

WILLIAM PATERSON UNIVERSITY

# Annual Institutional Profile AY 2022



**WILLIAM PATERSON UNIVERSITY**  
**ANNUAL INSTITUTIONAL PROFILE, FALL 2022**

**Table of Contents**

<b>I. Preface</b>	<b>1</b>
<b>II. Data by Category</b>	<b>3</b>
<b>A. Accreditation Status: Institutional and Professional</b>	<b>3</b>
1. University Program Accreditations and Certifications	3
<b>B. Number of Students Served</b>	<b>5</b>
<b>Fall 2021 Undergraduates</b>	<b>5</b>
- Table II.B.1: Undergraduate Enrollment by Attendance Status	5
<b>Fall 2021 Graduate Students</b>	<b>5</b>
- Table II.B.2: Graduate Enrollment by Attendance Status	5
<b>FY 2021 Unduplicated Enrollment</b>	<b>6</b>
- Table II.B.4: Unduplicated Enrollment	6
<b>C. Characteristics of Undergraduate Students</b>	<b>7</b>
<b>1. Mean math, reading, and writing SAT scores</b>	<b>7</b>
- Table II.C.1: Mean Math, Reading and Writing SAT Scores for First-Time Freshmen, by Admission Status and Overall	8
<b>2. Enrollment in remediation courses by subject area</b>	<b>8</b>
- Table II C.2 a: Enrollment in Remediation Courses,	8
- Table II C.2 b: Total number of First-Time, Full-Time Students Enrolled in Remediation	9
- Table II C.2 c: First-Time Full-Time Enrollment in Remediation by Subject Area	9
<b>3. Race/ethnicity, sex, and age (separately)</b>	<b>9</b>
- Table II C.3 a: Undergraduate Enrollment by Race/Ethnicity	10
- Table II C.3 b: Undergraduate Enrollment by Sex	10
- Table II C.3 c: Undergraduate Enrollment by Age	10
<b>4. Numbers of students receiving financial assistance under each federal-, state-, &amp; institution-funded aid program (FY 2020-21 data)</b>	<b>11</b>
- Table II C.4: Financial Aid from Federal, State & Institution-Funded Programs	11
<b>5. Percentage of students who are New Jersey residents</b>	<b>12</b>
- Table II C.5: Fall 2021 First-Time Undergraduate Enrollment by State Residence	12
<b>D. Student Outcomes</b>	<b>13</b>
<b>1. Graduation Rates</b>	<b>13</b>
<b>a. Four-, five- and six-year graduation rate by race/ethnicity</b>	<b>13</b>
- Table II D.1: Four-, five- and six-year graduation rate by race/ethnicity	

<b>b. Graduation rates for transfer students</b>	<b>13</b>
<b>2. Third-Semester Retention Rates</b>	<b>14</b>
- Table II.D.2: Third Semester Retention of First-time Undergraduates	<b>14</b>
<b>E. Faculty Characteristics</b>	<b>15</b>
- Table II.E.1: Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank	<b>15</b>
- Table II.E.2: Percentage of Course Sections Taught By Full-Time Faculty	<b>16</b>
- Table II.E.3: Ratio of Full- to Part-Time Faculty	<b>16</b>
<b>F. Characteristics of the Board of Trustees</b>	<b>17</b>
1. Table II.F: Race/Ethnicity and Gender of Governing Board	<b>17</b>
2. Members of the Board of Trustees	<b>17</b>
3. Board of Trustees URL	<b>18</b>
<b>G. Profile of the Institution</b>	<b>19</b>
1. Degree and certificate programs	<b>19</b>
<b>H. Major Research and Public Service Activities</b>	<b>22</b>
<b>1. Research and Public Service Activities</b>	<b>22</b>
- Table II.H: Major Research and Public Service Activities, R&D Expenditures	<b>23</b>
<b>2. Community Service and Outreach Efforts</b>	<b>23</b>
<b>I. Major Capital Projects Underway in Fiscal year 2021</b>	<b>25</b>

## **PREFACE**

As one of New Jersey's great public universities, William Paterson's mission is to provide an outstanding and affordable education to the students who are changing the social fabric of New Jersey and the nation. One of the best measures of our success in doing this is the social mobility of our alumni – how we do in enrolling students of modest means and graduating them into well-paying jobs. William Paterson is in the top 3% nationally on CollegeNET's Social Mobility Index and is 21<sup>st</sup> on the *U.S. News* list of top performers for social mobility.

The University is proud to be the third-most diverse institution of higher education in New Jersey. Many of our students are first-generation college students, and we strive to create a campus culture that promotes a strong sense of community and belonging. In the past year, the newly-opened Center for Latinidad is just the latest of many resources to support our minority-majority student population.

William Paterson provides students with cutting-edge classrooms and laboratories, where they learn from a nationally-recognized faculty, including many Fulbright Fellows. The recently-opened Child Development Center is just the latest example of innovative William Paterson initiatives. It provides students with unique learning opportunities and our local community with a new source of much-needed childcare. Elsewhere on campus, the renaming of Science Hall East in honor of Dr. Dorothy Grant Hennings and the late Dr. George Hennings recognizes their significant support for scholarships and strategic initiatives and is another example of transformative philanthropic support for the University. Our commitment to student success extends beyond the classroom to practical experiences such as internships and field placements that prepare them for professional career success.

At William Paterson, we recognize our responsibility to educate well-rounded and technically-proficient graduates who are prepared to build careers in New Jersey's many diverse industries and sectors, including healthcare and pharmaceuticals, finance and business, education, government and civic organizations, and the arts. In 2022, we conferred bachelor's, master's, and doctoral degrees on approximately 2,400 students, who are now launching and advancing careers as vital contributors to communities throughout New Jersey and beyond.

We continue seeking to make a William Paterson education more affordable for as many students as possible. For the first time, the University is ranked a "Best Value School" for our region by *U.S. News*. We have created four-year funding paths that enable qualifying New Jersey students with significant financial need to attend the institution tuition free or at a greatly reduced cost. Our existing Pledge 4 Success program, for example, augmented by the state's new Garden State Guarantee, will cover the cost of tuition and fees not already paid by federal and state financial aid or other scholarships for New Jersey students with a family adjusted gross income up to \$65,000.

The fallout of COVID-19 continues to resonate across higher education, where 1.3 million fewer students are enrolled in colleges and universities nationally compared to before the pandemic. As this comes on top of long-term demographic challenges for William Paterson, the University is focusing on retention, as well as investing in growth areas like its successful WP Online and the large adult degree completion market. These and other priorities comprise the five pillars (Alternative Credentials, Attrition, Adult Learners, Decolonizing the University, and Revising the Mission Statement) of the University's new, three-year Strategic Plan, which will help it capitalize on its many strengths to stabilize and grow.

Now in my fifth year as President of this great public institution, I take pride in the resilience and Will. Power. of our entire Pioneer community and all that we have been able to accomplish together. The challenges are many, but they are outnumbered by our strengths and our commitment. I look forward to the many great things that lie ahead for William Paterson University.

A handwritten signature in blue ink, appearing to read 'R. Helldobler', with a stylized flourish at the end.

Richard J. Helldobler, Ph.D.  
President



## **II. DATA BY CATEGORY**

### **A. Accreditation status: institutional and professional**

William Paterson University is accredited by the Middle States Commission on Higher Education (MSCHE) <https://www.msche.org/>. The University's accreditation was re-affirmed by the Commission in 2021. The University's accreditation status can be accessed on MSCHE website at: <https://www.msche.org/institution/0240/>.

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

- Middle States Commission on Higher Education (MSCHE)-Institution-wide accreditation
- 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
- 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 (NJBON) accredits the BS, MSN, and DNP programs

*Annual Institutional Profile of William Paterson University, Fall 2022*

- Council on Education for Public Health (CEPH) accredits the public health/health education bachelor of science program
- American Psychological Association (APA) accredits the PsyD in Clinical Psychology

## B. Number of students served

### Fall 2021 Undergraduates

William Paterson University enrolled over 7,200 undergraduates this past fall semester. The majority of these students (79.1%) are enrolled full-time (12 credits or more) and 20.9 percent are enrolled part-time taking fewer than 12 credits in the fall semester. Table II B. 1 below shows the data breakdown.

Table II.B.1  
William Paterson University  
Undergraduate Enrollment by Attendance Status, Fall  
2021

Full-time		Part-time		Total
N	%	N	%	
5,708	79.1%	1,511	20.9%	7,219

Source: IPEDS Fall Enrollment Survey

### Fall 2021 Graduate Students

At the graduate level, the majority of William Paterson's students enrolled as part-time students (76.0%) in Fall 2021, taking fewer than 9 credits. Only 24.0% were enrolled full-time taking 9 or more credits (Table II.B.2).

Table II.B.2  
William Paterson University  
Graduate Enrollment by Attendance Status, Fall  
2021

Full-time		Part-time		Total
N	%	N	%	
517	24.0%	1,633	76.0%	2,150

Source: IPEDS Fall Enrollment Survey



**FY 2021 Unduplicated Enrollment**

Students enrolling at William Paterson during the 12-month fiscal year yielded an unduplicated headcount of 9,297 for undergraduates and 2,384 for graduate students, with an overall University Full-Time Equivalency (FTE) of 8,189 (Table II.B.4)

Table II.B.4  
William Paterson University  
Unduplicated Enrollment, FY 2021

	Headcount Enrollment	Credit Hours	FTE
Undergraduate	9,297	213,078	7,103
Graduate	2,384	24,576	1,024
Doctoral-Professional Practice			62
Total	11,681	237,654	8,189

Source: IPEDS 12-Month Enrollment Survey

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

New Jersey high school graduates, seeking outstanding college education, continue to choose William Paterson University to meet their higher education aspirations. In fall 2021, the undergraduate admissions office of the University received over 12,000 applications, lower than the number of applications from fall 2020 semester (over 13,000 applications). In fall 2021, the University enrolled 989 new first-time, full-time, first-year students.

This past fall also saw 752 enrolled as new transfer students and 67.4% are females while 32.6% represent males. The average age of entering transfers was 24 years. The majority of transfer students attended as full-time students (64.5 percent) and 7.7 percent lived on-campus. More than half of the students (67.6 percent) transferred 60 credits or more to the University and the overall average transfer college GPA was 2.89.

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 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 12 of the 19 New Jersey Community Colleges: Bergen County College, Brookdale Community College, Camden County College, Essex 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 to 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 aimed at timely degree completion from the University.

#### ***1. Mean math, reading, and writing SAT scores***

Effective fall 2019, SAT scores submission for admission was made optional. High school GPAs were important criteria used in the admission decision process for new first-time undergraduate students in fall 2021. Hence, not all first-time entering students submitted test scores for computation of average test scores.

Table II.C.1  
William Paterson University  
Mean Math, Reading and Writing SAT Scores for First-Time Freshmen,  
by Admission Status and Overall, Fall 2021

	Full-Time Students				Part-Time Students			
	N	Mean Score			N	Mean Score		
		Math	N	Evidence Based Reading/Writing		Math	N	Evidence Based Reading/Writing
Regular Admits	137	548	137	553	2	490	2	490
EOF Admits	10	475	10	492	0	0	0	0
Special Admits	0	0	0	0	0	0	0	0
All Admits	147	543	147	549	2	490	2	490
<i>Missing Scores</i>	835		835		6		6	

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 570 are exempt from reading and writing placement tests. Those with MSAT scores equal to or better than 570 are not required to take math placement tests. Those who do not meet these criteria are tested using Accuplacer.

## II.C.2 William Paterson University Enrollment In Remediation Courses

### a. Total Number of Undergraduate Students Enrolled in Fall 2021

Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
7,219	178	2.5%

b. Total number of First-time, Full-time (FTFT) students enrolled in remediation in Fall 2021

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
989	505	51.1%

c. First-time, Full-time students (FTFT) enrolled in remediation in Fall 2021 by subject area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Computation	0	0.0%
Algebra	265	26.8%
Reading	240	24.3%
Writing	0	0.0%
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 2021, 34.1 percent of undergraduates were White, 33.9 percent were Hispanic, 18.6 percent were Black/African American, 8.0 percent were Asian, 1.3% Alien, and 0.1% were American Indians (Table II.C.3. a). Majority of the undergraduate non-resident student population came from South Korea (10 students), followed by India (9 students) and Albania (6). Then China, South Africa, Turkey, Colombia, and Jamaica having four (4) students. Ghana, Haiti, Mexico, Nepal, and Peru have tree (3) with the least recording countries of Canada, Egypt, Japan, Kenya, Sri Lanka, Vietnam, Kyrgyzstan, and Macedonia having two (2) non-resident students. [Fact Book Table 2.7]

At the Graduate count, Indian tops the list with four (4) followed by South Korean, China, Jamaica, and Sri Lanka with two (2) each.

At the graduate level, 50.5 percent of the student body was White, 20.4 percent Hispanic, 13.0 percent Black/African American and 9.1 percent identified as Asian. Approximately 2.8% were multi-racial and 1.4 percent were international students. Majority of the graduate non-resident students came from India (4 students) and China, South Korea, Jamaica, and Sri Lanka two (2).

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

Table II.C.3.a  
William Paterson University  
Undergraduate Enrollment by Race/Ethnicity, Fall 2021

	White		Black		Hispanic		Asian*		American Ind.		Non-Resident		Race Unknown*		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Full-time	1,883	33.0%	1,088	19.1%	1,995	35.0%	428	7.5%	6	0.1%	85	1.5%	223	3.9%	5,708	100.0%
Part-time	581	38.5%	256	16.9%	450	29.8%	147	9.7%	2	0.1%	10	0.7%	65	4.3%	1,511	100.0%
Total	2,464	34.1%	1,344	18.6%	2,445	33.9%	575	8.0%	8	0.1%	95	1.3%	288	4.0%	7,219	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 2021 undergraduates (59.1 percent) were female (Table II.C.3.b). Males represent approximately 40.9% of the undergraduate student population. The average age of undergraduates was 23 years; 64.1 percent were 21 years or younger and 4.6 percent were 30 years or older (Table II.C.3.c).

Table II.C.3.b  
Undergraduate Enrollment by Sex, Fall 2021

Full-time					Part-time					Total				
Male		Female		Total	Male		Female		Total	Male		Female		Total
N	%	N	%		N	%	N	%		N	%	N	%	
2,394	41.9%	3,314	58.1%	5,708	556	36.8%	955	63.2%	1,511	2,950	40.9%	4,269	59.1%	7,219

Table II.C.3.c  
Undergraduate Enrollment by Age, Fall 2021

		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
Full-time	N	14	1,502	2,146	1,345	438	122	73	46	22	0	0	5,708
	%	0.2%	26.3%	37.6%	23.6%	7.7%	2.1%	1.3%	0.8%	0.4%	0.0%	0.0%	100.0%
Part-time	N	30	29	94	344	378	231	136	172	94	3	0	1,511
	%	2.0%	1.9%	6.2%	22.8%	25.0%	15.3%	9.0%	11.4%	6.2%	0.2%	0.0%	100.0%
Total	N	44	1,531	2,240	1,689	816	353	209	218	116	3	0	7,219
	%	0.6%	21.2%	31.0%	23.4%	11.3%	4.9%	2.9%	3.0%	1.6%	0.0%	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 University offices such as the Women's Center. Also included are the varied student clubs such as 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) and 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. Approximately 71 percent of undergraduates attending the University received some form of financial aid to help pay for college. In AY 2020-21, 20,792 awards were made to undergraduate and graduate students totaling over \$80 million including some other loans (SMART, ACG, EOF graduate students, etc.) not listed in Table II. C. 4 below.

Table II.C.4  
William Paterson University  
Financial Aid from Federal, State & Institution-Funded Programs,  
AY 2020-2021

	Recipients	Dollars(\$)	\$/Recipient
<b>FEDERAL PROGRAMS</b>			
Pell Grants	3,955	18,443,000	4,663.21
College Work Study	100	243,000	2,430.00
Perkins Loans	0	0	--
SEOG	875	566,000	646.86
PLUS Loans	422	4,892,000	11,592.42
Stafford Loans (Subsidized)	3,663	14,896,000	4,066.61
Stafford Loans (Unsubsidized)	3,469	13,442,000	3,874.89
SMART & ACG or other	10	35,000	3,500.00
CARES ACT-HEERF Student Aid	2,596	643,000	247.69
<b>STATE PROGRAMS</b>			
Tuition Aid Grants (TAG)	2,795	13,578,000	4,889.31
Educational Opportunity Fund (EOF)	395	501,000	1,233.64
Other State Programs (OSRP, NJ-GIVS, WTC, etc.)	5	5,000	--
Distinguished Scholars	0	0	--
Urban Scholars	6	6,000	937.50
NJ STARS	23	44,000	
CCOG	0	0	2,173.91
NJCLASS Loans	56	560,000	10,000.00
<b>INSTITUTIONAL PROGRAMS</b>			
Grants/Scholarships	2,422	12,839,000	5,300.99
Loans	0	0	--

Source: NJIPEDS Form #41 Student Financial Aid Report

**5. Percentage of students who are New Jersey residents**

Most of William Paterson's fall 2021 undergraduates hailed from the state of New Jersey (92.6%). The majority of the New Jersey residents were from Passaic County (36 percent), followed by Bergen County (15 percent) and Essex County (14.2 percent).

Table II.C.5  
William Paterson University  
Fall 2021 First-time Undergraduate Enrollment  
by State Residence

State Residents	Non-State Residents	Total	% State Residents
926	74	1,000	92.6%

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  
Six-Year Graduation Rates of Fall 2015 Full-time First-time Degree-Seeking Undergraduates by Race/Ethnicity

	American Ind.		Asian		Black		Hispanic		Pacific Islander		Alien		Race Unknown		2 or More Races		White		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Fall 2016 Cohort	2		108		268		368		0		7		24		46		511		1,326
Graduates after 4 years	1	50.0%	42	38.9%	60	22.4%	104	28.3%	0	0.0%	2	28.6%	5	20.8%	11	23.9%	205	40.1%	430
Graduates after 5 years	1	50.0%	64	59.3%	104	38.8%	163	44.3%	0	0.0%	4	46.7%	8	33.3%	19	41.3%	286	56.0%	648
Graduates after 6 years	1	50.0%	69	63.9%	115	42.9%	184	50.0%	0	0.0%	4	53.3%	9	37.5%	21	45.7%	305	59.7%	707

Source: IPEDS Graduation Rate Survey

At William Paterson University, the four-, five- and six-year graduation rates for all graduating fall 2016 first-time, full-time, first-year students were 32.4 percent, 48.9% and 53.3 percent, respectively. Retention rates vary by race/ethnicity. For example, the six-year graduation rate for the fall 2016 cohort for Whites was 59.7%, 63.9% for Asians, while that for Black undergraduate students was approximately 43 percent.

**b. Graduation rates for transfer students**

Transfer students are an integral part of the William Paterson University community. The five-year graduation rate for full-time, first-time, and transfer students has steadily increased over the past decade, from 71.3 percent for the 2005 cohort to 79.8 for the Fall 2015 cohort. Additionally, 79.3 percent, of fall 2015 transfer students who entered with 60 or more credits, came to the University from NJ community colleges, and graduated within five years.

## 2. *Third-semester retention rates*

For William Paterson's first-time, full-time, first-year students who entered in fall 2020, 67.5 percent of the cohort continued into the second year while 50.0% of the part-time students retained to the second year (Table II.D.2).

Table II.D.2  
William Paterson University  
Third Semester Retention of First-time Undergraduates, Fall 2020 to Fall 2021

Full-Time			Part-Time		
Fall 2020 First-Time Undergraduates	Retained in Fall 2021	Retention Rate	Fall 2020 First-Time Undergraduates	Retained in Fall 2021	Retention Rate
1,251	844	67.5%	14	7	50.0%

SOURCE: IPEDS Fall Enrollment Survey, Part E

**E. Faculty Characteristics**

In fall 2021, William Paterson University had a total of 353 full-time faculty members teaching at the university. Approximately 79 percent of the full-time faculty were tenured and there was approximately a 1:1 ratio of female to male faculty members. Sixty-one percent of faculty identified themselves as white, 19 percent as Asian, 9.6% as Black/African American and 6.5% identified as Hispanic.

A short demographic portrait of all full-time faculty is presented in Table II.E.1 below.

Table II.E.1  
William Paterson University  
Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall  
2021

	American Ind.		Asian		Black		Hispanic		Pacific Islander		Alien		Race Unknown		2 or More Races		White		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<b>Tenured</b>																				
Professors	0	0	25	17	13	3	8	4	0	0	0	0	1	1	1	2	56	62	104	89
Associate Prof.	0	0	5	10	4	3	1	6	0	0	1	0	0	1	0	0	20	31	31	51
Assistant Prof.	0	0	0	0	1	1	0	0	0	0	0	3	0	0	0	0	0	3	1	4
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	0	0	30	27	18	7	9	10	0	0	1	0	1	2	1	2	76	96	136	144
<b>Without Tenure</b>																				
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1
Assistant Prof.	0	0	5	7	2	4	0	3	0	0	0	2	0	0	0	0	14	20	21	36
All Others	0	0	0	1	1	2	1	0	0	0	0	0	0	0	0	0	4	5	6	8
<b>TOTAL</b>	0	0	5	8	3	6	1	3	0	0	0	2	0	0	0	0	19	26	28	45
<b>Total</b>																				
Professors	0	0	25	17	13	3	8	4	0	0	0	0	1	1	1	2	56	62	104	89
Associate Prof.	0	0	5	10	4	3	1	3	0	0	1	0	0	1	0	0	21	32	32	52
Assistant Prof.	0	0	5	7	3	5	0	6	0	0	0	2	0	0	0	0	14	23	22	40
All Others	0	0	0	1	1	2	1	0	0	0	0	0	0	0	0	0	4	5	6	8
<b>TOTAL</b>	0	0	35	35	21	13	10	13	0	0	1	2	1	2	1	2	95	122	164	189

Approximately 55 percent representing the majority of undergraduate class sections were taught by full-time faculty. Approximately 40 percent of the sections were taught by part-time faculty while approximately 6% were taught by instructors of other categories. (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.

Table II.E.2  
William Paterson University  
Percentage of Course Sections Taught by Full-time Faculty, Fall 2021

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	N	%	N	%	N	%
2231	1,215	54.5%	889	39.9%	127	5.7%

Note: Others includes Full-time Administrators and Teaching Assistants

Table II.E.3  
William Paterson University  
Ratio of Full- to Part-time Faculty, Fall 2021

Full-time		Part-time		Total	
N	%	N	%	N	%
353	42.6%	475	57.4%	828	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. The University's faculty of teachers/scholars continued to make a significant impact on their disciplines during the 2020-21 academic year. Faculty received or were nominated for 224 awards, honors, and fellowships; produced 430 books, book chapters, conference proceedings, and articles in journals and 120 artistic artifacts/events including performances, productions, and exhibitions, and gave 348 lectures, presentations, and workshops at academic conferences and other settings.

## F. Characteristics of the Board of Trustees

The demographics and affiliations of the Board of Trustees are highlighted below. The board has representation from the student body. Table II.F summarizes the characteristics of the Board of Trustees as of the beginning fall 2021.

Table II.F.

### 1. Race/Ethnicity and Gender of Governing Board

	White	Black	Hispanic	Asian	American Indian	Non-Resident Alien	Unknown	Multi-racial	Total
Male	7	1	0	0	0	0	0	1	9
Female	2	2	2	0	0	0	0	0	6
Total	9	3	2	0	0	0	0	1	15

### 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	Retired, 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. Kevin Lenahan	EVP Chief Business & Strategy Officer	Atlantic Health System, Inc.
Ms. Audrey McDowell	Field Educator	Astra Zeneca
Mr. Bradley L. Neilley	Chief Human Resources Officer	MicroGEM
Ms. Linda A. Niro	Retired, Chief Accounting Officer	1st Constitution Bank
Mr. William J. Pesce	Retired, President and CEO	John Wiley & Sons, Inc.
Ms. Idida Rodriguez	Partner	1868 Public Affairs
Mr. Michael A. Seeve	President	Mountain Development Corporation
Ms. Kourtney Scipio	Student Representative	William Paterson University
Mr. Donovan Taylor	Student Representative	William Paterson University

Mr. Joseph M. Velli	Retired, Senior Executive Vice President	The Bank of New York
Dr. Deborah K. Zastocki	Retired, President and CEO	Chilton Memorial Hospital

2. 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 have the option to choose from 59 different academic majors, while graduate students are able to choose from 29 master's programs. Also offered at the institution are 48 certificate programs, as well as doctoral degrees in Nursing Practice and Clinical Psychology.

A list of WPUNJ degrees are presented below:

#### ACTIVE DEGREE PROGRAMS AT WILLIAM PATERSON UNIVERSITY

UNDERGRADUATE LEVEL	GRADUATE LEVEL
DEGREE PROGRAM	DEGREE PROGRAM
<b>Bachelor of Arts (B.A.)</b>	<b>Doctor of Nursing Practice (D.N.P.)</b>
Africana World Studies	
Anthropology	<b>Doctor of Clinical Psychology (Psy.D.)</b>
Art	
Art History	<b>Master of Arts (M.A.)</b>
Asian Studies	
Chemistry	Clinical & Counseling Psychology
Communication	Higher Education Administration
Communication Disorders	Professional Communication
Criminology and Criminal Justice	<b>Master of Arts in Teaching (M.A.T.)</b>
Early Childhood Education	Elementary Education
Earth Science	Secondary Education
Economics	<b>Master of Business Administration (M.B.A.)</b>
Elementary Education	Business Administration
English	<b>Master of Education (M.Ed.)</b>
Geography	Educational Leadership
History	Curriculum and Learning <sup>3</sup>
Integrated Mathematics and Science	Literacy <sup>3</sup>
Latin American and Latino Studies	Special Education
Legal Studies	Professional Counseling
Liberal Studies <sup>3</sup>	Teaching of Writing
Mathematics	<b>Master of Fine Arts (M.F.A.)</b>
Music	Visual Art
Philosophy	Creative and Professional Writing
Political Science	<b>Master of Music (M.M.)</b>
Psychology	Music



Secondary Education	Jazz Studies
Sociology	<b>Master of Public Policy (M.P.P.)</b>
Spanish	Public Policy
Sport Management	<b>Master of Science (M.S.)</b>
Urban Science and Society	Applied Business Analytics
Women's and Gender Studies	Athletic Training
	Applied Mathematics
<b>Bachelor of Fine Arts (B.F.A.)</b>	Biotechnology
Art	Communication Disorders
	Exercise and Sports Studies
<b>Bachelor of Music (B.M.)</b>	Materials Chemistry
Music	Sales Leadership
	<b>Master of Science in Nursing (M.S.N.)</b>
<b>Bachelor of Science (B.S.)</b>	Nursing
Accounting	<b>Graduate Certificates</b>
Actuarial Science	Adult Gerontology Nurse Practitioner
Athletic Training	Assessment and Evaluation Research
Biology	Associate Media Specialist
Biotechnology	Associate Media Specialist, Alternate Route
Business	Bilingual Education
Chemistry	Early Childhood Education, Alternate Route
Computer Information Technology	Elementary Education
Computer Science	English as a Second Language
Environmental Science	Family Nurse Practitioner
Environmental Sustainability	Learning Disabilities Teacher Consultant
Exercise Science	MBA Pathways
Finance	Middle School Language Arts and Literacy
Financial Planning	Reading Specialist
Global Business Studies	School Library Media Specialist
Health Studies	School Library Media Specialist, Alternate Route
Management	School Nurse Instructional
Marketing	School Nurse Non-Instructional
Mathematics	School Principal
Nursing	School Supervisor
Nursing, General	Teacher of Students with Disabilities
Nursing, RN	Teacher of Students with Disabilities, Alt. Route
Physical Education	
Professional Sales	
Public Health	

<b>Post-Baccalaureate Certificate</b>
Pre-Professional School Preparation
<sup>3</sup> Also online degrees.

**Source:** Office of Institutional Effectiveness

## **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 FY2021 (2020-2021), new single and multi-year awards totaled \$20,389,089 for projects supporting student-related activities and scholarships, teacher professional development, faculty research, community services, infrastructure and cultural programming.

Of the new funding received, \$15,150,695 was from the COVID related support in the form of CARES funding for the arts, DACA support for students and institutional support awarded to WP through the NJ Office of the Secretary of Higher Education, National Endowment of the Arts, and US Department of Education.

New multi-year awards for notable projects came from the National Institutes of Health, National Science Foundation, and the Lilly Endowment Foundation.

Foley, Jonathan, Department of Chemistry, College of Science and Health, National Science Foundation: “CAREER: Computational design of nanophotonic reagents”

Griffiths, Michael, Department of Environmental Science, College of Science and Health, National Science Foundation: “Collaborative Research P2C2: “Speleothem constraints on seasonal hydroclimate variability in Mainland Southeast Asia since the late Pleistocene”

Jeremie-Brink, Gihane, Department of Psychology, College of Arts, Humanities, and Social Sciences, Lily Endowment via a subaward from New Brunswick Theological Seminary: “The WELL Program”

For FY2021 notable new and ongoing non-research awards include: for curriculum development from the US Department of Education, *Expanding Vistas: Global Contexts, Local Lives*; for student support from the Health Resources and Services Administration (HRSA) for the *Scholarships for Disadvantaged Students in Nursing* program and a new award from National Science Foundation for *Mathematics and Computer Science (MaCS) Scholarships*; for a community-based program to reduce drug use from the White House Office of Drug Control Policy’s Drug Free Communities program for the *United for Prevention in Passaic County-Passaic City* and the NJ Department of Health community health project *Healthy Heart for High Risk Women*; the NJ Office of the Secretary for Higher Education for the Educational Opportunity Fund program; for public service and economic development from the NJ Department of Labor and Workforce Development for the training of employees in sever industries, the Small Business Administration award through Rutgers University to support the Small Business Development Center in Passaic County, the NJ Department of Health and Social Services and the NJ Department of Mental Health and Addiction Services for projects to reduce the abuse of alcohol and other drugs at WP and in Passaic County; for college readiness and teacher professional development from Paterson Public Schools, Passaic County Community College (PCCC) and the new program from the NJ Department of Education program support development through *Career and Technical Education Teacher Preparation Program*; and for the arts, general program support

from the NJ State Council on the Arts and Mid Atlantic Arts Foundation as well as an award from the National Endowment for the Arts.

II.H  
William Paterson University  
Major Research and Public Service Activities  
R&D Expenditures : Year 2021

	Amount (\$)
Federally Financed Academic R&D Expenditures	\$985,905
Institutionally Financed Academic R&D Expenditures	\$4,773,030
Total Academic R&D Expenditures	\$5,758,935

*\* Includes \$986,802 for externally (State, Local, Foundation, and Other finances expenditures.*

### **Community service and outreach efforts**

As a public university, William Paterson has as part of its mission an understanding of service to and a close relationship with its surrounding communities. The University and the University community are involved in a variety of community outreach efforts that include artistic and educational programming, free speech and hearing screenings, as well as support for community efforts such as 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 16 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. William Paterson maintains a strong presence in the Wayne public schools with 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.

*United for Prevention in Passaic County*

Housed in the University's Department of Public Health, this county-wide coalition seeks to engage all members of the community who are concerned about the problem of substance abuse in the county. Coalition members include students, parents, mental health providers, law enforcement members, and other prominent members of the community.

*Child Development Center*

Opened in 2022, William Paterson's new Child Development Center provides the local community with a much-needed childcare resource while also giving the University's education students access to a campus-based, real world learning environment.

## **I. Major Capital Projects Underway and Completed in Fiscal Year 2021**

Utilizing the recommendations from the Academic Zone Plan, the Residence Hall Plan and the Athletic Zone Plan, multiple building, grounds and field projects have been completed. Major projects completed were renovations to all shower stalls in High Mountain East and High Mountain West Residence halls. All flooring in the common areas of both these halls was replaced as well as a new office created for Residence Life in High Mountain East.

Office renovations in Raubinger Hall were created for Academic Foundations and Student Services. The Honors College has also been relocated to a larger space in Raubinger Hall.

GPC Inc. completed the construction of the 1800 Valley Road Child Development Center and Continuing Education and Professional Development Offices project in November 2021 and the CDC License for operation was obtained in February 2022. Relocations to 1800 Valley Road for the offices of Continuing Education and Professional Development, Sponsored Programs, Holocaust and Genocidal Studies, Cannabis Research as well as others were completed in February 2022. Offices of Transfer Programs.

Major renovations to Speert Dining Hall were completed in the summer of 2022. Project now includes Fire Sprinklers in the new dining area as well as the back kitchen area. Installation of a new commercial dish washer was also included as part of this project.

Renovation projects in Speert Hall Metro Lounge and the Ball Rooms were completed in the summer of 2022. The work included replacing the existing window treatment, and granite wall finish along with other vertical surfaces at elevators 3 & 4. As well as wall treatments, window treatments and new carpeting in the Ball Rooms. Due to supply chain issues new furniture for these spaces are delayed until fall of 2022.

Demolition of Overlook North Residence Hall was completed in October of 2021.

The 200 ton HVAC Unit for Pioneer and Heritage Halls was replaced in the summer of 2022.

The entirety of the roof at Power Arts was replaced in the summer of 2022. Including the removal and reinstall of the roof top solar panels.

A new sidewalk was installed connecting the newly renovated 1800 Valley Road Building to 1600 Valley Road including site lighting.

The elevators at 1600 Valley Road were renovated and upgraded during the spring of 2022.

Projects in development include the renovations and addition to the Field House, renovations to the exterior staircase at Hobart Manor and the installation of new flooring at 1600 Valley Road. Plans have been developed for upgrades to the Carriage House including a catering kitchen have been completed.