

WILLIAM PATERSON UNIVERSITY

Annual Institutional Profile 2025



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 more than 92,000 alumni – how we do in enrolling students of modest means and graduating them into well-paying jobs. William Paterson is in the top 4.5% nationally on CollegeNET's Social Mobility Index and is 22nd on the *U.S. News* list of top performers for social mobility in the North region.

The University is proud to be the third-most diverse institution of higher education in New Jersey. Approximately 40% 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. The Center for Diversity and Inclusion, Black Cultural Center, and Center for Latinidad are some of the many resources available to support our minority-majority student population. We have also been named a 'Military Friendly School' by Viqtor for the 15th year in a row.

William Paterson provides students with cutting-edge classrooms and laboratories, where they learn from a nationally recognized faculty, including many Fulbright Fellows. The university is the largest producer of MBAs in New Jersey, as well as the largest producer of nurses on any single campus in New Jersey. It is further building on this position by growing across the allied health sciences and related fields, including through new strategic partnerships with leading New Jersey healthcare organizations. William Paterson is a leader in New Jersey in enrolling and graduating adult learners, especially through our thriving WP Online platform. As we pursue further growth among the more than 750,000 New Jersey residents who have some college credits but no degree, we have transformed the School of Continuing and Professional Education into a College of Adult and Professional Studies, which will better allow for innovative approaches to meeting the needs of this critical population. Approximately one-third of 2025 bachelor's degree recipients were adult learners.

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, and experiential learning is now part of every student's education. One important measure of the effectiveness of our approach to career preparation is the most recent national career outcomes data, which shows that 86% of the Class of 2023 had successful career outcomes within 6 months of graduating, which is five percentage points higher than the national average for public universities. For graduates who participated in our Pesce Family Mentoring Institute, the figure is 98%.

We are rising rapidly in other important measures, as well, including moving up nine spots in just one year to 60th, from 69th, of 165 institutions, in the *U.S. News* Best Regional Universities-North category. This is our highest-ever ranking and comes after a climb of 30 spots in just the past four years. It is one sign of our growing reputation, which helped drive our overall enrollment above 10,000 students this year for the first time in a decade.

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 2025, we conferred bachelor's, master's, and doctoral degrees on more than 3,000 students, who are now launching and advancing careers as vital contributors to communities throughout New Jersey and beyond. Toward that end, we are actively exploring the many ways that AI, or Artificial Intelligence, can help us better

educate our students and more efficiently operate as an institution. With a focus on the thoughtful and ethical use of this new technology, we are also integrating it into career development efforts, so that all of our graduates will be prepared to use it in their respective fields.

We are always seeking new ways to make a William Paterson education more affordable for as many students as possible. 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, covers 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. Approximately 400 students are currently taking advantage of these programs to attend William Paterson at no, or significantly reduced, cost.

William Paterson University is focusing heavily on retention, as well as investing successfully in growth areas like its leading WP Online platform, including the large adult degree completion market, as well as the large market for international students. Our initiative to recruit more international students to study, in person, on our Wayne, N.J. campus is proving successful, even with the added challenges of more limited student visas and visa appointments. 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 current, three-year Strategic Plan, which is wrapping up this year while the WP community also embarks on preparing a new, five-year plan.

Now, in my eighth year as the eighth President of this great New Jersey public institution, I take tremendous pride in the ‘Will. Power.’ of our entire Pioneer community and all that we have been able to accomplish together thanks – first and foremost – to our collective strength and commitment to our students. We are a dynamic community that is eager to try new things in support of our important mission, and I am confident that this bold approach will make us an even more productive “Powerhouse of Progress” for our students and for New Jersey.

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

Richard J. Helldobler, Ph.D.
President

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A. Accreditation status

1. Institutional Accreditation

William Paterson University is accredited by the Middle States Commission on Higher Education (MSCHE). The University's accreditation was re-affirmed by the Commission in 2021. The University's Statement of Accreditation Status can be accessed on MSCHE website.

2. Professional Accreditation

Several of William Paterson's colleges, departments, and programs have professional accreditations and recognitions.

- 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 graduate Masters 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.
- Council on Education for Public Health (CEPH) accredits the public health/health education Bachelor of Science program.

- American Psychological Association (APA) recognizes the PsyD in Clinical Psychology.
- Council on Social Work Education (CSWE) accredits the BSW program.

B. Number of Students Served

1. Number of Undergraduate Students by Attendance Status

Table B.1 Undergraduate Student by Attendance Status, Fall 2024

| Full-Time | | Part-Time | | Total |
|-----------|------------|-----------|------------|-------|
| N | Percentage | N | Percentage | |
| 5,239 | 78.8% | 1,408 | 21.2% | 6,647 |

Source: IPEDS Fall Enrollment Survey

2. Number of Graduate Students by Attendance Status

Table B.2 Graduate Student by Attendance Status, Fall 2024

| Full-Time | | Part-Time | | Total |
|-----------|------------|-----------|------------|-------|
| N | Percentage | N | Percentage | |
| 749 | 22.7% | 2,546 | 77.3% | 3,295 |

Source: IPEDS Fall Enrollment Survey

4. Unduplicated Number of Students FY 2024

| | Headcount Enrollment | Credit Hours | FTE |
|--------------------------------|----------------------|--------------|-------|
| Undergraduate | 7,860 | 165,356 | 5,512 |
| Graduate | 3,748 | 38,305 | 1,596 |
| Doctoral-Professional Practice | | | 62 |
| Total | 11,608 | 203,661 | 7,170 |

Source: IPEDS 12-Month Enrollment Survey

C. Characteristics of Undergraduate Students

1. Mean Math, Reading, and Writing SAT Scores

Mean SAT Scores for First-Time Freshmen, by Admission Status and Overall, Fall 2024

| | 2023 Full Time | | | | | Part Time | | | | |
|---------------|----------------|------|-----|------|-----|-----------|------|---|------|---|
| | Count | EWR* | | Math | | Count | EWR* | | Math | |
| | | Mean | N | Mean | N | | Mean | N | Mean | N |
| Regular Admit | 1030 | 575 | 194 | 554 | 194 | 7 | 680 | 2 | 660 | 2 |
| EOF Admit | 0 | -- | 0 | -- | 0 | 0 | -- | 0 | -- | 0 |
| Special Admit | 0 | -- | 0 | -- | 0 | 0 | -- | 0 | -- | 0 |
| All Admit | 1030 | 575 | 194 | 554 | 194 | 7 | 680 | 2 | 660 | 2 |
| Missing | | | 836 | | 836 | | | 5 | | 5 |

*EWR is Evidence-Based Reading and Writing; Source: SURE Fall Enrollment File

Prior to the 2023 Institutional Profile report, enrollment figures for this metric included non-degree students. Starting with the 2023 Institutional Profile report, enrollment figures for this metric exclude non-degree students and only include degree-seeking undergraduates

2. Enrollment in Remediation Courses by Subject Area

Total Number of Undergraduate Students Enrolled in Remediation, Fall 2024

| Total Undergraduate Enrollment | Students in One or More Remedial Courses | Percentage of Total |
|--------------------------------|--|---------------------|
| 6,614 | 470 | 7.1% |

Source: SURE Fall Enrollment File

Prior to the 2023 Institutional Profile report, enrollment figures for this metric included non-degree students. Starting with the 2023 Institutional Profile report, enrollment figures for this metric exclude non-degree students and only include degree-seeking undergraduates

Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation, Fall 2024

| Total Undergraduate Enrollment | Students in One or More Remedial Courses | Percentage of Total |
|--------------------------------|--|---------------------|
| 1,030 | 350 | 34% |

Source: SURE Fall Enrollment File

First-Time, Full-Time (FTFT) Students Enrolled in Remediation by Subject Area, Fall 2024

| Total Undergraduate Enrollment | Students in One or More Remedial Courses | Percentage of Total |
|--------------------------------|--|---------------------|
| Computation | 102 | 9.9% |
| Algebra | 0 | 0.0% |
| Reading | 250 | 24.3% |
| Writing | 0 | 0.0% |
| English | 0 | 0.0% |

Source: SURE Fall Enrollment File

3. Race/Ethnicity, Sex, Age

Undergraduate Enrollment by Race/Ethnicity, Fall 2024

| Ethnicity | Full-Time | | Part-Time | | Total | |
|---------------------|------------|------------|------------|------------|------------|------------|
| | Enrollment | Percentage | Enrollment | Percentage | Enrollment | Percentage |
| American Indian | 10 | 0.2% | 0 | 0.0% | 10 | 0.2% |
| Asian | 349 | 6.7% | 106 | 7.5% | 455 | 6.8% |
| Black | 1,156 | 22.1% | 279 | 19.8% | 1,435 | 21.6% |
| Hispanic | 1,846 | 35.2% | 411 | 29.2% | 2,257 | 34.0% |
| Non-Resident | 168 | 3.2% | 4 | 0.3% | 172 | 2.6% |
| Hawaiian/Pac Island | 5 | 0.10% | 1 | 0.10% | 6 | 0.10% |
| White | 1,450 | 27.7% | 526 | 37.4% | 1,976 | 29.7% |
| Two or more races | 116 | 2.2% | 32 | 2.3% | 148 | 2.2% |
| Unknown | 139 | 2.7% | 49 | 3.5% | 188 | 2.8% |
| Total | 5,239 | 100% | 1,408 | 100% | 6,647 | 100% |

Source: IPEDS Fall Enrollment Survey

Undergraduate Enrollment by Sex, Fall 2024

| Sex | Full-Time | | Part-Time | | Total | |
|--------|------------|------------|------------|------------|------------|------------|
| | Enrollment | Percentage | Enrollment | Percentage | Enrollment | Percentage |
| Male | 2,123 | 40.5% | 450 | 32.0% | 2,573 | 38.7% |
| Female | 3,116 | 59.5% | 958 | 68.0% | 4,074 | 61.3% |
| Total | 5,239 | 100.0% | 1,408 | 100.0% | 6,647 | 100.0% |

Source: IPEDS Fall Enrollment Survey

Undergraduate Enrollment by Age, Fall 2024

| Age Group | Full-Time | | Part-Time | | Total | |
|-----------|------------|------------|------------|------------|------------|------------|
| | Enrollment | Percentage | Enrollment | Percentage | Enrollment | Percentage |
| < 18 | 10 | 0.2% | 11 | 0.8% | 21 | 0.3% |
| 18-19 | 1,415 | 27.0% | 18 | 1.3% | 1,433 | 21.6% |
| 20-21 | 1,420 | 27.1% | 71 | 5.0% | 1,491 | 22.4% |
| 22-24 | 1,196 | 22.8% | 256 | 18.2% | 1,452 | 21.8% |
| 25-29 | 590 | 11.3% | 354 | 25.1% | 944 | 14.2% |
| 30-34 | 253 | 4.8% | 225 | 16.0% | 478 | 7.2% |
| 35-39 | 146 | 2.8% | 161 | 11.4% | 307 | 4.6% |
| 40-49 | 147 | 2.8% | 209 | 14.8% | 356 | 5.4% |
| 50-64 | 59 | 1.1% | 97 | 6.9% | 156 | 2.4% |
| 65+ | 3 | 0.1% | 6 | 0.4% | 9 | 0.1% |
| Unknown | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Total | 5,239 | 100.0% | 1,408 | 100.0% | 6,647 | 100.0% |

Source: IPEDS Fall Enrollment Survey

4. Number of Students Receiving Financial Assistance

Financial Aid from Federal, State & Institution-Funded Programs, AY 2023-2024

| | Recipients | Dollars (\$) | Dollars per Recipient |
|--|------------|--------------|-----------------------|
| FEDERAL PROGRAMS | | | |
| Pell Grants | 3,518 | 18,567,000 | 5,277.71 |
| College Work Study | 188 | 563,000 | 2,994.68 |
| Perkins Loans | 0 | 0 | 0 |
| SEOG | 486 | 518,000 | 1,065.84 |
| PLUS Loans | 316 | 3,547,000 | 11,224.68 |
| Stafford Loans - Subsidized* | 2,612 | 10,134,000 | 3,879.79 |
| Stafford Loans - Unsubsidized* | 2,455 | 10,530,000 | 4,289.21 |
| SMART & ACG or other | 0 | 0 | 0 |
| <i>CARES ACT- HEERF Student Aid</i> | 0 | 0 | 0 |
| STATE PROGRAMS | | | |
| Tuition Aid Grants (TAG) | 2,827 | 15,033,000 | 5,317.65 |
| Educational Opportunity Fund | 407 | 669,000 | 1,643.73 |
| <i>Other State Programs (OSRP, NJ-GIVS, WTC, etc.)</i> | 7 | 27,000 | 3,857.14 |
| Distinguished Scholars | 0 | 0 | 0 |
| Urban Scholars | 1 | 1,000 | 1,000.00 |
| NJSTARS | 19 | 40,000 | 2,105.26 |
| CCOG | 0 | 0 | 0 |
| NJCLASS | 35 | 404,000 | 11,542.86 |
| GSG | 1,598 | 6,152,000 | 3,849.81 |
| INSTITUTIONAL PROGRAMS | | | |
| Grants & Scholarships | 4,202 | 16,739,000 | 3,983.58 |
| Institutional Loans | 0 | 0 | 0 |

Source: NJIPEDS Form #41 Student Financial Aid Report

5. First-Time Undergraduate Enrollment by State Residence

First-Time Undergraduate Enrollment by State Residence, Fall 2024

| State Residents | Non-State Residents | Total | Percent State Residents |
|-----------------|---------------------|-------|-------------------------|
| 952 | 85 | 1,037 | 91.8% |

Note: Residence unknown included with New Jersey Residents. Source: SURE Fall Enrollment File

D. Student Outcomes

1. Four-, Five-, and Six-Year Graduation Rate by Race/Ethnicity

Graduation Rates by Race/Ethnicity

| | Fall 2018 Cohort | 4-Year Graduation | 5-Year Graduation | 6-Year Graduation |
|---------------------------|------------------|-------------------|-------------------|-------------------|
| American Indian | | | | |
| Count | 1 | 0 | 1 | 1 |
| Percentage | -- | 0.0% | 100.0% | 100.0% |
| Asian | | | | |
| Count | 91 | 42 | 64 | 65 |
| Percentage | -- | 46.2% | 70.3% | 71.4% |
| Black | | | | |
| Count | 451 | 63 | 118 | 125 |
| Percentage | -- | 14.0% | 26.2% | 27.7% |
| Hispanic | | | | |
| Count | 611 | 125 | 208 | 236 |
| Percentage | -- | 20.5% | 34.0% | 38.6% |
| Non-Resident | | | | |
| Count | 5 | 1 | 3 | 4 |
| Percentage | -- | 20.0% | 60.0% | 80.0% |
| Hawaiian/Pacific Islander | | | | |
| Count | 0 | 0 | 0 | 0 |
| Percentage | -- | 0.0% | 0.0% | 0.0% |
| Two or More Races | | | | |
| Count | 63 | 19 | 24 | 25 |
| Percentage | -- | 30.2% | 38.1% | 39.7% |
| White | | | | |
| Count | 466 | 194 | 262 | 287 |
| Percentage | -- | 41.6% | 56.2% | 61.6% |
| Unknown | | | | |
| Count | 9 | 0 | 3 | 3 |
| Percentage | -- | 0.0% | 33.3% | 33.3% |
| Total | | | | |
| Count | 1,697 | 444 | 683 | 746 |
| Percentage | -- | 26.2% | 40.2% | 44.0% |

Source: IPEDS Graduation Rate Survey

2. Third-Semester Retention Rates by Attendance Status

Third Semester Retention of First-Time Undergraduates, Fall 2023 to Fall 2024

| Full-Time | | | Part-Time | | |
|-----------------------------|-----------------------|----------------|-----------------------------|-----------------------|----------------|
| Fall 2023 First Time Cohort | Retained to Fall 2024 | Retention Rate | Fall 2023 First Time Cohort | Retained to Fall 2024 | Retention Rate |
| 875 | 647 | 73.9% | 8 | 5 | 62.5% |

Source: IPEDS Fall Enrollment Survey

E. Faculty Characteristics

1. Full-Time Faculty by Race/Ethnicity, Sex, and Tenure Status

| | Tenured | | | | | Without Tenure | | | | | Without Faculty Status | Total |
|------------------|---------|-------|--------|-------|-----------|----------------|-------|--------|-------|-----------|------------------------|-------|
| | Prof | Assoc | Assist | Other | Sub Total | Prof | Assoc | Assist | Other | Sub Total | | |
| Asian | | | | | | | | | | | | |
| M | 18 | 4 | | | 22 | 1 | | | | 1 | 1 | 24 |
| F | 14 | 7 | | | 21 | 1 | 5 | | | 6 | 2 | 29 |
| Black | | | | | | | | | | | | |
| M | 7 | 3 | 1 | | 11 | 1 | 2 | 1 | | 4 | | 15 |
| F | 2 | 5 | | | 7 | | | | | | 1 | 8 |
| Hispanic | | | | | | | | | | | | |
| M | 6 | 1 | | | 7 | | | 1 | | 1 | | 8 |
| F | 2 | 5 | | | 7 | | | 1 | | 1 | 1 | 9 |
| U.S. Nonresident | | | | | | | | | | | | |
| M | | | | | | | | 2 | | 2 | | 2 |
| F | | | | | | | | 2 | | 2 | | 2 |
| White | | | | | | | | | | | | |
| M | 44 | 16 | | | 60 | | | 2 | 1 | 3 | 3 | 66 |
| F | 55 | 18 | | | 73 | | | 5 | 3 | 8 | 12 | 93 |
| Unknown | | | | | | | | | | | | |
| M | 1 | | | | 1 | | | 1 | | 1 | 1 | 3 |
| F | 1 | | | | 1 | | | 1 | | 1 | 1 | 3 |
| Overall | | | | | | | | | | | | |
| M | 76 | 24 | 1 | 0 | 101 | 2 | 8 | 2 | | 12 | 5 | 118 |
| F | 74 | 35 | 0 | 0 | 109 | 1 | 14 | 3 | | 18 | 17 | 144 |

Source: IPEDS Human Resources Survey

2. Percentage of Course Sections Taught by Full-Time Faculty

Course Sections Taught by Instructor Type

| | Sections | Percentage |
|-----------------------------|----------|------------|
| Full-Time Faculty | 1,003 | 51.1% |
| Part-Time Faculty | 891 | 45% |
| Other (Administrators, TAs) | 94 | 5% |

Source: Course Scheduling Data

3. Ratio of Full- to Part- Time Faculty

Faculty by Status, Fall 2024

| | Count | Percentage |
|-------------------|-------|------------|
| Full-Time Faculty | 262 | 36.0% |
| Part-Time Faculty | 465 | 64.0% |
| Total | 727 | 100.0% |

Source: IPEDS Human Resources Survey

F. Characteristics of Trustees

1. Race/Ethnicity and Sex

Board of Trustees Member by Sex and Race/Ethnicity

| | Male | Female | Total |
|-----------------|------|--------|-------|
| American Indian | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 |
| Black | 1 | 1 | 2 |
| Hispanic | 1 | 2 | 4 |
| Multi-Racial | 0 | 0 | 0 |
| Non-Resident | 0 | 0 | 0 |
| White | 7 | 3 | 9 |
| Total | 9 | 6 | 15 |

Note: As an ex-officio member of the Board, William Paterson's President is not included in statistics

2. List of Trustees with Titles and Affiliations

| Name | Title | Affiliation |
|---------------------------|--|---|
| Dr. Richard J. Helldobler | President, Ex Officio Board of Trustees | William Paterson University |
| Mr. Xavier S. Clavijo | Student Representative | William Paterson University |
| 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 | Immunology Territory Business Manager | Takeda Pharmaceuticals |
| Mr. Bradley L. Neilley | Interim Chief Human Resources Officer | Turtle & Hughes |
| Ms. Linda A. Niro | Retired, Chief Accounting Officer | 1st Constitution Bank |
| Ms. Rachel Hayek | Student Representative | William Paterson University |
| 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. 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. URL of Board of Trustees' Webpage

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

G. Profile of the Institution

1. Degree and Certificate Programs

Active Programs

| Undergraduate | Graduate |
|--|--|
| Bachelor of Arts (BA) | Doctoral |
| Africana World Studies | Clinical Psychology, PsyD |
| Anthropology | Leadership, EDD |
| Art Studio | Nursing Practice, DNP |
| Chemistry | Master of Arts (MA) |
| Communication | Clinical & Counseling Psychology |
| Community Development & Social Justice | English Literature |
| Criminology and Criminal Justice | English Writing |
| Disability Studies | Higher Education Administration |
| Early Childhood Education | History Applied Historical Studies |
| Environmental Science & Sustainability | History |
| Economics | Professional Communication |
| Economics Research and Data Analysis | Master of Arts in Teaching (MAT) |
| Elementary Education | Elementary Education |
| English | Secondary Education |
| Ethics | Master of Business Administration (MBA) |
| Film, Television, and Audio | Business Administration |
| Global Asia | Master of Education (MED) |
| History | Curriculum and Learning |
| Integrated Mathematics and Science | Educational Leadership |
| Journalism | Literacy |
| Latin American and Latino Studies | Professional Counseling |
| Leadership and Professional Studies | Special Education |
| Legal Studies | Master of Fine Arts (MFA) |
| Liberal Studies | Visual Art |
| Mathematics | Creative and Professional Writing |
| Music | Master of Music (MM) |
| Musical Studies | Music |
| Political Science | Master of Public Health (MPH) |
| Psychology | Public Health |
| Public Relations | Master of Public Policy (MPP) |
| Secondary Education | Public Policy |
| Sociology | Master of Science (MS) |
| Spanish | Applied Business Analytics |
| Sport Management | Applied Mathematics |
| Women's and Gender Studies | Athletic Training |

| Undergraduate | Graduate |
|---|---|
| Bachelor of Fine Arts (BFA) | Biology |
| Art | Biotechnology |
| Bachelor of Music (BM) | Exercise Physiology |
| Music | Finance and Financial Services Planning |
| Bachelor of Science (BS) | Materials Chemistry |
| Accounting | Sales Leadership |
| Applied Business Analytics | Speech Language Pathology |
| Biology | Sports Administration |
| Biotechnology | Master of Science in Nursing (MSN) |
| Business Administration | Nursing |
| Chemistry | Graduate Certificates |
| Computer Science | Adult Gerontology Nurse Practitioner |
| Environmental Science | Assessment and Evaluation Research Skill |
| Environmental Sustainability | Associate School Library Media Specialist |
| Exercise Physiology | Bank Management |
| Finance | Bilingual Education |
| Financial Planning | Business Analytics |
| Global Business Studies | Business Communications |
| Health Studies | Business Foundations |
| Information Technology | Corporate Finance |
| Management | Decision-Making and Control |
| Marketing | Digital Marketing |
| Mathematics | Director of School Counseling Services |
| Medicinal Biochemistry | Early Childhood Education |
| Nursing, General | Elementary Education |
| Nursing, RN | English as a Second Language |
| Physical Education | Family Nurse Practitioner |
| Professional Sales | Financial Reporting and Analysis |
| Public Health | International Risk Management |
| Speech Language Pathology | Investment Analysis |
| Sports Medicine | Jazz Pedagogy |
| BSW | Learning Disabilities Consultant |
| Social Work | Marketing Research |
| Certificates | MBA Pathways |
| Audio Broadcasting | Middle School Language Arts |
| Behavioral & Social Science Research Skills | Middle School Mathematics |
| Business Analytics | Middle School Science |
| Business Budgeting and Reporting | Nursing Education |
| Cannabis Studies | Online Learning |
| Corporate Accounting and Reporting | Orff Schulwerk |

| Undergraduate | Graduate |
|---|---------------------------------------|
| Corporate Entrepreneurship and Innovation | Post Master's Nursing Administration |
| Creative Writing | Private Wealth Management |
| Data Skills for the New Economy | Reading Specialist |
| Data Storytelling | Retirement and Estate Planning |
| Digital Animation | Risk Management |
| Digital Marketing | School Library Media Specialist |
| Diversity, Equity, and Inclusion | School Nurse |
| Entrepreneurship & Sustainable Chemical Technology | School Principal |
| Entrepreneurship, Innovation and Community Engagement | School Supervisor |
| Esports Management | Secondary Education: Mathematics |
| Essential Mathematics for Data Science | Social Entrepreneurship |
| Forensic Psychology | STEAM |
| Game Design | Strategic Human Resource Management |
| Gender and Sexuality Studies | Strategic Marketing |
| Genealogy & Family History | Student Assistance Coordinator |
| Geographic Information Systems | Taxation and Regulation |
| Healthcare Ethics | Teacher Leader |
| Human Resource Management | Teacher of Students with Disabilities |
| Integrated Marketing Communication | Teaching English as a Second Language |
| Logistics for the Global Economy | |
| Management Accountant | |
| Marketing Analytics | |
| Marketing Research | |
| Mindfulness and Wellness | |
| Podcasting | |
| Post-Baccalaureate Pre-Professional | |
| Pre-Occupational Therapy | |
| Pre-Physical Therapy | |
| Professional Ethics | |
| Professional Selling | |
| Professional Writing | |
| Responsible Management | |
| Small Business and Entrepreneurship | |
| Social Media Marketing | |
| Spanish Bilingualism | |
| Sport Journalism | |
| Sports Coaching | |
| Supply Chain Logistics | |
| Taxation | |

| Undergraduate | Graduate |
|---|----------|
| Television Broadcasting | |
| User Interface and User Experience-Design | |
| User Interface and User Experience-Research | |
| Minors | |
| Accounting Minor | |
| Africana World Studies Minor | |
| Anthropology Minor | |
| Art History Minor | |
| Art Studio Minor | |
| Asian Studies Language Minor | |
| Asian Studies Minor | |
| Audiology Minor | |
| Biology Minor | |
| Business Administration Minor | |
| Communication Studies Minor | |
| Computer Information Systems Minor | |
| Computer Science Minor | |
| Creative Writing Minor | |
| Criminology and Criminal Justice Minor | |
| Critical and Professional Writing Minor | |
| Digital Marketing Minor for Non-Marketing Majors | |
| Digital Music Creation and Arranging Minor | |
| Disability Studies Minor | |
| Economics Minor | |
| English Literature Minor | |
| Entrepreneurship Minor, Non-Management Majors | |
| Ethics Minor | |
| Film Studies Minor | |
| Finance Minor, Non-Finance Majors | |
| Forensic Studies Minor | |
| Global Business Minor Non Major | |
| Health Studies Minor | |
| History Minor | |
| Human Resource Management Minor for Non-Management Majors | |
| International Cinema Minor | |
| Italian and Italian American Studies Minor | |
| Journalism Minor | |
| Korean Studies, Minor | |

| Undergraduate | Graduate |
|---|----------|
| Latin American and Latino Studies Minor | |
| Legal Studies Minor | |
| Liberal Studies Concentration Options | |
| Linguistics Minor | |
| Management Minor for Non-Management Majors | |
| Marketing Minor for Non-Marketing Majors | |
| Mathematics Minor | |
| Media Studies Minor | |
| Middle East Studies Minor | |
| Music & Entertainment Industries Minor | |
| Music Minor | |
| Philosophy Minor | |
| Physics Minor | |
| Political Science Minor | |
| Professional Sales Minor | |
| Psychology Minor | |
| Public Health Minor | |
| Public Policy and Administration Minor | |
| Public Relations Minor | |
| Religious Studies Minor | |
| Social Justice Studies Minor | |
| Sociology Minor | |
| Sound Engineering Arts Minor | |
| Spanish for the Professions Minor | |
| Spanish Minor | |
| Speech-Language Pathology Minor | |
| Sport Management Minor | |
| Statistics Minor / Math Majors | |
| Statistics Minor / Non Math Majors | |
| Sustainability and Climate Minor | |
| Teacher of Students with Disabilities Minor | |
| Women's & Gender Studies Minor | |
| World Literature Minor | |

H. Major Research and Public Service Activities

1. Major Research and Public Service Activities

R&D Expenditures: Year 2024

| | Amount |
|--|-------------|
| Federally Financed Academic Research and Public Service Expenditures | \$1,539,396 |
| Institutionally Financed Academic Research and Public Service Expenditures | \$435,890 |
| Total Academic Research and Public Service Expenditures | \$1,975,286 |

William Paterson employs a transformational approach towards grant funding to address various components of business operations, student services, and educational services. The main aim is to support student needs, which include tuition assistance and wrap around support services. Such an approach has improved student outcomes, increased online enrollment, and sustained retention. Examples of the types of financing sources that we solicit include scholarships, community service grant opportunities, teaching and professional development, faculty research opportunities, infrastructure enhancements, and cultural programming.

Some of the new educational and student retention grants awarded within this past year include new funding for education students providing apprenticeship support and student support to reduce barriers for candidates seeking to pursue careers in teaching. Support comes from the New Jersey Department of Labor FY25 PACE (Pre-Apprenticeship in Career Education) Program to facilitate mentorship for emerging educators and the New Jersey Department of Education Paraprofessional Program. The FY 2025 PACE program is a one-year award targeting rising juniors and seniors in the College of Education placement in secondary education and vocational training opportunities and WP received a \$583,420 award. The Paraprofessional Program will provide tuition assistance and educational support for education support professionals (ESPs) seeking a teaching certificate. WP was awarded a one-year grant for \$259,906.

The College of Adult and Professional Studies (CAPS) received 12 new contracts from the NJ Department of Labor to deliver workforce development programs totaling nearly five million dollars. These workforce development courses support training for individuals needing additional skills within a vast array of industries across the state. The WP Integration Initiative funded by the NJ Office of Higher Education (OSHE), was a program to support alternative pathways to degree completion.

Last year was a successful funding year for new research investigators, Drs. Jason Wicke, Kinesiology, Jason Silva, Sociology & Criminal Justice, and Michael Griffith, Environmental Sciences, each received federal funding for their research. Dr. Wicke's research on pregnancy gaits was funded for two years by the Centers for Disease Control and Prevention. The US Department of Justice funded a 3-year project for Dr. Silva's project to develop a database of US cases of mass shooting reporting. Dr. Griffith continues his successful research support from the National Science Foundation for another 3-year project on climate in Southeast Asia.

The Cotsakos College of Business also received funding for new projects. Dr. Rahi Abouk, Econ., Fin. & Global Business, received a federal NSF subaward for professional development training in collaboration with Spelman College and Melissa Rosaria Jimenez, Director of WP's Small Business Development Center, received a new grant to support entrepreneurs developing generative AI start-ups from NJ OSHE. Along with Dr. Wicke's award, the College of Arts,

Humanities and Social Sciences received a variety of new awards. Dr. Corrinne Datchi, Psychology, received a contract to develop clinical trial materials for Canfield Scientific and Casey Mathern, Director of University Galleries, received a National Endowment of Arts award for an interdisciplinary program and a National Endowment for Humanities award. Though there were federal challenges in the spring, WP was fortunate to maintain and continue current funded programs.

2. Community Service and Outreach Efforts

William Paterson University is committed to its surrounding communities, as well as its region and the State of New Jersey. The University and the campus community are involved in a variety of community outreach efforts that include artistic and educational programming and support for local and regional businesses, as well as support for community service efforts. The following are a few examples of these services and activities:

[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. Programs include a variety of lectures as well as voter education and registration initiatives.

[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.

[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 15 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, and supports Paterson business development through the Small Business Development Center. University students are often involved in community service projects for Paterson non-profit organizations.

[College of Adult and Professional Studies](#)

The College of Adult and Professional Studies, launched in 2024, provides innovative approaches to meeting the needs of adult learners, including those who are among the more than 750,000 New Jersey residents who have some college credits but no degree. The College provides adult learner onboarding, creates peer-to-peer connections for online students, and coordinates campus programming specific to adult learners. The College also supports credit for prior learning (CPL) through non-credit to credit equivalencies aligned with the American Council on Education's national standards and portfolio assessment of professional experiences, offering support for adult learners to access these means to accelerate degree completion.

[Small Business Development Center](#)

With locations in Paterson, New Jersey, and on the campus in Wayne, the SBDC, one of 12 regional offices throughout the state, 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.

[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.

[Transitional Programs and Career Readiness for Individuals with Disabilities](#)

Offered through the University's College of Education, these programs offer school districts the opportunity to enroll their 11th, 12th, and transitional students in multiple certification programs. It also offers a program for students ages 18 to 21 with 504s/IEPs with college and career pathways, preparing them to live successful and independent lives.

[University Performances](#)

The University offers a wide array of creative and performing arts programs, including concerts, theatrical productions, gallery exhibitions, and lectures. Offerings include the University's own Jazz Room Series, entering its 47th season, and Distinguished Lecturer Series, entering its 43rd season; numerous student vocal, instrumental, and theatrical productions; the WP Presents! series, which brings performances to campus; and the University Galleries, which presents exhibitions by contemporary artists.

I. Major Capital Projects Underway for Fiscal Year 2025

Drawing on the recommendations from the updated Campus Facilities Master Plan, Residence Hall Plan, and Athletic Zone Plan, several significant building, field, and grounds projects have been completed or are in progress to enhance the campus environment and infrastructure.

The Campus Facilities Master Plan was comprehensively updated in 2025, incorporating a forward-looking vision for sustainable growth and modernization. The plan integrates and aligns the institution's strategic goals for academic, administrative, and recreational spaces. Key updates include a detailed roadmap for future campus development, expanded pedestrian pathways, and enhanced campus connectivity. The plan provides 11 big ideas, including relocating the Colleges of Business and Education to the Main Campus, repurposing spaces for modern teaching needs, and creating a primary campus entrance.

Residence Hall Projects saw significant advancements. Shower inserts were installed in every apartment in Pioneer and Heritage Halls, improving functionality and resident comfort. High Mountain East received new high-efficiency boilers, while High Mountain West was equipped with a new HVAC chiller, enhancing climate control and energy efficiency in these residential facilities.

The Community Policing Offices were constructed in Speert Hall, providing a dedicated space to support campus safety initiatives and foster collaboration between campus police and the university community. The design includes modern office layouts and community-facing meeting spaces to promote accessibility and engagement.

The Shea Center for Performing Arts underwent a complete renovation of its Green Rooms, featuring updated lighting, furniture, and soundproofing to better serve performers and staff, enhancing the center's role as a hub for creative arts.

At 1800 Valley Road, two offices were subdivided to create four modern, efficient workspaces, optimizing space utilization for administrative functions.

At 1600 Valley Road, branding at this location was updated with new signage, wayfinding graphics, and interior design elements to reflect the institution's identity and create a cohesive aesthetic.

Campus branding in the Student Center was also refreshed, with updated logos, color schemes, and digital displays to enhance the vibrancy and welcoming atmosphere of this central student hub.

The university broke ground on the **\$36M Recreation and Health Sciences Center**, a state-of-the-art facility designed to support student wellness and academic programs in health sciences. The project includes advanced fitness areas, multipurpose recreational spaces, and specialized labs for kinesiology and health studies. The center is expected to be a cornerstone of campus life, with completion projected for late 2027.

The Athletic Fieldhouse complex saw the completion of the Strength Training and Athletic Training rooms addition. These new facilities feature cutting-edge equipment, expanded training spaces, and dedicated areas for sports medicine and rehabilitation, supporting student-athletes' performance and recovery needs. The addition enhances the complex's capacity to serve both varsity and recreational athletics programs.

The Baseball and Softball locker building received a new roof, improving structural integrity and weather resistance to ensure long-term functionality for athletic programs.

Infrastructure improvements included updated line striping and traffic markings in Parking Lots 3, 4, and 5, enhancing safety and navigation for vehicles and pedestrians. Additionally, entry drives 2 and 4 were resurfaced, improving accessibility and aesthetics at key campus entry points.

The university applied for and was awarded a **\$249,000 Trees for Schools grant**, which will fund the planting of native trees and the creation of shaded outdoor learning and gathering spaces across campus, further advancing sustainability and aesthetic goals.

Ongoing and future projects include continued progress on the Sports and Recreation Center Addition, modernization of the second Raubinger Elevator, Modernization to the Shea Elevator, Campus Wide Upgrades to major HVAC equipment including Chillers, Boilers and Hot Water Systems. IT Infrastructure upgrades. Structural and Infrastructure Upgrades to Residence Halls. Renovations to the Carriage House.