

WILLIAM PATERSON UNIVERSITY

Annual Institutional Profile 2024



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 4.25% nationally on CollegeNET's Social Mobility Index and is 21st 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 Victory for the 14th year in a row, and we earned a 4.5/5 on Campus Pride Index's LGBTQ-Friendly Universities.

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 nurses on any single campus in New Jersey and 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.

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 beginning in Fall 2024, experiential learning will be part of every student's education. As one important measure of the effectiveness of our approach to career preparation is the most recent career outcomes data, which shows that 86% of the Class of 2022 had successful career outcomes within 6 months of graduating, which is four percentage points higher than the national average for public universities. For graduates who participated in our Pesce Family Mentoring Institute, the figure is 97%.

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 2024, we conferred bachelor's, master's, and doctoral degrees on nearly 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. A new and promising initiative involves recruiting more international students to study, in person, on our Wayne, N.J. campus. 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 will help us capitalize on our many strengths and grow even stronger.

Now in my seventh year as President of this great New Jersey public institution, I take great pride in the resilience and 'Will. Power.' of our entire Pioneer community and all that we have been able to accomplish together thanks to our strength and commitment to our students. We are a dynamic community that is willing to try new things in service of our mission, and 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 long horizontal flourish extending to the right.

Richard J. Helldobler, Ph.D.
President

Table of Contents

| | |
|---|-----------|
| Table of Contents | 1 |
| A. Accreditation status | 2 |
| 1. Institutional Accreditation | 2 |
| 2. Professional Accreditation | 2 |
| B. Number of Students Served | 4 |
| 1. Number of Undergraduate Students by Attendance Status | 4 |
| 2. Number of Graduate Students by Attendance Status | 4 |
| 4. Unduplicated Number of Students FY 2023 | 4 |
| C. Characteristics of Undergraduate Students | 5 |
| 1. Mean Math, Reading, and Writing SAT Scores | 5 |
| 2. Enrollment in Remediation Courses by Subject Area | 5 |
| 3. Race/Ethnicity, Sex, Age | 6 |
| 4. Number of Students Receiving Financial Assistance | 7 |
| 5. First-Time Undergraduate Enrollment by State Residence | 7 |
| D. Student Outcomes | 8 |
| 1. Four-, Five-, and Six-Year Graduation Rate by Race/Ethnicity | 8 |
| 2. Third-Semester Retention Rates by Attendance Status | 8 |
| E. Faculty Characteristics | 9 |
| 1. Full-Time Faculty by Race/Ethnicity, Sex, and Tenure Status | 9 |
| 2. Percentage of Course Sections Taught by Full-Time Faculty | 9 |
| 3. Ratio of Full- to Part- Time Faculty | 9 |
| F. Characteristics of Trustees | 10 |
| 1. Race/Ethnicity and Sex | 10 |
| 2. List of Trustees with Titles and Affiliations | 10 |
| 3. URL of Board of Trustees' Webpage | 10 |
| G. Profile of the Institution | 11 |
| 1. Degree and Certificate Programs | 11 |
| H. Major Research and Public Service Activities | 14 |
| 1. Major Research and Public Service Activities | 14 |
| 2. Community Service and Outreach Efforts | 15 |
| I. Major Capital Projects Underway for Fiscal Year 2024 | 17 |

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 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.
- 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.
- *Candidate Status* for the BSW by the Council on Social Work Education (CSWE).

B. Number of Students Served

1. Number of Undergraduate Students by Attendance Status

Table B.1 Undergraduate Student by Attendance Status, Fall 2023

| Full-Time | | Part-Time | | Total |
|-----------|------------|-----------|------------|-------|
| N | Percentage | N | Percentage | |
| 5,134 | 78.4% | 1,412 | 21.6% | 6,546 |

Source: IPEDS Fall Enrollment Survey

2. Number of Graduate Students by Attendance Status

Table B.2 Graduate Student by Attendance Status, Fall 2023

| Full-Time | | Part-Time | | Total |
|-----------|------------|-----------|------------|-------|
| N | Percentage | N | Percentage | |
| 668 | 23.2% | 2,212 | 76.8% | 2,880 |

Source: IPEDS Fall Enrollment Survey

4. Unduplicated Number of Students FY 2023

| | Headcount Enrollment | Credit Hours | FTE |
|--------------------------------|----------------------|----------------|--------------|
| Undergraduate | 8,043 | 171,994 | 5,733 |
| Graduate | 3,297 | 33,963 | 1,415 |
| Doctoral-Professional Practice | | | 66 |
| Total | 11,340 | 205,957 | 7,214 |

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 2023

| | Full Time | | | | | Part Time | | | | |
|---------------|-----------|------|-----|------|-----|-----------|------|---|------|---|
| | Count | EWR* | | Math | | Count | EWR* | | Math | |
| | | Mean | N | Mean | N | | Mean | N | Mean | N |
| Regular Admit | 875 | 554 | 177 | 532 | 177 | 8 | 405 | 2 | 440 | 2 |
| EOF Admit | 0 | -- | 0 | -- | 0 | 0 | -- | 0 | -- | 0 |
| Special Admit | 0 | -- | 0 | -- | 0 | 0 | -- | 0 | -- | 0 |
| All Admit | 875 | 554 | 177 | 532 | 177 | 8 | 405 | 2 | 440 | 2 |
| Missing | | | 698 | | 698 | | | 6 | | 6 |

*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 2023

| Total Undergraduate Enrollment | Students in One or More Remedial Courses | Percentage of Total |
|--------------------------------|--|---------------------|
| 6,526 | 32 | 0.1% |

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 2023

| Total Undergraduate Enrollment | Students in One or More Remedial Courses | Percentage of Total |
|--------------------------------|--|---------------------|
| 875 | 0 | 0.0% |

Source: SURE Fall Enrollment File

First-Time, Full-Time (FTFT) Students Enrolled in Remediation by Subject Area, Fall 2023

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

Source: SURE Fall Enrollment File

3. Race/Ethnicity, Sex, Age

Undergraduate Enrollment by Race/Ethnicity, Fall 2023

| Ethnicity | Full-Time | | Part-Time | | Total | |
|---------------------|--------------|---------------|--------------|---------------|--------------|---------------|
| | Enrollment | Percentage | Enrollment | Percentage | Enrollment | Percentage |
| American Indian | 4 | 0.1% | 0 | 0.0% | 4 | 0.1% |
| Asian | 332 | 6.5% | 133 | 9.4% | 465 | 7.1% |
| Black | 1,041 | 20.3% | 273 | 19.3% | 1,314 | 20.1% |
| Hispanic | 1,816 | 35.4% | 397 | 28.1% | 2,213 | 33.8% |
| Non-Resident | 134 | 2.6% | 9 | 0.6% | 143 | 2.2% |
| Hawaiian/Pac Island | 7 | 0.1% | 3 | 0.2% | 10 | 0.2% |
| White | 1,591 | 31.0% | 523 | 37.0% | 2,114 | 32.3% |
| Two or more races | 118 | 2.3% | 35 | 2.5% | 153 | 2.3% |
| Unknown | 91 | 1.8% | 39 | 2.8% | 130 | 2.0% |
| Total | 5,134 | 100.0% | 1,412 | 100.0% | 6,546 | 100.0% |

Source: IPEDS Fall Enrollment Survey

Undergraduate Enrollment by Sex, Fall 2023

| Sex | Full-Time | | Part-Time | | Total | |
|--------------|--------------|---------------|--------------|---------------|--------------|---------------|
| | Enrollment | Percentage | Enrollment | Percentage | Enrollment | Percentage |
| Male | 2,056 | 40.0% | 469 | 33.2% | 2,525 | 38.6% |
| Female | 3,078 | 60.0% | 943 | 66.8% | 4,021 | 61.4% |
| Total | 5,134 | 100.0% | 1,412 | 100.0% | 6,546 | 100.0% |

Source: IPEDS Fall Enrollment Survey

Undergraduate Enrollment by Age, Fall 2023

| Age Group | Full-Time | | Part-Time | | Total | |
|--------------|--------------|---------------|--------------|---------------|--------------|---------------|
| | Enrollment | Percentage | Enrollment | Percentage | Enrollment | Percentage |
| < 18 | 10 | 0.2% | 1 | 0.1% | 11 | 0.2% |
| 18-19 | 1,195 | 23.3% | 13 | 0.9% | 1,208 | 18.5% |
| 20-21 | 1,581 | 30.8% | 73 | 5.2% | 1,654 | 25.3% |
| 22-24 | 1,277 | 24.9% | 297 | 21.0% | 1,574 | 24.0% |
| 25-29 | 548 | 10.7% | 345 | 24.4% | 893 | 13.6% |
| 30-34 | 238 | 4.6% | 249 | 17.6% | 487 | 7.4% |
| 35-39 | 104 | 2.0% | 155 | 11.0% | 259 | 4.0% |
| 40-49 | 118 | 2.3% | 176 | 12.5% | 294 | 4.5% |
| 50-64 | 61 | 1.2% | 92 | 6.5% | 153 | 2.3% |
| 65+ | 2 | 0.0% | 11 | 0.8% | 13 | 0.2% |
| Unknown | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Total | 5,134 | 100.0% | 1,412 | 100.0% | 6,546 | 100.0% |

Source: IPEDS Fall Enrollment Survey

4. Number of Students Receiving Financial Assistance

Financial Aid from Federal, State & Institution-Funded Programs, AY 2022-2023

| | Recipients | Dollars (\$) | Dollars per Recipient |
|--|------------|--------------|-----------------------|
| FEDERAL PROGRAMS | | | |
| Pell Grants | 3398 | 16,602,000 | 4,885.82 |
| College Work Study | 154 | 473,000 | 3,071.43 |
| Perkins Loans | 0 | 0 | 0 |
| SEOG | 635 | 581,000 | 914.96 |
| Stafford Loans - Subsidized* | 2570 | 10,056,000 | 3,912.84 |
| Stafford Loans - Unsubsidized* | 2496 | 10,470,000 | 4,194.71 |
| PLUS Loans | 336 | 3,527,000 | 10,497.02 |
| SMART & ACG or other | 0 | 0 | 0 |
| <i>CARES ACT- HEERF Student Aid</i> | 0 | 0 | 0 |
| STATE PROGRAMS | | | |
| Tuition Aid Grants (TAG) | 2744 | 14,557,000 | 5,305.03 |
| Educational Opportunity Fund | 398 | 618,000 | 1,552.76 |
| <i>Other State Programs (OSRP, NJ-GIVS, WTC, etc.)</i> | 1046 | 5,470,000 | 5,229.45 |
| Distinguished Scholars | 0 | 0 | 0 |
| Urban Scholars | 0 | 0 | 0 |
| NJSTARS | 19 | 39,000 | 2,052.63 |
| CCOG | 0 | 0 | 0 |
| NJCLASS | 35 | 402,000 | 11,485.71 |
| INSTITUTIONAL PROGRAMS | | | |
| Grants & Scholarships | 4523 | 16,792,000 | 3,712.58 |
| 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 2023

| State Residents | Non-State Residents | Total | Percent State Residents |
|-----------------|---------------------|-------|-------------------------|
| 787 | 96 | 883 | 89.1% |

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 2017 Cohort | 4-Year Graduation | 5-Year Graduation | 6-Year Graduation |
|---------------------------|------------------|-------------------|-------------------|-------------------|
| American Indian | | | | |
| Count | 1 | 0 | 0 | 0 |
| Percentage | -- | 0.0% | 0.0% | 0.0% |
| Asian | | | | |
| Count | 97 | 38 | 56 | 58 |
| Percentage | -- | 39.2% | 57.7% | 59.8% |
| Black | | | | |
| Count | 252 | 44 | 77 | 83 |
| Percentage | -- | 17.5% | 30.6% | 32.9% |
| Hispanic | | | | |
| Count | 493 | 129 | 194 | 213 |
| Percentage | -- | 26.2% | 39.4% | 43.2% |
| Non-Resident | | | | |
| Count | 8 | 4 | 4 | 4 |
| Percentage | -- | 50.0% | 50.0% | 50.0% |
| Hawaiian/Pacific Islander | | | | |
| Count | 2 | 0 | 1 | 1 |
| Percentage | -- | 0.0% | 50.0% | 50.0% |
| Two or More Races | | | | |
| Count | 33 | 8 | 14 | 16 |
| Percentage | -- | 24.2% | 42.4% | 48.5% |
| White | | | | |
| Count | 415 | 156 | 226 | 247 |
| Percentage | -- | 37.6% | 54.5% | 59.5% |
| Unknown | | | | |
| Count | 9 | 2 | 3 | 3 |
| Percentage | -- | 22.2% | 33.3% | 33.3% |
| Total | | | | |
| Count | 1310 | 381 | 575 | 625 |
| Percentage | -- | 29.1% | 43.9% | 47.7% |

Source: IPEDS Graduation Rate Survey

2. Third-Semester Retention Rates by Attendance Status

Third Semester Retention of First-Time Undergraduates, Fall 2022 to Fall 2023

| Full-Time | | | Part-Time | | |
|-----------------------------|-----------------------|----------------|-----------------------------|-----------------------|----------------|
| Fall 2022 First Time Cohort | Retained to Fall 2023 | Retention Rate | Fall 2022 First Time Cohort | Retained to Fall 2023 | Retention Rate |
| 801 | 582 | 72.7% | 5 | 2 | 40.0% |

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 | 17 | 4 | | | 21 | | 1 | 1 | | 2 | 1 | 24 |
| F | 14 | 5 | | | 19 | | 1 | 6 | | 7 | 3 | 29 |
| Black | | | | | | | | | | | | |
| M | 7 | 3 | 1 | | 11 | | | 3 | 1 | 4 | | 15 |
| F | 3 | 4 | | | 7 | | | 2 | | 2 | 2 | 11 |
| Hispanic | | | | | | | | | | | | |
| M | 6 | 1 | | | 7 | | | | | | | 7 |
| F | 2 | 4 | | | 6 | | | 2 | | 2 | 1 | 9 |
| Two or More | | | | | | | | | | | | |
| M | 1 | | | | 1 | | | | | | | 1 |
| F | | | | | | | | | | | | 0 |
| White | | | | | | | | | | | | |
| M | 46 | 21 | | | 67 | | | 4 | 1 | 5 | 6 | 78 |
| F | 57 | 21 | | | 78 | | | 7 | 3 | 10 | 10 | 98 |
| Unknown | | | | | | | | | | | | |
| M | 1 | | | | 1 | | | 1 | | 1 | | 2 |
| F | 1 | | | | 1 | | | | | | | 1 |
| Overall | | | | | | | | | | | | |
| M | 78 | 29 | 1 | 0 | 108 | 0 | 1 | 9 | 2 | 12 | 7 | 127 |
| F | 77 | 34 | 0 | 0 | 111 | 0 | 1 | 17 | 3 | 21 | 16 | 148 |

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 | 1,056 | 64.9% |
| Part-Time Faculty | 479 | 29.4% |
| Other (Administrators, TAs) | 91 | 5.6% |

Source: Course Scheduling Data

3. Ratio of Full- to Part- Time Faculty

Faculty by Status, Fall 2023

| | Count | Percentage |
|-------------------|-------|------------|
| Full-Time Faculty | 275 | 38.7% |
| Part-Time Faculty | 436 | 61.3% |
| Total | 711 | 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 | 2 | 2 | 4 |
| Multi-Racial | 0 | 0 | 0 |
| Non-Resident | 0 | 0 | 0 |
| White | 7 | 2 | 9 |
| Total | 10 | 5 | 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 |
| 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 |
| Mr. Jason Peralta | 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. Xavier S. Clavijo | 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. 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 | Higher Education Administration |
| Criminology and Criminal Justice | Professional Communication |
| Disability Studies | Master of Arts in Teaching (MAT) |
| Early Childhood Education | Elementary Education |
| Earth Science | Secondary Education |
| Economics | Master of Business Administration (MBA) |
| Economics Research and Data Analysis | Business Administration |
| Elementary Education | Master of Education (EdM) |
| English | Curriculum and Learning |
| Ethics | Educational Leadership |
| Film, Television, and Audio | Literacy |
| Global Asia | Professional Counseling |
| History | Special Education |
| Integrated Mathematics and Science | Master of Fine Arts (MFA) |
| Journalism | Visual Art |
| Latin American and Latino Studies | Creative and Professional Writing |
| Leadership and Professional Studies | Master of Music (MM) |
| Legal Studies | Music |
| Liberal Studies | Master of Public Health (MPH) |
| Mathematics | Public Health |
| Music | Master of Public Policy (MPP) |
| Philosophy | Public Policy |
| Political Science | |
| Psychology | |
| Public Relations | Master of Science (MS) |
| Secondary Education | Applied Business Analytics |
| Sociology | Applied Mathematics |
| Spanish | Athletic Training |
| Sport Management | Biotechnology |
| Urban Science and Society | Exercise Physiology |

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

| Undergraduate | Graduate |
|---|---------------------------------------|
| Creating Writing | Retirement and Estate Planning |
| Data Skills for the New Economy | Risk Management |
| Digital Animation | School Library Media Specialist |
| Digital Marketing | School Nurse |
| Diversity, Equity, and Inclusion | School Principal |
| Entrepreneurship, and Sustainable Chemical Technology | School Supervisor |
| Entrepreneurship, Innovation and Community Engagement | Secondary Education: Mathematics |
| Essential Mathematics for Data Science | Social Entrepreneurship |
| Game Design | STEAM |
| Gender and Sexuality Studies | Strategic Human Resource Management |
| Genealogy & Family History | Strategic Marketing |
| Geographic Information Systems | Student Assistance Coordinator |
| Healthcare Ethics | Taxation and Regulation |
| Human Resource Management | Teacher Leader |
| Integrated Marketing Communication | Teacher of Students with Disabilities |
| Logistics for the Global Economy | Teaching English as a Second Language |
| Management Accountant | |
| Marketing Analytics | |
| Marketing Research | |
| Mindfulness and Wellness | |
| Podcasting | |
| Post-Baccalaureate Pre-Professional | |
| Professional Ethics | |
| Professional Sales | |
| Professional Writing | |
| Responsible Management | |
| Social Media Marketing | |
| Spanish Bilingualism | |
| Sport Journalism | |
| Television Broadcasting | |
| User Interface and User Experience-Design | |
| User Interface and User Experience-Research | |

H. Major Research and Public Service Activities

1. Major Research and Public Service Activities

R&D Expenditures: Year 2023

| | Amount |
|---|--------------------|
| Federally Financed Academic R&D Expenditures | \$1,345,143 |
| Institutionally Financed Academic R&D Expenditures* | \$2,379,153 |
| Total Academic R&D Expenditures | \$3,724,295 |

*Includes \$1,364,087 for externally (State, Local, Foundation, and Other) finance expenditures.

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 fellowship opportunities, infrastructure enhancements, and cultural programming.

Some of the new educational and student retention grants awarded within this past year include new funding for K-12 Teacher Apprentices from the New Jersey Department of Labor FY24 GAINS (GROWING APPRENTICESHIPS IN NONTRADITIONAL SECTORS) Program to support experiential learning for College of Education students. The goal of the GAINS program is to integrate the apprenticeship training model into non-traditional occupational sectors to create new career pathways and WP received a \$564,000 award. Extension of the National Science Foundation Louis Stokes Alliance for Minority Participation (L-SAMP) supports engagement of historically underrepresented groups in non-medical (STEM) fields. Phase III focus is to promote STEM undergraduate studies and research. The School of Nursing received a \$1,000,000 scholarship award from the US Department of Education that will support students who faced financial hardships during the pandemic and are returning to their education.

The New Jersey Department of Education and the New Jersey Office of the Secretary of Higher Education funded in aggregate \$1,414,978 for education and retention activities for William Paterson students, while the US Department of Education provided \$1,000,000 in funding for educational scholarships. The ongoing US Department of Education grant programs are successfully delivering new and improving existing support services to our students and community. The Hawkins Center Grant for the WP Pioneer Education Center, funded by the USDE is initiating and expanding social support wrap-around-funding provided by the US Department of Education. William Paterson University was awarded an institutional grant in the amount of \$2,732,291 to fund a program entitled: Child Care Access Means Parents in School Program (CCAMPIS) and the childcare center is now at full capacity and servicing Pell-eligible students with childcare needs. The ASPIRE (Access to STEM Pathways through Integrated Research and Engagement) program has doubled the number of students mentoring in STEM programs and careers. Through this program students have access to holistic student support services and resources such as tutoring, supplemental Instruction, peer mentorship, individual academic coaching, financial assistance and other support services to enhance student persistence, success, and retention.

Most recently WP received a small grant from the Mexican Consulate in New Brunswick in support of scholarships for Mexican students. While these funds do not constitute the full William Paterson grants portfolio, they provide an example of our approach towards funding all phases of student needs, tuition, and professional development activities.

Other noteworthy grant funding activities include the New Jersey Incumbent Worker Training Grant Program, which fetched \$1,410,280 in FY24 to train incumbent frontline employees to meet current and future occupational skill requirements. Also, a noteworthy faculty member, Dr. Nicole Davi, received a grant within this grant cycle in the amount of \$196,447 to study Temperature Variability and Extremes at Multiple Temporal Scales in North Asia from Millennial-Length Wood Anatomical Records, which has the potential to support fellowships for students to produce some of this critical climate work in collaboration with Columbia University.

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.

[College of Adult and Professional Studies](#)

The School of Continuing and Professional Education offers transformational opportunities for adults focused on career advancement and professional development. Offerings include pathways to bachelor's degree opportunities through the [Center for Degree Completion and Adult Learning](#); support through the WP Online Student Success Center for students pursuing online bachelor's degrees; and non-credit courses leading to nationally recognized professional certifications in high-growth industries such as healthcare, technology, and business. Other offerings include customized training programs for companies and continuing education for teachers.

[Small Business Development Center](#)

Located in Paterson, New Jersey, 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 46th season, and Distinguished Lecturer Series, entering its 42nd 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 2024

Utilizing the recommendations from the Academic Zone Plan, the Residence Hall Plan and the Athletic Zone Plan, multiple building, and field & grounds projects have been completed.

Major residence hall projects completed included the replacement of all shower stalls in Hillside Halls. New Kitchenettes installed on the 2nd and 3rd floors of Hillside Hall. Five new boilers installed along with new pipe insulation in Pioneer and Heritage Halls. One new HVAC Chiller was installed in High Mountain East. Three new boilers installed in Century Hall.

The lobby and office spaces in Morrison Hall including new window graphics and newly designed workspaces were completed.

At 1600 Valley Road first floor spaces 1016 & 1017 were renovated for a new Student Lounge including new furniture and game tables. The spaces formally occupied by Continuing Education have been completely renovated and occupied by the NJDOE.

The Metro Lounge in Wayne Hall was renovated with area being totally painted along with new furniture and area rugs being installed. Also, four new boilers were installed.

Offices in College Hall were created for The Finance and Administration Division.

The new tables for the Ballroom and Conference Rooms in the Student Center have been installed.

The original elevator at Raubinger Hall was renovated and upgraded.

Renovations to the back steps at Hobart Manor were completed.

A new staff office has been installed in the Financial Aid Office at Morrison Hall.

New high efficiency boilers were installed in Shea Performing Arts Center, Power Arts, Morrison Hall, Wightman Gym, Science Hall East, and 1800 Valley Road. New high efficiency Air Conditioning units were installed in Morrison Hall, Power Arts, and Gaede Hall.

Installation of new high efficiency LED lighting occurred in and around PPO Facilities Building, Pioneer and Heritage Halls, Science Hall West, Atrium, Ben Shahn, Morrison Hall, and 1600 Valley Road.

Ongoing projects include the renovations and addition to the Field House. In addition, the Sports and Recreation Center Addition project has commenced and is now in schematic design phase following the completion of project programming.

Future projects include: 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, Upgrades to Shea Auditorium including Green Rooms and Auditorium lighting. Structural and Infrastructure Upgrades to Residence Halls. Renovations to the Carriage House.