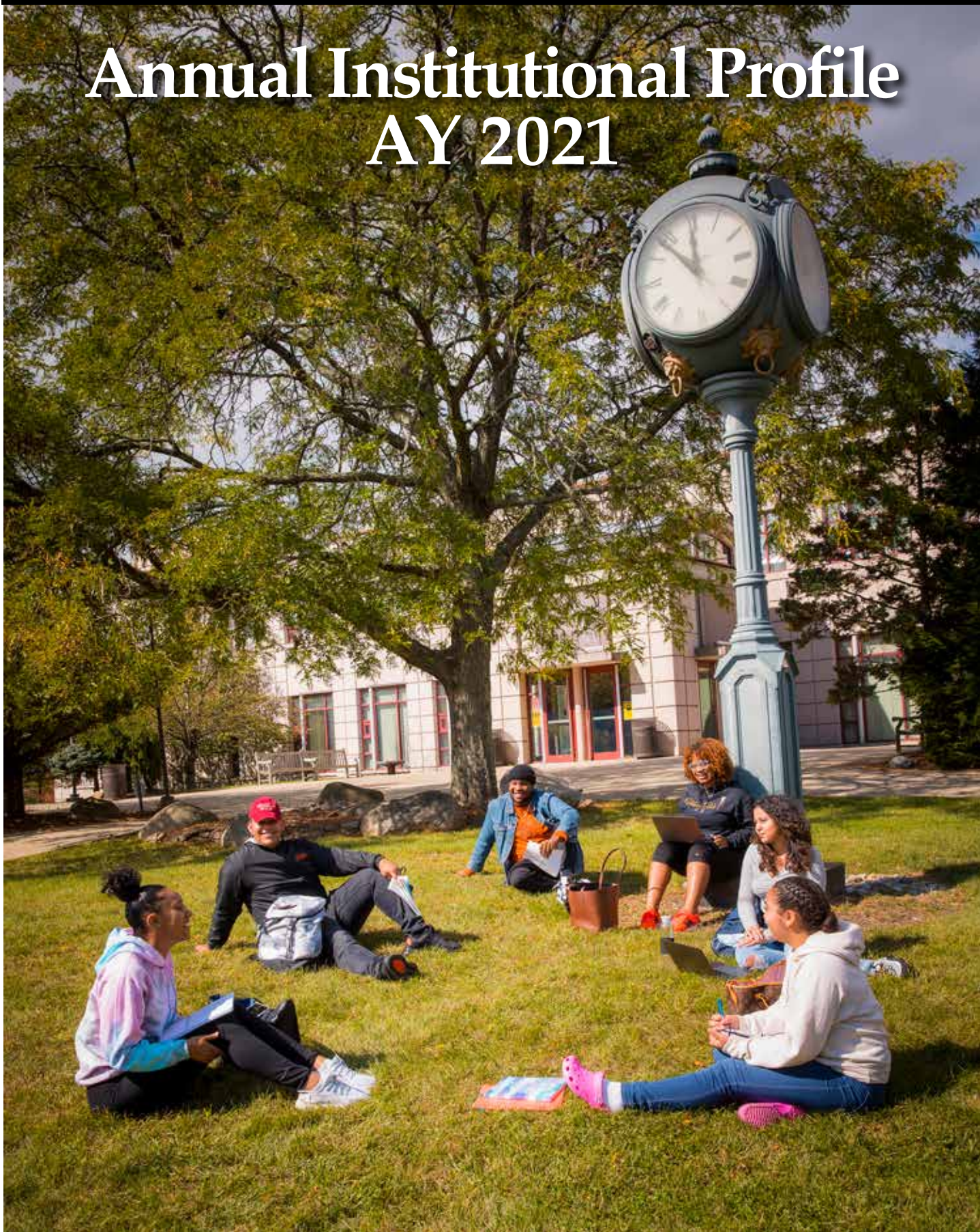


WILLIAM PATERSON UNIVERSITY

Annual Institutional Profile AY 2021



WILLIAM PATERSON UNIVERSITY

ANNUAL INSTITUTIONAL PROFILE, FALL 2021

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PREFACE

Beginning as a Normal school in Paterson, New Jersey, WILLIAM PATERSON UNIVERSITY has evolved into a comprehensive regional university serving a mission to offer an outstanding and affordable education to all students who enter its doors. In doing so, it not only impacts the lives of its students but also the economic, cultural, and social fabric of the region. Our alumni often speak to the transformation of a William Paterson University education.

As with most other institutions of higher learning, this year reverberated the challenges of the COVID-19 pandemic that began in spring 2020. The University Community built on its strength and agility to pivot from face-to-face teaching to online and hyflex/hybrid modalities last March as faculty and staff continued to guide, facilitate and support the learning process online throughout this academic year. While the University weathered another year of off-campus learning and activity, it stayed the course in delivering a quality education.

The University is proud to serve one of the most diverse student bodies in the State of New Jersey. Many of our students are first-generation 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.

We provide our students with modern classroom and laboratory facilities, taught by a nationally-renowned faculty, among them many Fulbright Fellows. A number of structural improvements were made this past year as well, including ongoing construction on the University building at 1800 Valley Road, which will house the School of Continuing and Professional Education as well as our new Child Development Center. We anticipate the grand opening of the building in February 2022. In addition, a history of generous donations from a funder resulted in the renaming of Preakness Hall to Grant Hall. We believe strongly in the importance of experiential learning and faculty-led research. In this past year 488 students engaged in original research with faculty mentors. We continue to be a leader in civic engagement, despite the restrictions of the COVID pandemic this past year, affirming our mission to instill in students a responsibility to their communities and active involvement in our multicultural world.

The University understands its responsibility to educate a highly prepared and technically-trained workforce for New Jersey. During our remote year due to COVID, we put in place a number of online supports, from online advising to online counseling and wellness opportunities. The Will Power 101 first year seminar course underwent some changes as well. The Registrar's practice of registering and cohorting first year students continues. Other initiatives included establishment of a NSSE/FSSE task force to take a closer look at the results of these surveys conducted in spring 2020 just before the University closed its doors to the pandemic. The task force provided important analysis of the data with ideas for moving forward. Of significance was analysis of student perception of advising and the reality that students may experience three to four advisors in their tenure here. A decision was made to keep students assigned to a single professional advisor for their first 60 credits. Last Spring and summer, we graduated over 2,200 students with bachelor's, master's, and doctoral degrees, who are now ready to assume leadership positions as vital contributors to the economy of the state and region.

The 2020-21 academic year saw full reaccreditation of the University by the Middle States Commission on Higher Education. While we had no requirements for changes as a result of the award of reaccreditation, the self-study itself and the visit by the reaccreditation team revealed, as is expected, some areas in which we can improve. Assessment of student learning, student support, and administrative supports for students is an area that we will continue working on to refine the process whereby we use assessment results directly to inform planning and budgeting in order to drive improvement in the

delivery of education. We continue to be concerned about the cost of public higher education especially in the wake of the economic devastation of the COVID pandemic. The University was able to secure over \$16M of federal CARES monies for students and their families. In addition, fundraising efforts have significantly enhanced scholarship support, and we will continue to seek private dollars to help our students pay for college. The University once again held tuition increases to 2%. Even still, the results of the pandemic hit the University budget hard with losses in income from decreases in enrollment, decreases in on-campus housing and general decreases in attendant income such as food services, bookstore revenue and the like. The University worked hard to ease the effect of the budget deficits but some personnel restructuring was unavoidable. The University worked successfully with the Union to lessen the impact on faculty and staff, a testament to the dedication of faculty, staff and students in the mission of the University and our coming together around needs and exigencies.

Now in my fourth year as President of this great institution, I take pride in all that has been accomplished over its 165-year history and all that we will accomplish in the future.

Richard J. Helldobler, Ph.D.
President
William Paterson University

II. DATA BY CATEGORY

A. Accreditation status: institutional and professional

William Paterson University is fully accredited by the Middle States Commission on Higher Education (MSCHE), the region's accrediting body for colleges and universities. The University has continuously been accredited since its first accreditation in 1958. Our most recent reaccreditation visit was in March 2021 and the University's accreditation was re-affirmed in June 2021 following the submission of our 10 year self-study report in spring 2021. Our next 8-year Self-Study accreditation visit is scheduled for 2028-2029.

Many of our academic programs are professionally accredited, indicative of the high quality of academic programs offered at William Paterson University. The following is a list of the University's academic program accreditations and certifications.

UNIVERSITY PROGRAM ACCREDITATIONS AND CERTIFICATIONS

(<https://www.wpunj.edu/institutional-effectiveness/FACTBOOKS/fb20/fb2020>)

- 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 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 2020 Undergraduates

William Paterson University enrolled over 9,600 undergraduates this past fall semester. The majority of these students (81.3%) are enrolled full-time (12 credits or more) and 16.7 percent are enrolled part-time taking fewer than 12 credits in the fall semester. Table II B. 1 below shows the data breakdown. Enrollment declined slightly when compared with last year, attributed to COVID-19. While, part-time enrollment increased slightly, a corresponding decline was observed for full-time enrollment.

Table II.B.1
William Paterson University
Undergraduate Enrollment by Attendance Status, Fall 2020

Full-time		Part-time		Total
N	%	N	%	
6,480	81.3%	1491	18.7%	7,971

Source: IPEDS Fall Enrollment Survey

Fall 2020 Graduate Students

At the graduate level, the majority of William Paterson's students enrolled as part-time students (75.6%) in Fall 2020, taking fewer than 9 credits. Only 24.4% were enrolled full-time taking 9 or more credits (Table II.B.2). Graduate enrollment increased when compared to last year, and is attributed to WP online graduate enrollment.

Table II.B.2
William Paterson University
Graduate Enrollment by Attendance Status, Fall 2020

Full-time		Part-time		Total
N	%	N	%	
406	24.4%	1,258	75.6%	1,664

Source: IPEDS Fall Enrollment Survey

FY 2020 Unduplicated Enrollment

Students enrolling at William Paterson during the 12-month fiscal year yielded an unduplicated headcount of 10,049 for undergraduates and 1,971 for graduate students, with an overall University Full-Time Equivalency (FTE) of 7,785 (Table II.B.4).

Table II.B.4
William Paterson University
Unduplicated Enrollment, FY 2020

	Headcount Enrollment	Credit Hours	FTE
Undergraduate	10,049	233,544	7,785
Graduate	1,971	21,556	898
Doctoral-Professional Practice			57
Total	12,020	255,100	8,740

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 2020, the undergraduate admissions office of the University received over 15,200 applications, which is higher than the number of applications from fall 2019 semester. In fall 2020, the University enrolled 1,251 new first-time, full-time, first-year students.

This past fall also saw 680 enrolled as new transfer students and 61.5% are females while 38.5% represent males. The average age of entering transfers was 24 years. The majority of transfer students attended as full-time students (73.0 percent) and 5.7 percent lived on-campus. More than half of the students (55.7 percent) transferred 60 credits or more to the University and the overall average transfer college GPA was 2.97.

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, the submission of SAT scores for admission was made optional. High school GPA was an important criteria used in the admission decision process for new first-time undergraduate students in fall 2020. Consequently, not all first-time entering students submitted test scores for the computation of average test scores.

**Table II.C.1:
Mean ERW* and Math SAT Scores for First-Time Freshmen,
by Admission Status and Overall, Fall 2020**

	Full-Time Students				Part-Time Students			
	<u>ERW *</u>	<u>N</u>	<u>Math</u>	<u>N</u>	<u>ERW *</u>	<u>N</u>	<u>Math</u>	<u>N</u>
Regular Admits	527.5	576	518.1	576	506.7	3	443.3	3
EOF Admits	486.2	52	472.1	52	0.0	0	0.0	0
Special Admits	0.0	0	0.0	0	0.0	0	0.0	0
All Admits	524.1	628	514.3	628	506.7	3	443.3	3
Missing Scores		618		618		10		10

Source: SURE Fall Enrollment file

* ERW is Evidence-Based Reading & Writing.

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.

This past fall, 282 (3.5 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, (269) 21.5 percent required remedial in one or more remedial coursework. All of these students need help in reading.

IIC.2

William Paterson University
Enrollment In Remediation Courses

a. Total Number of Undergraduate Students Enrolled in Fall 2020

Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
7,971	282	3.5%

b. Total number of First-time, Full-time (FTFT) students enrolled in remediation in Fall 2020

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
1,251	269	21.5%

c. First-time, Full-time students (FTFT) enrolled in remediation in Fall 2020 by subject area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Computation	0	0.0%
Algebra	0	0.0%
Reading	269	21.5%
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 2020, 34.7 percent of undergraduates were White, 33.6 percent were Hispanic, 19.3 percent were Black/African American, and 7.4 percent were Asian and 0.1% were American Indians, and 0.7% were non-resident aliens (Table II.C.3.a). Majority of the undergraduate non-resident alien student population came from South Korea (11 students), Haiti (4 students), India (4 students), and 2 respectively from Brazil, Jamaica, Japan, Krygyzstan, Mexico, Nigeria, South Africa, Turkey and the United Kingdom.

At the graduate level, 53.3 percent of the student body were White, 21.8 percent Hispanic, 10.6 percent Black/African American and 6.6 percent identified as Asian. Approximately 3.7% were multi-racial and 0.8 percent were international students. Majority of the graduate non-resident alien students came from Saudi Arabia (4 students), India (3 students) and 2 respectively from Brazil, Egypt and Jamaica.

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

Annual Institutional Profile of William Paterson University, Fall 2021

Table II.C.3.a
William Paterson University
Undergraduate Enrollment by Race/Ethnicity, Fall 2020

	White		Black		Hispanic		Asian*		American Ind.		Alien		Race Unknown*		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Full-time	2,210	34.1%	1,276	19.7%	2,190	33.8%	478	7.4%	7	0.1%	50	0.8%	269	4.2%	6,480	100.0%
Part-time	556	37.3%	264	17.7%	490	32.9%	108	7.2%	2	0.1%	5	0.3%	66	4.4%	1,491	100.0%
Total	2,766	34.47%	1,540	19.3%	2,680	33.6%	586	7.4%	9	0.1%	55	0.7%	335	4.2%	7,971	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 2020 undergraduates (57.7 percent) were female (Table II.C.3.b). Males represent approximately 42.3% of the undergraduate student population. The average age of undergraduates was 23 years; 55.6 percent were 21 years or younger, 35.7% were between 22 and 29 years, and 8.7 percent were 30 years or older (Table II.C.3.c).

Table II.C.3.b
Undergraduate Enrollment by Sex, Fall 2020

Full-time					Part-time					Total				
Male		Female		Total	Male		Female		Total	Male		Female		Total
N	%	N	%		N	%	N	%		N	%	N	%	
2,743	42.3%	3,737	57.7%	6,480	630	42.3%	861	57.7%	1,491	3,373	42.3%	4,598	57.7%	7,971

Table II.C.3.c
Undergraduate Enrollment by Age, Fall 2020

		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
Full-time	N	11	1,959	2,263	1,499	515	127	45	44	17	0	0	6,480
	%	0.2%	30.2%	34.9%	23.1%	7.9%	2.0%	0.7%	0.7%	0.3%	0.0%	0.0%	100.0%
Part-time	N	1	56	138	426	400	186	110	114	57	3	0	1,491
	%	0.1%	3.8%	9.3%	28.6%	26.8%	12.5%	7.4%	7.6%	3.8%	0.2%	0.0%	100.0%
Total	N	12	2,015	2,401	1,925	915	313	155	158	74	3	0	7,971
	%	0.2%	25.3%	30.1%	24.2%	11.5%	3.9%	1.9%	2.0%	0.9%	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 70 percent of undergraduates attending the University received some form of financial aid to help pay for college. In AY 2019-20, 24,718 awards were made to undergraduate and graduate students totaling over \$108 million including some other loans (SMART, ACG, EOF graduate students, etc.) not listed in Table II. C. 4 below.

Financial aid recipients in Table II.C.4 received a total of \$16,829,000 in New Jersey State funded aid. William Paterson provided over \$10.6 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 2019-20

	Recipients	Dollars(\$)	\$/Recipient
FEDERAL PROGRAMS			
Pell Grants	4,381	20,376,000	4,650.99
College Work Study	198	408,000	2,060.61
Perkins Loans	0	0	--
SEOG	643	472,000	734.06
PLUS Loans	709	8,389,000	11,832.16
Stafford Loans (Subsidized)	4,453	18,018,000	4,046.26
Stafford Loans (Unsubsidized)	4,179	16,143,000	3,862.89
SMART & ACG or other	12	44,000	3,666.67
CARES ACT-HEERF Student Aid	2,596	642,660	247.56
STATE PROGRAMS			
Tuition Aid Grants (TAG)	3,128	15,271,000	4,882.03
Educational Opportunity Fund (EOF)	485	606,000	1,249.48
Outstanding Scholars (OSRP) or other	0	0	--
Distinguished Scholars	0	0	--
Urban Scholars	12	12,000	1,000.00
NJ STARS	24	48,000	2,000.00
NJCLASS Loans	80	892,000	11,150.00
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	2725	10,651,000	3,908.62
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 2020 undergraduate first time students hailed from the state of New Jersey (97.4 percent). The majority of the New Jersey residents were from Passaic County (33.1 percent), followed by Bergen County (15.6 percent) and Essex County (15.3 percent).

Table II.C.5

William Paterson University
Fall 2020 First-time Undergraduate Enrollment
by State Residence

State Residents	Non-State Residents	Total	% State Residents
1,212	53	1,265	95.8%

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 2014 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 2014 Cohort	2		104		188		347		0		3		17		39		465		1,165	
Graduates after 4 years	0	0.0%	48	46.2%	52	27.7%	107	30.8%	0	--	1	33.3%	8	47.1%	9	23.1%	204	43.9%	429	36.8%
Graduates after 5 years	0	0.0%	68	65.4%	82	43.6%	154	44.4%	0	--	1	33.3%	9	52.9%	16	41.0%	273	58.7%	603	51.8%
Graduates after 6 years	1	50.0%	72	69.2%	93	49.5%	166	47.8%	0	--	2	66.7%	9	52.9%	18	46.2%	286	61.5%	647	55.5%

Source: IPEDS Graduation Rate Survey

At William Paterson University, the four- and six-year graduation rates for all graduating fall 2014 first-time, full-time, first-year students were 36.8 percent and 55.4 percent, respectively. Retention rates vary by race/ethnicity. For example, the six-year graduation rate for the fall 2014 cohort for Whites was 61.2%, 69.2% for Asians, while that for Black undergraduate students was approximately 49.5 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 58.8 percent for the 2004 cohort to 65.6 for the Fall 2015 cohort. Additionally, 79 percent, of fall 2014 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 2019, 90.1 percent of the cohort continued into the second year while 62.5% 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 2019 to Fall 2020

Full-Time			Part-Time		
Fall 2019 First-Time Undergraduates	Retained in Fall 2020	Retention Rate	Fall 2019 First-Time Undergraduates	Retained in Fall 2020	Retention Rate
1,237	1,115	90.1%	8	5	62.5%

SOURCE: IPEDS Fall Enrollment Survey, Part E

E. Faculty characteristics

In fall 2020, William Paterson University had a total of 377 full-time faculty members teaching at the university. Approximately 78 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 of faculty identified themselves as white, 19 percent as Asian, 9 percent as Black/African American and 7 percent identified as Hispanic.

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

Annual Institutional Profile of William Paterson University, Fall 2021

Table II.E.1

William Paterson University

Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2020

	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
Tenured																				
Professors	0	0	27	17	12	3	8	5	0	0	0	0	1	1	1	2	60	65	109	93
Associate Prof.	0	0	5	10	4	4	2	7	0	0	0	0	0	1	0	1	20	32	31	55
Assistant Prof.	0	0	0	0	1	1	0	1	0	0	1	0	0	0	0	0	0	2	2	4
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	32	27	17	8	10	13	0	0	1	0	1	2	61	50	80	99	142	152
Without Tenure																				
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0
Associate Prof.	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	2	2
Assistant Prof.	0	0	5	7	3	4	1	3	0	0	2	4	0	0	0	0	20	22	31	40
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	3	4	3
TOTAL	0	0	6	7	3	4	1	3	0	0	2	4	0	0	12	18	26	27	38	45
Total																				
Professors	0	0	27	17	12	3	8	5	0	0	0	0	1	1	1	2	61	65	110	93
Associate Prof.	0	0	6	10	4	4	2	7	0	0	0	0	0	1	0	1	21	34	33	57
Assistant Prof.	0	0	5	7	4	5	1	4	0	0	3	4	0	0	0	0	20	24	33	44
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	3	4	3
TOTAL	0	0	38	34	20	12	11	16	0	0	3	4	1	2	1	3	106	126	180	197

Approximately 58 percent representing the majority of undergraduate class sections were taught by full-time faculty. Approximately 36 percent of the sections were taught by part-time faculty while 5% 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 2020

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	N	%	N	%	N	%
2114	1,233	58.3%	767	36.3%	114	5.4%

Note: Others includes Full-time Administrators and Teaching Assistants

Table II.E.3
William Paterson University
Ratio of Full- to Part-time Faculty, Fall 2020

Full-time		Part-time		Total	
N	%	N	%	N	%
377	37.4%	631	62.6%	1,008	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 164 awards, honors, and fellowships; produced 357 books, book chapters, conference proceedings, and articles in journals and 112 artistic artifacts/events including performances, productions, and exhibitions, and gave 241 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	Total
Male	7	3	0	0	0	0	0	10
Female	2	1	2	0	0	0	0	5
Total	9	4	2	0	0	0	0	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. Kendall D. Godfrey	Student Representative	William Paterson University Student
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	Senior VP, CFO and CAO	Atlantic Health System, Inc.
Ms. Audrey McDowell	Senior Territory Sales Manager	Biogen
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
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

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 have the option to choose from 58 different academic majors, while graduate students are able to choose from 27 master's programs. Also offered at the institution are 22 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
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	Higher Education Administration
Criminology and Criminal Justice	History
Early Childhood Education	Professional Communication
Earth Science	
Economics	Master of Arts in Teaching (M.A.T.)
Elementary Education	Elementary Education

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English	Secondary Education
Geography	
History	Master of Business Administration (M.B.A.)
Integrated Mathematics and Science	Business Administration
Latin American and Latino Studies	
Legal Studies	Master of Education (M.Ed.)
Liberal Studies ³	Educational Leadership
Mathematics	Curriculum and Learning ³
Music	Literacy ³
Philosophy	Special Education
Political Science	Professional Counseling
Psychology	
Secondary Education	Master of Fine Arts (M.F.A.)
Sociology	Art
Spanish	Creative and Professional Writing
Sport Management	
Urban Science and Society	Master of Music (M.M.)
Women's and Gender Studies	Music
Bachelor of Fine Arts (B.F.A.)	Master of Public Policy (M.P.P.)
Art	Public Policy
Bachelor of Music (B.M.)	Master of Science (M.S.)
Music	Applied Business Analytics
	Biology ⁴
Bachelor of Science (B.S.)	Biotechnology
Accounting	Communication Disorders
Actuarial Science	Exercise and Sports Studies
Athletic Training	Materials Chemistry
Biology	Sales Leadership
Biotechnology	
Business	Master of Science in Nursing (M.S.N.)
Chemistry	Nursing
Computer Information Technology	
Computer Science	Graduate Certificates
Environmental Science	Adult Gerontology Nurse Practitioner
Environmental Sustainability	Assessment and Evaluation Research
Exercise Science	Associate Media Specialist
Finance	Associate Media Specialist, Alternate Route
Financial Planning	Bilingual Education
Global Business Studies	Early Childhood Education, Alternate Route
Health Studies	Elementary Education

Management	English as a Second Language
Marketing	Family Nurse Practitioner
Mathematics	Learning Disabilities Teacher Consultant
Nursing	MBA Pathways
Nursing, General	Middle School Language Arts and Literacy
Nursing, RN	Reading Specialist
Physical Education	School Library Media Specialist
Professional Sales	School Library Media Specialist, Alternate Route
Public Health	School Nurse Instructional
	School Nurse Non-Instructional
Post-Baccalaureate Certificate	School Principal
Pre-Professional School Preparation	School Supervisor
	Teacher of Students with Disabilities
³ Also online degrees.	Teacher of Students with Disabilities, Alt. Route

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 FY2020 (2019-2020), new single and multi-year awards totaled \$16,690,184 for projects supporting student-related activities and scholarships, teacher professional development, faculty research, community services, and cultural programming.

Of the funding received, \$10,738,768 was from the US Department of Education via the CARES Act (received by June 30, 2020). These funds helped WP to offset lost revenue due to the COVID-19 pandemic.

New awards for notable projects came from the US Department of Education, the US Environmental Protection Agency (via Rutgers Cooperative Extension of Passaic County), two international agencies, the American Association of Nurse Practitioners, the NJ Department of Education, the NJ Division of Mental Health and Addiction Services, and the NJ Department of Labor and Workforce Development.

Sponsors of new research activities in FY2020 include:

- American Association of Nurse Practitioners which provided support to two Nursing faculty members for their research projects: Dr. Lydia Albuquerque for *Cardiac Rehabilitation program adherence* and Dr. Brenda Marshall for *Nursing Grief*.
- Dr. William Kernan (Public Health department) received an award from the US Environmental Protection Agency through a subaward from the Rutgers Cooperative Extension of Passaic County for the *Paterson Grow Healthy* project.

WP also received two multiyear international awards during FY2020:

- The first was from the Korean Studies Promotion Service, a program of the government of South Korea, to Keumjae Park, Carrie Hong and Angie Yoo for a multi-college *SEED for Engagement, Education, and Development of Korean Studies at WPUNJ* project.
- The second was from the Institute of Information and Communications Technology Planning & Evaluation (IICPTE), which is an agency of South Korea, to Kiho Lim for a collaborative research project with Chosun University (South Korea) on the *Next-generation Biometrics - Smart Connected Car Convergence*.
- WP has previously received small awards from international sponsors but these are the first two awards that will have substantive outcomes funded by significant awards.

Support continued from the New Jersey Department of Education for the *Grow New Jersey Kids Ratings/NJ Center for Quality Ratings* project for assessing pre-school programs, the National Science Foundation for support of 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, and ongoing research activities were supported by the National Science Foundation and the National Institutes of Health.

For FY2020, notable non-research new and ongoing awards, by area of activity include: for curriculum development from the US Department of Education, *Expanding Vistas: Global Contexts, Local Lives*; for student support from the National Science Foundation from their Noyce Teacher Scholarship Program and the Health Resources and Services Administration (HRSA) for the *Scholarships for Disadvantaged Students* program; for education and student retention efforts through an international travel experience from the US Department of Education for *Integrating South Asia and Diversity in New Jersey Classrooms: The Roots and Routes of Ethnic Communities*; for efforts to reduce dating and other relationship violence from the US Department of Justice, the *WPU Campus Violence Prevention Program*; 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* project; 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 several industries, the Small Business Administration through Rutgers to support the Small Business Development Center, the NJ Department of Health and Social Services and the NJ Department of Health and Senior Services and the Passaic County Department of Human 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 the US Department of Education, Passaic County Community College (PCCC), NJ Department of Education and the Passaic and Paterson School Districts; for additional opportunities to students in the College of Education from the NJ Department of Education; and for art exhibitions and jazz performances from the NJ State Council on the Arts and the Mid Atlantic Arts Foundation as well as an award from the National Endowment for the Arts: *Fashioning through the Arts Exhibition*. The University Galleries also received an award from the National Endowment for the Humanities for an *Artists' Book Collection Rehousing project*.

WP's Indirect Cost rate agreement with the US Department of Health and Human Services was renewed, effective from July 1, 2020 to June 30, 2024.

II.H
William Paterson University
Major Research and Public Service Activities
R&D Expenditures : Year 2020

	Amount (\$)
Federally Financed Academic R&D Expenditures	\$872,232
Institutionally Financed Academic R&D Expenditures	\$3,111,033
Total Academic R&D Expenditures	\$3,983,265

** Includes \$1,043,875 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.

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

Many campus wide capital projects were completed during FY-21. The student kitchens in Pioneer & Heritage Halls were renovated, and (144) existing windows and (152) screens were replaced. The Work began on November 30th and was completed on January 15, 2021.

In University Commons, new community space for the Latinidad Center was completed; and new furniture and area rugs were installed in the Window View Lounge, Transit Lounge and the Ballroom Lounge B. Phase 1 Interior Renovation Work was designed by CCH, bid and awarded to Brahma Construction. The renovation work began in June 2021, and is scheduled for completion in September 2021.

The first Floor Reading Room 146 in the Cheng Library was renovated into a new (45) seat technology-supported classroom. Reference book stacks were removed and new lounge furniture and work tables and chairs installed in the Reference Library area. Service lines for fifty (50) security cameras were installed. The IT department will terminate the ends and mount the cameras by September 2021.

The renovation of the Student Dining Center in Speert Hall was designed by CCH, bid and awarded to Unity Construction. The renovation work began in June 2021, and is scheduled for completion in December 2021. A portion of the Faculty & Staff Dining Room is being renovated to provide office space for Aramark Food Services. This work is planned for completion in September 2021.

The Overlook North Demolition Project began in June 2021. The demolition work will be complete by the end of August 2021.

Schematic design documents and cost estimate for the renovation and addition for the Field House Locker Rooms were completed in June.

The renovation of 1800 Valley Road was designed by CCH, bid and awarded to GPC Construction. The renovation work began in January 2021, and is scheduled for completion in September 2021.

Peter Johnston Architect completed the construction documents for renovating the Carriage House into program space for a new Warming Kitchen and Office Space in April 2021. The project is currently being competitively bid for construction.

Electric Vehicle Charging Stations were installed at College Hall, in support of the University's green campus mission.

New LED street lights were installed on the campus road servicing High Mountain East, Century Hall and Skyview Hall from Lot 5 to Lot 6.

Installed individual hot water tanks in twelve Health Center Exam Rooms.