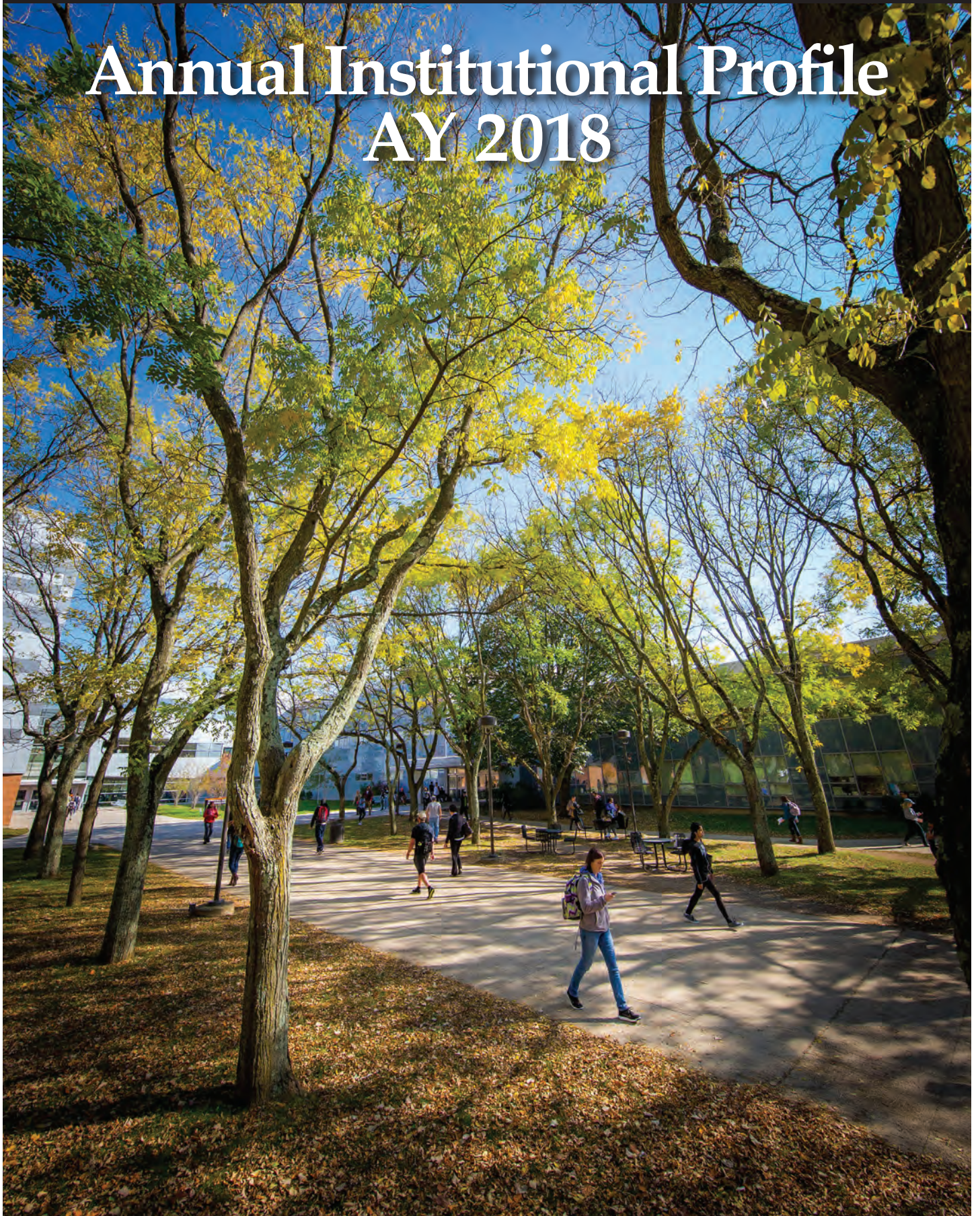


WILLIAM PATERSON UNIVERSITY

Annual Institutional Profile AY 2018



WILLIAM PATERSON UNIVERSITY
ANNUAL INSTITUTIONAL PROFILE, FALL 2018

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PREFACE

From its roots as a normal school in the City of Paterson to the comprehensive regional university it has evolved into, **WILLIAM PATERSON UNIVERSITY** continues to transform the lives of its students and the economic, cultural, and social life of northern New Jersey. Over 70,000 living alumni attest to the impact of a William Paterson University education.

The University lives its mission and serves one of the most diverse student bodies in the state. We provide our students with modern classroom and laboratory facilities, taught by a nationally- renowned faculty. We believe strongly in the importance of experiential learning, as many of our students engage in original research with faculty mentors. We continue to be a leader in civic engagement, embedding experiences in both classroom and extracurricular activities and projects, affirming the value of being an active and engaged citizenry.

Many of our students are first-generation citizens and college students, and we place high value on creating a campus culture that promotes a sense of community. Our support for students extends beyond the classroom, to practical experiences such as internships and field placements, which provide leadership training that readies them for tomorrow's marketplace.

As a public institution, we understand well our responsibility to educate a highly prepared and technically-trained workforce for New Jersey. Last Spring, we graduated 2,300 students with bachelor's, master's, and doctoral degrees, who are now ready to assume leadership positions in the business and industry sector, education, health care, and the sciences, vital contributors to the economy of the state and region.

We remain concerned, however, about the cost of public higher education and its effect on our students and their families. For eight consecutive years, tuition and fee increases have stayed below two percent. Through careful management of resources, we are upgrading our facilities to reflect the best practices in modern teaching and learning environments, but are concerned about the lack of a regular mechanism for state funding of capital improvements on public campuses. Recent fundraising efforts have significantly enhanced scholarship support, and we will continue to seek private dollars to help our students pay for college.

As I step into the presidency of this great institution, I take great pride in all that has been accomplished over its 163-year history and all that can be accomplished in the days ahead.



Richard J. Helldobler
President

II. DATA BY CATEGORY

A. Accreditation status: institutional and professional

The Middle States Commission on Higher Education (MSCHE), the region's accrediting body for colleges and universities, has continuously accredited William Paterson University since its first accreditation in 1958. Our most recent reaccreditation visit was in 2011 and the University's mid-decade Periodic Review Report, filed in spring 2016, was accepted by the Commission with no follow-up requirements.

The high quality of William Paterson's academic programs is supported by the professional 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

<https://www.wpunj.edu/ira/factbooks/fb17/Accreditations.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, MSN, and DNP degrees and the APRN certificate
- Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) accredits the bachelor of science in computer science
- Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the M.Ed. in professional counseling
- Council for the Accreditation of Educator Preparation (CAEP) accredits programs preparing early childhood, elementary and secondary school teachers, as well as those preparing administrative and school service personnel at the undergraduate and graduate levels
- Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA) accredits the MS program in communication disorders
- Masters in Psychology Accreditation Council (MPCAC) accredits the master of arts degree in clinical and counseling psychology
- National Association of Schools of Art and Design (NASAD) accredits the BA in art and art history, the BFA in art at the undergraduate level, and the MFA in Art at the graduate level

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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, MSN, and DNP programs
- Council on Education for Public Health (CEPH) accredits the public health/health education bachelor of science program

B. Number of students served

Fall 2017 Undergraduates

William Paterson University had over 8,800 undergraduates this past fall semester. The majority, or 82 percent, attended full-time (12 credits or more) and 18 percent attended part-time taking fewer than 12 credits in the fall semester.

Table II.B.1
William Paterson University
Undergraduate Enrollment by Attendance Status, Fall 2017

Full-time		Part-time		Total
N	%	N	%	
7,285	82.4%	1,553	17.6%	8,838

Source: IPEDS Fall Enrollment Survey

Fall 2017 Graduate Students

At the graduate level, the majority of William Paterson’s students were attending part-time in Fall 2017, taking fewer than 9 credits (Table II.B.2).

Table II.B.2
William Paterson University
Graduate Enrollment by Attendance Status, Fall 2017

Full-time		Part-time		Total
N	%	N	%	
326	23.1%	1,088	76.9%	1,414

Source: IPEDS Fall Enrollment Survey

FY 2017 Unduplicated Enrollment

Students enrolling at William Paterson during the 12-month fiscal year yielded an unduplicated headcount of 10,743 for undergraduate and 1,944 for graduate students, with an overall University Full-Time Equivalency (FTE) of 9,261 (Table II.B.4).

Table II.B.4
William Paterson University
Unduplicated Enrollment, FY 2017

	Headcount Enrollment	Credit Hours	FTE
Undergraduate	10,743	251,972	8,399
Graduate	1,944	20,105	838
Doctoral-Professional Practice			24
Total	12,687	272,077	9,261

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. In Fall 2017, the undergraduate admissions office received over 14,700 applications to the University, consistent with the number of applications from the previous fall semester. In Fall 2017, the University enrolled 1,311 new first-time, full-time, first-year students.

This past fall also saw 1,010 enroll as new transfer students. Almost three fifths of these new transfers were female (59 percent) and the average age of entering transfers was 23.6 years. The majority of transfer students attended full-time (85 percent) and nearly 12 percent lived on-campus. Nearly half (49 percent) transferred 60 credits or more to the University and the overall average transfer college GPA was 2.84.

The University continues to ensure a seamless transition for these students through articulation agreements and increased transfer services. Over the past few years, the University has updated all of its older articulation agreements and continues to add many new program agreements. The University also combined several academic program-to-program agreements into one document (e.g.-STEM and Liberal Arts degrees).

The University currently has agreements with 11 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 and Warren County Community College. <http://www.wpunj.edu/transfer-and-special-sessions/articulation-agreements.html>

The University also has an active Transfer Student Experience (TSE) office. TSE offers guidance, support and advocacy to new and currently enrolled transfer and readmitted students 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 were important criteria used in the admission decision process for new first-time undergraduate students in Fall 2017. The average CSAT score for the first-time full-time entering class was 1029 and the average high school GPA was 3.06. The majority of first-time, full-time, first-year students (93 percent) were regular admit students with an average reading SAT score of 520 and average math SAT score of 514 with a combined SAT score of 1,029 (Table II.C.1). An additional 7 percent were Educational Opportunity Fund (EOF) first-year students. Also of note were the 102 new first-time, full-time students accepted into a rigorous honors program with an average CSAT score of 1,224.

Table II.C.1
 William Paterson University
 Mean Math, Reading and Writing SAT Scores for First-Time Freshmen,
 by Admission Status and Overall, Fall 2017

	Full-Time Students			Part-Time Students		
	N	Mean Score		N	Mean Score	
		Math	Reading		Math	Reading
Regular Admits	1,125	514.4	519.9	4	502.5	505.0
EOF Admits	95	485.3	483.6	0	0.0	0.0
Special Admits	0	0.0	0.0	0	0.0	0.0
All Admits	1,220	512.1	517.1	4	502.5	505.0
Missing Scores	89			2		

Source: SURE Fall Enrollment file

2. Enrollment in remediation courses by subject area

The University’s academic development area supports undergraduate academic development throughout a student’s entire career, offering a wide array of support services. Issues such as time management, study skills, and tutoring in specific courses are addressed through the University’s Academic Success Center. Discipline-based learning centers like the Science Enrichment Center are also available to help students succeed in all phases of their academic programs.

For a number of first-time, full-time, first-year students, assistance comes in the form of a developmental skills course. Before starting classes, a student’s need for developmental courses is established. Students who have Critical Reading scores equal to or greater than 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, 288 (3 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, 16 percent required remedial coursework. Computation is the area in which entering first-time full-time students most frequently need assistance.

IIC.2

William Paterson University
Enrollment In Remediation Courses

a. Total Number of Undergraduate Students Enrolled in Fall 2017

Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
8,838	288	3.3%

b. Total number of First-time, Full-time (FTFT) students enrolled in remediation in Fall 2017

Total Number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	Percent of FTFT Enrolled in One or More Remedial Course
1,311	203	15.5%

c. First-time, Full-time students (FTFT) enrolled in remediation in Fall 2017 by subject area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Computation	171	13.0%
Algebra	0	0.0%
Reading	126	9.6%
Writing	23	1.8%
English	0	0.0%

Source: SURE Fall Enrollment file

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

The University’s mission and vision statements embrace the diversity of New Jersey’s population and is reflected in the University’s enrollment figures. In Fall 2017, 39 percent of undergraduates were White, 31 percent were Latino/a, 17 percent were Black/African American, and 7 percent were Asian (Table II.C.3.a). Undergraduate non-resident alien students most frequently visited from South Korea (10 students) and Jamaica (5 students).

At the graduate level, 59 percent of the student body was White, 18 percent Hispanic, 8 percent Black/African American and 7 percent identified as Asian. Roughly 3 percent were international students. Graduate non-resident alien students were mostly from Saudi Arabia (21 students) and South Korea (3 students).

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

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Table II.C.3.a
William Paterson University
Undergraduate Enrollment by Race/Ethnicity, Fall 2017

	White		Black		Hispanic		Asian*		American Ind.		Alien		Race Unknown*		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Full-time	2,820	38.7%	1,261	17.3%	2,293	31.5%	556	7.6%	8	0.1%	42	0.6%	305	4.2%	7,285	100.0%
Part-time	598	38.5%	213	13.7%	477	30.7%	90	5.8%	0	0.0%	5	0.3%	170	10.9%	1,553	100.0%
Total	3,418	38.7%	1,474	16.7%	2,770	31.3%	646	7.3%	8	0.1%	47	0.5%	475	5.4%	8,838	100.0%

* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.

Like many public senior degree-granting institutions around the country, more than half of William Paterson’s Fall 2017 undergraduates (54 percent) were female (Table II.C.3.b). The average age of undergraduates was 22.4 years; 53 percent were 21 years or younger and 8 percent were 30 years or older (Table II.C.3.c).

Table II.C.3.b
Undergraduate Enrollment by Sex, Fall 2017

Full-time					Part-time					Total				
Male		Female		Total	Male		Female		Total	Male		Female		Total
N	%	N	%		N	%	N	%		N	%	N	%	
3,335	45.8%	3,950	54.2%	7,285	692	44.6%	861	55.4%	1,553	4,027	45.6%	4,811	54.4%	8,838

Table II.C.3.c
Undergraduate Enrollment by Age, Fall 2017

		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
Full-time	N	7	2,128	2,336	1,894	670	113	61	58	18	0	0	7,285
	%	0.1%	29.2%	32.1%	26.0%	9.2%	1.6%	0.8%	0.8%	0.2%	0.0%	0.0%	100.0%
Part-time	N	91	42	110	486	417	169	87	98	47	6	0	1,553
	%	5.9%	2.7%	7.1%	31.3%	26.9%	10.9%	5.6%	6.3%	3.0%	0.4%	0.0%	100.0%
Total	N	98	2,170	2,446	2,380	1,087	282	148	156	65	6	0	8,838
	%	1.1%	24.6%	27.7%	26.9%	12.3%	3.2%	1.7%	1.8%	0.7%	0.1%	0.0%	100.0%

Source: IPEDS Fall Enrollment Survey

The diversity of the student body is also reflected in the wide variety of cultural and social activities sponsored by such University offices as the Women’s Center and the many student clubs like: the Muslim Student Association, ALPFA, Association of Latinos Professional for America, FACE, (Filipino American Cultural Entity), Feminist Collective, Hillel, the Jewish Students Association, OLAS (Organization of Latin American Students), Pride Alliance, SABLE (Sisters for Awareness, Black Leadership, & Equality), Students for Justice in Palestine, the Graduate Multicultural Initiative (GMI) as well as many other [clubs and organizations](#).

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

William Paterson University students are recipients of private, state, federal and University support. Roughly 67 percent of undergraduates attending William Paterson received some form of financial aid to help pay for college. In AY 2016-17, just over 25,000 awards were made to undergraduate and graduate students totaling over \$110 million including some other loans (SMART, ACG, EOF graduate students, etc.) not listed in the following table.

Financial aid recipients in Table II.C.4 received a total of \$14,453,000 in New Jersey State funded aid. William Paterson provided over \$9 million in aid through various institutional grants and scholarships.

Table II.C.4
William Paterson University
Financial Aid from Federal, State & Institution-Funded Programs,
AY 2016-17

	Recipients	Dollars(\$)	\$/Recipient
FEDERAL PROGRAMS			
Pell Grants	4,319	18,053,000	4,179.90
College Work Study	198	329,000	1,661.62
Perkins Loans	43	199,000	4,627.91
SEOG	606	393,000	648.51
PLUS Loans	823	9,365,000	11,379.10
Stafford Loans (Subsidized)	5,187	21,254,000	4,097.55
Stafford Loans (Unsubsidized)	5,022	20,058,000	3,994.03
SMART & ACG or other	13	41,000	3,153.85
STATE PROGRAMS			
Tuition Aid Grants (TAG)	2,700	12,415,000	4,598.15
Educational Opportunity Fund (EOF)	419	498,000	1,188.54
Outstanding Scholars (OSRP) or other	0	0	--
Distinguished Scholars	0	0	--
Urban Scholars	20	19,000	950.00
NJ STARS	21	48,000	2,285.71
NJCLASS Loans	135	1,473,000	10,911.11
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	2,090	9,111,000	4,359.33
Loans	0	0	--

Source: NJIPEDS Form #41 Student Financial Aid Report

5. Percentage of students who are NJ residents

Most of William Paterson’s Fall 2017 undergraduates hailed from the state of New Jersey (98 percent). The majority of those New Jersey residents were from Passaic County (32 percent), followed by Bergen County (23 percent) and Essex County (11 percent).

William Paterson University
Fall 2017 First-time Undergraduate Enrollment
by State Residence

State Residents	Non-State Residents	Total	% State Residents
1,293	24	1,317	98.2%

Note: Residence unknown included with New Jersey Residents.

Source: IPEDS Fall Enrollment Survey, Part C

D. Student outcomes

1. Graduation rates

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

Table II.D.1.a
William Paterson University
Four-, Five- and Six-Year Graduation Rates of Fall 2011 Full-time First-time Degree-Seeking Undergraduates by Race/Ethnicity

	White		Black		Hispanic		Asian		Alien		Other *		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2011 Cohort	646		217		325		114		11		72		1,385	
Graduates after 4 years	194	30.0%	32	14.7%	67	20.6%	47	41.2%	4	36.4%	26	36.1%	370	26.7%
Graduates after 5 years	361	55.9%	82	37.8%	131	40.3%	72	63.2%	6	54.5%	38	52.8%	690	49.8%
Graduates after 6 years	391	60.5%	95	43.8%	153	47.1%	76	66.7%	6	54.5%	43	59.7%	764	55.2%

* Other includes American Indians, Native Hawaiian & Pacific Islanders, 2 or More Races and Unknown.
Source: IPEDS Graduation Rate Survey

At William Paterson the four- and six-year graduation rates for all graduating Fall 2011 first-time, full-time, first-year students were 27 percent and 55 percent, respectively. Retention rates vary by race/ethnicity, for example, the six-year graduation rate for Asians from the Fall 2011 cohort was highest (67 percent) while the six-year graduation rates were lower for Black and Hispanic undergraduates (both under 50 percent).

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 58 percent for the 2003 cohort to 64 for the Fall 2012 cohort, the latest transfer cohort for which we have six-year graduation rate data. Additionally, 77 percent, of Fall 2012 transfer students who entered with 60 or more credits and came to us from NJ community colleges graduated within five years.

2. Third-semester retention rates

For William Paterson’s first-time, full-time, first-year students who entered in Fall 2016, 77 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 2016 to Fall 2017

Full-Time			Part-Time		
Fall 2016 First-Time Undergraduates	Retained in Fall 2017	Retention Rate	Fall 2016 First-Time Undergraduates	Retained in Fall 2017	Retention Rate
1,372	1,057	77.0%	4	1	25.0%

SOURCE: IPEDS Fall Enrollment Survey, Part E

E. Faculty characteristics

In Fall 2017, William Paterson had a total of 410 full-time faculty members teaching at the university. Roughly 77 percent of the full-time faculty were tenured and there was approximately a 1:1 ratio of female to male faculty members. Sixty-two percent identified themselves as white, 18 percent as Asian, 9 percent as Black/African American and 7 percent identified as 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 2017

	White		Black		Hispanic		Asian*		American Ind.		Alien		Race Unknown*		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Tenured																
Professors	60	46	12	3	8	5	28	13	0	0	0	0	2	3	110	70
Associate Prof.	32	47	8	3	3	7	7	11	0	0	0	1	0	1	50	70
Assistant Prof.	3	6	1	1	0	2	0	1	0	0	0	0	0	0	4	10
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	95	99	21	7	11	14	35	25	0	0	0	1	2	4	164	150
Without Tenure																
Professors	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Associate Prof.	4	2	0	0	0	0	0	0	0	0	0	0	0	0	4	2
Assistant Prof.	20	24	2	4	2	3	4	11	0	0	4	1	0	1	32	44
All Others	4	5	1	2	0	0	0	0	0	0	1	0	0	0	6	7
Total	29	31	3	6	2	3	4	11	0	0	5	1	0	1	43	53
Total																
Professors	61	46	12	3	8	5	28	13	0	0	0	0	2	3	111	70
Associate Prof.	36	49	8	3	3	7	7	11	0	0	0	1	0	1	54	72
Assistant Prof.	23	30	3	5	2	5	4	12	0	0	4	1	0	1	36	54
All Others	4	5	1	2	0	0	0	0	0	0	1	0	0	0	6	7
Total	124	130	24	13	13	17	39	36	0	0	5	2	2	5	207	203

Source: IPEDS Human Resources Survey

* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.

Fifty-five percent of undergraduate class sections were taught by full-time faculty; another 39 percent were taught by part-time faculty (Table II.E.2). Adjunct faculty are highly qualified practitioners in their specialties, especially in the arts, music, education and health; professionals in key areas of business; and well-prepared teachers and scholars in the liberal arts and sciences. Adjuncts are integrated into the academic life of the University with orientations, adjunct handbooks and compensated faculty development opportunities.

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Table II.E.2
 William Paterson University
 Percentage of Course Sections Taught by Full-time Faculty, Fall 2017

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	N	%	N	%	N	%
2253	875	38.8%	1244	55.2%	134	5.9%

Note: Others includes Full-time Administrators and Teaching Assistants

Table II.E.3
 William Paterson University
 Ratio of Full- to Part-time Faculty, Fall 2017

Full-time		Part-time		Total	
N	%	N	%	N	%
410	39.3%	634	60.7%	1,044	100.0%

Source: IPEDS Human Resources Survey

As well as being accomplished teachers and mentors, faculty are active participants in their academic fields, writing books, book chapters, journal articles, and supporting their research through grants and presenting their original research at conferences. Faculty have published roughly 33 books, 99 book chapters, made 386 presentations, and participated in 148 performances/exhibits during the 2017-18 academic year.

F. Characteristics of the Board of Trustees

The demographics and affiliations of the Board of Trustees are highlighted below. Some students at the University are also members of the Board. Table II.F summarizes the characteristics of the Board of Trustees as we begin Fall 2018.

Table II.F.

1. Race/Ethnicity and Gender of Governing Board

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

2. Members of the Board of Trustees

William Paterson University		
Name	Title	Affiliation
Dr. Richard J. Helldobler	President	Ex Officio Member of the Board of Trustees
Ms. Lourdes Cortez	President and CEO	North Jersey Federal Credit Union
Mr. John Galandak	Retired, President and CEO	Commerce and Industry Association of New Jersey (CIANJ)
Mr. Frederick L. Gruel	Retired, President and CEO	AAA New Jersey Auto Club
Mr. Robert Guarasci	President and CEO	New Jersey Community Development Corporation
Mr. Dylan Johnson	Student Representative	William Paterson University Student
Mr. Kevin Lenahan	Senior VP, CFO and CAO	Atlantic Health System, Inc.
Mr. Andrew Masefski	Student Representative	William Paterson University Student
Mr. Brad Neilley	Chief Human Resources Officer	AvalonBay Communities, Inc.
Ms. Linda A. Niro	Chief Accounting Officer	1st Constitution Bank
Mr. William J. Pesce	Retired, President and CEO	John Wiley & Sons, Inc.
Mr. Michael Seeve	President	Mountain Development Corporation
Mr. Joseph Velli	Retired, Senior Executive Vice President	The Bank of New York
Dr. Deborah Zastocki	Retired, President and CEO	Chilton Memorial Hospital
Dr. Henry J. Pruitt, Jr.	Retired, Vice President for Engineering, Design and Construction	AT&T
Mr. Robert Taylor	Retired, Principal	Janis E. Dismus Middle School

3. Board of Trustees URL

<https://www.wpunj.edu/university/boardoftrustees/>

G. Profile of the institution

1. Degree and certificate programs

William Paterson’s undergraduate students are able to choose from 53 different academic majors, and graduate students may choose from 27 master’s programs. Also offered at the institution are 18 post-baccalaureate certificate programs, 8 post-master’s certificate programs, as well as the Doctorates in Nursing Practice and Clinical Psychology.

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	Secondary Education
History	
Latin American and Latino Studies	Master of Business Administration (M.B.A.)
Legal Studies	Business Administration
Liberal Studies	
Mathematics	Master of Education (M.Ed.)
Music	Educational Leadership
Philosophy	Curriculum and Learning
Political Science	Literacy*
Psychology	Middle Level Education*
Secondary Education	Professional Counseling
Sociology	Special Education
Spanish	
Sport Management	Master of Fine Arts (M.F.A.)
Urban Science and Society	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	

Continued...

Annual Institutional Profile of William Paterson University, Fall 2018

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	Applied Business Analytics
Athletic Training	Biology
Biology	Biotechnology
Biotechnology	Communication Disorders (B.A./M.S.)
Chemistry	Exercise and Sports Studies
Computer Science	Materials Chemistry
Computer Information Technology	Sales Leadership
Environmental Science	
Environmental Sustainability	Master of Science in Nursing (M.S.N.)
Exercise Science: Exercise Physiology	Nursing
Finance	
Financial Planning	Post-Baccalaureate Graduate Certificates
Global Business	Assessment and Evaluation Research
Health Studies	Associate School Library Media Specialist
Management	Bilingual Education
Marketing	Early Childhood Education (P-3)
Mathematics	Elementary Education (K-6)
Nursing	Elementary Ed. (K-6) with Middle School
Physical Education	Subject area (5-8)
Professional Sales	Elem. Ed. (K-6) w/ Teaching Students with
Public Health	Disabilities
	Learning Technologies*
Post-Baccalaureate Certificate	Master of Business Administration Pathway
Pre-Professional School Preparation	Middle School Language Arts Education (5-8)
	Middle School Mathematics Education (5-8)
	Middle School Science Education (5-8)
*Also online degrees.	School Nurse (Instructional)
Source: Office of the Provost	School Nurse (Non-Instructional)
3/2018	Secondary Education Mathematics (K-12)
	Teacher of Students with Disabilities
	Teaching English as a Second Language
	Post-Master's Graduate Certificate
	Learning Disabilities Consultant
	Reading Specialist
	School Library Media Specialist
	School Principal
	School Supervisor
	Adult Gerontology Nurse Practitioner
	Nursing Education
	Family Nurse Practitioner

H. Major research and public service activities

Research

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 FY2018, \$5,102,251 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 FY2017 totaled \$3,848,406. New awards for notable projects came from the National Science Foundation, the US Department of Education, NJ Department of Environmental Protection, the New Jersey Council for the Humanities, the American Chemical Society Petroleum Research Fund, the NJ Department of Labor and Workforce Development, the NJ State Council on the Arts, and the NJ Department of Health and Social Services.

Sponsors of new research activities in FY2017 included the National Science Foundation that supported the *Calibrating South East Asian Proxies: Speleothems and Tree-Rings*, a collaborative project with the Lamont Dougherty Earth Observatory of Columbia University and the University of California at Irvine that is studying climate change by linking these two important information sources. Two awards were received from the American Chemical Society Petroleum Research Fund. The first is studying *Light Initiated Energy Transfer to Petroleum-derived Molecules Mediated by Hybrid Nanoparticles*, which will advance the fundamental understanding about precisely controlling hybrid nanoparticles. The second is studying the *Direct Disfunctionalization of Alkynes by Radical Oxidative Coupling Reactions*, which will study existing and develop new types of radical oxidative coupling. The fourth project, which was funded by the US Department of Education's Fulbright-Hays Group Projects Abroad program, was a 12-week field study on *Exploring the Agroecology and Cultural Narratives of the Senegambia River Basin* which was a collaborative project with the University of Thies in Gambia. All four projects involve undergraduate students in substantive research experiences with faculty.

Support for research continued from the New Jersey Center of Excellence Clinical Research Program for the *Can Video Speak the language of Autism?* project with preschool 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, from the National Science Foundation for the *Calibrating South East Asian Proxies: Speleothems and Tree-Rings* project and the *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 and the Federal Aviation Administration.

Public service

Notable public service and cultural activities that received new external support in FY2018 includes awards from the National Institutes of Health through Rutgers University for the training of future faculty for primarily teaching institutions, the National Academy of Sciences through the University of Texas at Austin for the creation of sculpture intended to improve human empathy for ground hogs, 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, and contracts with the Passaic and Paterson School Districts for college readiness and teacher professional development.

II.H
William Paterson University
Major Research and Public Service Activities
R&D Expenditures : Year 2017

	Amount (\$)
Federally Financed Academic R&D Expenditures	\$980,884
Institutionally Financed Academic R&D Expenditures	\$7,009,625
Total Academic R&D Expenditures	\$7,990,509

Community service and outreach efforts

As a public university, William Paterson has as part of its mission an understanding of service to and a close relationship with its surrounding communities. The University and the University community are involved in a variety of community outreach efforts that include artistic and educational programming, free speech and hearing screenings, as well as support for community efforts such as building homes for Habitat for Humanity or participating in service projects through New Jersey Cares. The following are a few examples of these services and activities:

University Economic Impact Report

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

American Democracy Project

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

Connection to the City of Paterson

William Paterson University maintains strong ties with the City of Paterson where the institution was established in 1855. William Paterson partners with Paterson schools and currently has 25 Professional Development schools in the city of Paterson. The University actively collaborates with the Paterson Great Falls National Historical Park, provides numerous activities in support of Paterson student education, sponsors symposia through the Paterson Metropolitan Regional Research Center, and supports Paterson business development.

Continuing Education

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

Small Business Development Center

Located in Paterson, New Jersey, the center provides advice and training for small business owners to finance, market, and manage their companies.

Speech and Hearing Clinic

The clinic provides auditory and speech pathology diagnosis and treatment services for communication disorders across the age range.

Wayne Economic Impact Report

William Paterson University contributes every day to the Township of Wayne, which it has called home since 1951, through public service and a broad range of programs and initiatives. 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. Every year, the dozens of programs at William Paterson University attract experts in many fields to the campus.

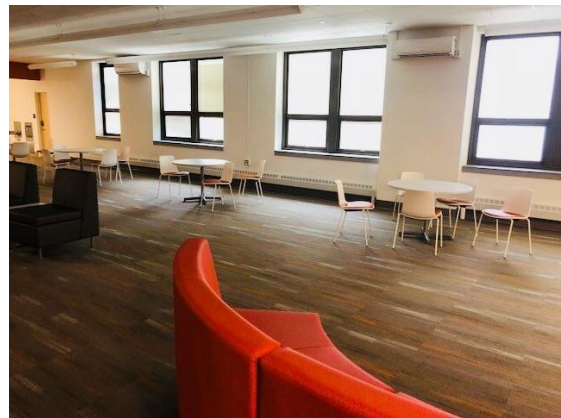
I. Major capital projects underway in fiscal year 2018

The University completed the renovation of Hunziker Hall in the second phase of the Preakness-Hunziker renovation in June 2018. This building is now home to state-of-the-art labs for Kinesiology, a new Black Box Theatre, Writing Center, and to academic offices. The two newly renovated buildings include 27 smart classrooms with nearly 1,000 seats, as well as collaboration and study areas.



Hunziker Hall

Construction has begun on the new 288-bed Residence Hall that will include open common areas, shared kitchen space, along with group study areas and seminar space.



New Residence Hall building

The Cheng Library received quite a few new updates in August 2018: the library carpeting was completely replaced and the restrooms were fully renovated; including new plumbing, vanities, mirrors, toilet accessories, and floor and wall tile.

College Hall and the Atrium building received new roofs in June and August 2018, respectively.

A new synthetic turf baseball field replaced the original turf field, warning track, base paths and pitching mound. The university's six tennis courts were also updated with the installation of a new NCAA base and playing surface, completed in August 2018.



The Cheng Library