

WILLIAM PATERSON UNIVERSITY

Annual Institutional Profile 2026



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 nearly 95,000 alumni – how we do in enrolling students of modest means and graduating them into well-paying jobs. William Paterson is in the top 3.9% nationally on CollegeNET's Social Mobility Index and is 43rd 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 Viqtorly for the 16th year in a row, most recently attaining the Gold Level designation.

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 in Northern New Jersey and the largest 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. The \$40 million Recreation and Health Sciences Center project now under construction will further advance these efforts when it is completed in 2027. William Paterson is also 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 2026 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 90% of the Class of 2024 had successful career outcomes within six months of graduating, which is more than seven percentage points higher than the national average for public universities. For graduates who participated in our Pesce Family Mentoring Institute, the figure is 97%. Members of the Class of 2024 who reported annual salaries are making, on average, more than \$65,000, which is also higher than the national average for our peer institutions.

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 2026, we conferred bachelor's, master's, and doctoral degrees on approximately 3,700 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 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. The WP community is currently undertaking a new, five-year Strategic Plan that will guide our continued efforts to focus on our unique strengths and prepare our students for career and life success.

Now in my ninth year as the eighth President of this great New Jersey public institution, I take ever-greater 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, flowing script.

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 2025	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	16
1. Major Research and Public Service Activities	16
2. Community Service and Outreach Efforts	18
I. Major Capital Projects Underway for Fiscal Year 2026	20

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 2025

Full-Time		Part-Time		Total
N	Percentage	N	Percentage	
5,260	79.4%	1,368	20.6%	6,628

Source: IPEDS Fall Enrollment Survey

2. Number of Graduate Students by Attendance Status

Table B.2 Graduate Student by Attendance Status, Fall 2025

Full-Time		Part-Time		Total
N	Percentage	N	Percentage	
775	22.4%	2,682	77.6%	3,457

Source: IPEDS Fall Enrollment Survey

4. Unduplicated Number of Students FY 2025

	Headcount Enrollment	Credit Hours	FTE
Undergraduate	8,173	175,006	5,834
Graduate	4,246	45,536	1,897
Doctoral-Professional Practice			66
Total	12,419	220,542	7,797

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 2025

	Full Time					Part Time				
	Count	ERW*		Math		Count	ERW*		Math	
		Mean	N	Mean	N		Mean	N	Mean	N
Regular Admit	953	562	202	536	202	16	520	1	560	1
EOF Admit	0	--	0	--	0	0	--	0	--	0
Special Admit	0	--	0	--	0	0	--	0	--	0
All Admit	953	562	202	536	202	16	520	1	560	1
Missing			751		751			15		15

*ERW 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 2025

Total Undergraduate Enrollment	Students in One or More Remedial Courses	Percentage of Total
6,606	455	6.9%

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 2025

Total Undergraduate Enrollment	Students in One or More Remedial Courses	Percentage of Total
953	298	31.3%

Source: SURE Fall Enrollment File

First-Time, Full-Time (FTFT) Students Enrolled in Remediation by Subject Area, Fall 2025

Total Undergraduate Enrollment	Students in One or More Remedial Courses	Percentage of Total
Computation	98	10.3%
Algebra	0	0.0%
Reading	203	21.3%
Writing	0	0.0%
English	0	0.0%

Source: SURE Fall Enrollment File

3. Race/Ethnicity, Sex, Age

Undergraduate Enrollment by Race/Ethnicity, Fall 2025

Ethnicity	Full-Time		Part-Time		Total	
	Enrollment	Percentage	Enrollment	Percentage	Enrollment	Percentage
American Indian	12	0.2%	1	0.1%	13	0.2%
Asian	313	6.0%	143	10.5%	456	6.9%
Black	1,147	21.8%	223	16.3%	1,370	20.7%
Hispanic	1,906	36.2%	416	30.4%	2,322	35.0%
Non-Resident	174	3.3%	13	1.0%	187	2.8%
Hawaiian/Pac Island	4	0.10%	3	0.20%	7	0.10%
White	1,399	26.6%	475	34.7%	1,874	28.3%
Two or more races	115	2.2%	37	2.7%	152	2.3%
Unknown	190	3.6%	57	4.2%	247	3.7%
Total	5,260	100%	1,368	100%	6,628	100%

Source: IPEDS Fall Enrollment Survey

Undergraduate Enrollment by Sex, Fall 2025

Sex	Full-Time		Part-Time		Total	
	Enrollment	Percentage	Enrollment	Percentage	Enrollment	Percentage
Male	2,168	41.2%	432	31.6%	2,600	39.2%
Female	3,092	58.8%	936	68.4%	4,028	60.8%
Total	5,260	100.0%	1,368	100.0%	6,628	100.0%

Source: IPEDS Fall Enrollment Survey

Undergraduate Enrollment by Age, Fall 2025

Age Group	Full-Time		Part-Time		Total	
	Enrollment	Percentage	Enrollment	Percentage	Enrollment	Percentage
< 18	9	0.2%	0	0.0%	9	0.1%
18-19	1,457	27.7%	14	1.0%	1,471	22.2%
20-21	1,429	27.2%	55	4.0%	1,484	22.4%
22-24	1,104	21.0%	234	17.1%	1,338	20.2%
25-29	590	11.2%	331	24.2%	921	13.9%
30-34	266	5.1%	222	16.2%	488	7.4%
35-39	171	3.3%	189	13.8%	360	5.4%
40-49	165	3.1%	227	16.6%	392	5.9%
50-64	65	1.2%	88	6.4%	153	2.3%
65+	4	0.1%	8	0.6%	12	0.2%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	5,260	100.0%	1,368	100.0%	6,628	100.0%

Source: IPEDS Fall Enrollment Survey

4. Number of Students Receiving Financial Assistance

Financial Aid from Federal, State & Institution-Funded Programs, AY 2024-2025

	Recipients	Dollars (\$)	Dollars per Recipient
FEDERAL PROGRAMS			
Pell Grants	3,883	22,476	5.79
College Work Study	196	579	2.95
Perkins Loans	0	0	0
SEOG	303	474	1.56
PLUS Loans	331	4,143	12.52
Stafford Loans - Subsidized*	2,628	10,467	3.98
Stafford Loans - Unsubsidized*	2,574	11,448	4.45
SMART & ACG or other	0	0	0
<i>CARES ACT- HEERF Student Aid</i>	0	0	0
STATE PROGRAMS			
Tuition Aid Grants (TAG)	3,076	16,419	5.34
Educational Opportunity Fund	359	666	1.86
<i>Other State Programs (OSRP, NJ-GIVS, WTC, etc.)</i>	4	21	5.25
Distinguished Scholars	0	0	0
Urban Scholars	5	5	1.0
NJSTARS	15	32	2.13
CCOG	0	0	0
NJCLASS	31	395	12.74
GSG	1,034	5,030	4.86
INSTITUTIONAL PROGRAMS			
Grants & Scholarships	2,494	17,179	6.89
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 2025

State Residents	Non-State Residents	Total	Percent State Residents
904	65	969	93.3%

Note: Residence unknown included with New Jersey Residents. Source: IPEDS Fall Enrollment Survey, Part C

D. Student Outcomes

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

Graduation Rates by Race/Ethnicity

	Fall 2019 Cohort	4-Year Graduation	5-Year Graduation	6-Year Graduation
American Indian				
Count	3	1	2	2
Percentage	--	33.3%	66.7%	66.7%
Asian				
Count	99	45	61	63
Percentage	--	45.5%	61.6%	63.6%
Black				
Count	426	60	104	121
Percentage	--	14.1%	24.4%	28.4%
Hispanic				
Count	547	144	223	250
Percentage	--	26.3%	40.8%	45.7%
Non-Resident				
Count	9	3	4	4
Percentage	--	33.3%	44.4%	44.4%
Hawaiian/Pacific Islander				
Count	2	1	1	1
Percentage	--	50.0%	50.0%	50.0%
Two or More Races				
Count	49	12	16	16
Percentage	--	24.5%	32.7%	32.7%
White				
Count	379	155	206	215
Percentage	--	40.9%	54.4%	56.7%
Unknown				
Count	14	4	5	5
Percentage	--	28.6%	35.7%	35.7%
Total				
Count	1,528	425	622	677
Percentage	--	27.8%	40.7%	44.3%

Source: IPEDS Graduation Rate Survey

2. Third-Semester Retention Rates by Attendance Status

Third Semester Retention of First-Time Undergraduates, Fall 2024 to Fall 2025

Full-Time			Part-Time		
Fall 2024 First Time Cohort	Retained to Fall 2025	Retention Rate	Fall 2024 First Time Cohort	Retained to Fall 2025	Retention Rate
1,030	773	75.0%	7	4	57.1%

Source: IPEDS Fall Enrollment Survey, Part E

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	16	5			21				1	1		22
F	13	9			22			3	2	5		27
Black												
M	5	3	1		9		1	2	1	4		13
F	2	4			6			1		1		7
Hispanic												
M	6	1			7			1		1		8
F	2	5			7			1	2	3		10
U.S. Nonresident												
M								2	1	3		3
F								2		2		2
White												
M	43	16			59	1	1	3	6	11		70
F	53	17			70			7	12	19		89
2 or more races												
M	1				1							1
F												0
Unknown												
M	1				1				1	1		2
F	1				1			1	1	2		3
Overall												
M	72	25	1	0	98	1	2	8	10	21		119
F	71	35	0	0	106			15	17	32		138

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	995	52.3%
Part-Time Faculty	790	41.4%
Other (Administrators, TAs)	120	6.3%

Source: Course Scheduling Data

3. Ratio of Full- to Part- Time Faculty

Faculty by Status, Fall 2025

	Count	Percentage
Full-Time Faculty	257	32.6%

Part-Time Faculty	531	67.4%
Total	788	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	0	2	4
Multi-Racial	0	0	0
Non-Resident	0	0	0
White	8	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. Preston Nieuwenhuis	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 & counsel Psychology
Community Development & Social Justice	Higher Education Administration
Criminology and Criminal Justice	Integrated Marketing Communication
Disability Studies	Professional Communication
Early Childhood Education	Master of Arts in Teaching (MAT)
Economics	Elementary Education
Economics Research and Data Analysis	Secondary Education
Elementary Education	Master of Business Administration (MBA)
English	Business Administration
Environmental Science & Sustainability	Master of Education (MED)
Ethics	Curriculum and Learning
Film, Television, and Audio	Educational Leadership
Global Asia	Literacy Reading
History	Professional Counseling
Integrated Mathematics and Science	Special Education
Journalism	Master of Fine Arts (MFA)
Latin American and Latino Studies	Visual Art
Leadership and Professional Studies	Creative and Professional Writing
Legal Studies	Master of Music (MM)
Liberal Studies	Music
Mathematics	Master of Public Health (MPH)
Musical Studies	Public Health
Political Science	Master of Public Policy (MPP)
Psychology	Public Policy
Public Relations	Master of Science (MS)
Secondary Education	Applied Business Analytics
Sociology	Applied Mathematics
Spanish	Athletic Training
Sport Management	Biology
Urban Planning and Policy	Biotechnology
Women's and Gender Studies	Computer Science

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

Undergraduate	Graduate
Business Analytics	Middle School Science
Business Budgeting and Reporting	Music Performance
Cannabis Studies	Nursing Education
Corporate Accounting and Reporting	Online Learning
Corporate Entrepreneurship and Innovation	Orff Schulwerk
Creative Writing	Post Master's Advanced Counseling
Data Skills for the New Economy	Post Master's Clinical Supervisor
Data Storytelling	Post Master's Nursing Administration
Digital Animation	Post Master's School Counseling
Digital Marketing	Private Wealth Management
Diversity, Equity, and Inclusion	Reading Specialist
Entrepreneurship & Sustainable Chemical Technology	Retirement and Estate Planning
Entrepreneurship, Innovation & Community Engagement	Risk Management
Esports Management	School Library Media Specialist
Essential Mathematics for Data Science	School Nurse
Family and Child Welfare	School Principal
Financial Technology	School Supervisor
Forensic Psychology	Secondary Education
Game Design	Social Entrepreneurship
Gender and Sexuality Studies	Social Media Strategy
Genealogy & Family History	STEAM
Geographic Information Systems	Strategic Human Resource Management
Healthcare Ethics	Strategic Marketing
Human Resource Management	Student Assistance Coordinator
Integrated Marketing Communication	Taxation and Regulation
Logistics for the Global Economy	Teacher Leader
Management Accountant	Teacher of Students with Disabilities
Marketing Analytics	Teaching English as a Second Language
Marketing Research	
Mindfulness and Wellness	
Podcasting	
Post-Baccalaureate Pre-Professional Program	
Pre-Occupational Therapy	
Pre-Physical Therapy	
Professional Ethics	
Professional Sales	
Professional Writing	
Responsible Management	
Small Business and Entrepreneurship	

Undergraduate	Graduate
Social Media Marketing	
Spanish Bilingualism	
Sport Journalism	
Sports Coaching	
Supply Chain Logistics	
Taxation	
Television Broadcasting	
User Interface and User Experience-Design	
User Interface and User Experience-Research	
Minors	
Accounting Minor	
Africana World Studies Minor	
Anthropology Minor	
Applied Business Analytics	
Art History Minor	
Art Studio Minor	
Audiology Minor	
Biology Minor	
Business Administration Minor	
Chemistry 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 as a Second Language 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	

Undergraduate	Graduate
History Minor	
Human Resource Management Minor for Non-Management Majors	
Journalism Minor	
Korean Studies Minor	
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	
Political Science Minor	
Professional Sales Minor	
Psychology Minor	
Public Health Minor	
Public Policy and Administration Minor	
Public Relations 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 2025

	Amount
Federally Financed Academic Research and Public Service Expenditures	\$1,397,384
Institutionally Financed Academic Research and Public Service Expenditures	\$697,033
Total Academic Research and Public Service Expenditures	\$2,094,417

William Paterson University continues to strategically leverage external funding to advance student success, workforce development, research innovation, public service, and institutional infrastructure. Through federal, state, foundation, and private-sector partnerships, the University has secured support for programs that enhance educational access, improve student outcomes, strengthen community engagement, and expand faculty scholarship.

Several new grants awarded during the past year support student success and retention initiatives. The University received continued funding from the U.S. Department of Education for the TRIO Student Support Services program, providing academic support and services to increase retention and graduation among eligible students. Additionally, we have secured a National Science Foundation S-STEM award that will provide scholarships and academic support for students in mathematics and science fields. WP also received continued support for student achievement, including funding for the Child Care Access Means Parents in School (CCAMPIS) program, the Educational Opportunity Fund (EOF) summer program, and literacy initiatives serving multilingual learners.

The College of Education secured funding for projects that address workforce needs across New Jersey. The New Jersey Department of Education was awarded funding for the Paraprofessional Grant Program, which provides tuition assistance and support services for education support professionals seeking teacher certification. The College also received continued support for the Learning Resource Center North Satellite (LRC North), expanding services and outreach to school districts across the region.

The College of Adult and Professional Studies expanded workforce development programming through grants from the New Jersey Department of Labor and Workforce Development. The FY2026 UpSkills Grant Program supports noncredit professional training and credential attainment for adult learners and incumbent workers seeking to advance their careers in high-demand industries. These programs reinforce the University's commitment to fostering workforce readiness and state economic development.

Faculty researchers across multiple disciplines received competitive extramural funding to advance scholarly inquiry and applied research. Dr. Michael Griffiths (Environmental Science) received National Science Foundation support for a multi-year investigation of hydroclimate variability in mainland Southeast Asia. Dr. Jason Wicke's (Kinesiology) CDC- funded project (Centers for Disease Control and Prevention), a study on the biomechanical changes during pregnancy to develop more accurate models of human movement, continued for another year. Dr. Nicole Davi (Chemistry and Environmental Science) secured new funding to investigate the

resilience of New Jersey maritime forests and to support environmental education through the Trees for Schools initiative. Dr. Rahi Abouk (Economics, Finance and Global Business) received research funding through a subaward from the University of Pennsylvania supported by Arnold Ventures. Additional research activity includes a Veterans Administration-funded project led by Dr. Megan Chesin in Psychology focusing on mindfulness-based interventions and suicide prevention among veterans.

Community engagement and public health initiatives remain an important focus of externally funded activities. Faculty and staff secured numerous awards supporting prevention education, substance abuse prevention, opioid overdose prevention, tobacco-free initiatives, cardiovascular disease prevention, mental health awareness, and community coalition development throughout Passaic County and northern New Jersey. These projects, supported by agencies including the New Jersey Department of Human Services, the Centers for Disease Control and Prevention, the New Jersey Department of Health, and the Substance Abuse and Mental Health Services Administration, strengthen the University's profile as a regional partner in promoting public health and well-being.

The University also expanded support for entrepreneurship, small business development, arts, culture, and public service. The Small Business Development Center received continued funding through the New Jersey Global Entrepreneurs in Residence Program, USDA Rural Business Development initiatives, and the New Jersey Small Business Development Center network. Cultural and public service activities were supported through grants to University Galleries, the Shea Center for Performing Arts, National History Day in New Jersey, and community arts programming funded by state and national arts organizations. New awards also support campus food security initiatives, community service programming, and regional reading and humanities projects.

In addition to programmatic and research funding, William Paterson University also received significant infrastructure support through a major grant administered by the New Jersey Educational Facilities Authority to advance institutional capital improvements and strengthen the University's learning environment. Together, these investments reflect William Paterson University's ongoing commitment to student success, faculty excellence, workforce development, community engagement, and research that addresses regional and global challenges.

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 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, 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 9 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 48th season, and Distinguished Lecturer Series, entering its 44th 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 2026

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 finalized in 2026, establishing a comprehensive roadmap for the University's long-term physical development. The plan aligns future academic, administrative, residential, and recreational investments with the institution's strategic priorities while emphasizing sustainability, accessibility, campus connectivity, and the creation of a more cohesive and welcoming campus environment.

Residence Hall improvements continued across campus. Interior resident rooms in Pioneer Hall, Heritage Hall, High Mountain East, and High Mountain West were repainted, improving the living environment for students. Previously completed infrastructure improvements, including shower insert replacements, high-efficiency boilers, and HVAC chiller upgrades, continue to enhance building reliability and energy efficiency.

The Shea Center for Performing Arts underwent additional facility improvements with the replacement of corridor flooring and repainting of interior public spaces, complementing the previously completed Green Room renovations and extending the life and appearance of this important performance venue.

Campus branding continued to expand with refreshed graphics and digital displays in the Student Center. **Additional branding enhancements were completed within the Recreation Center Arena, further strengthening the University's visual identity in one of its premier athletic and event spaces.**

The Recreation and Health Sciences Center continues to advance through construction activities. This approximately \$36 million project will provide state-of-the-art recreation, wellness, and academic facilities supporting health sciences and student life. Construction activities continue to progress toward the planned completion schedule.

The Sports and Recreation Center also completed the design of new telescoping bleachers, with fabrication currently underway and installation scheduled during 2026. The replacement seating system will significantly improve spectator experience, accessibility, and operational reliability.

Design was completed for the conversion of space within University Hall into a new Nursing Skills Laboratory. Construction is scheduled during the 2026–2027 academic year and will provide modern instructional space supporting the University's expanding nursing program.

Design activities are also underway for multiple deferred maintenance and renovation projects funded through the State Higher Education Facilities Trust (HEFT) Grant program. These projects include critical infrastructure upgrades, building renovations, and modernization efforts across campus.

In August 2026, the University completed installation of new digital information signs on the Pompton Road pedestrian bridge. The signs provide a highly visible platform for

campus announcements, emergency communications, event promotion, and University branding for both the campus community and the traveling public.

The University continues to advance its commitment to sustainability through the Trees for Schools initiative. **Approximately 200 native trees have now been planted across campus**, expanding the campus tree canopy, creating shaded outdoor gathering and learning spaces, improving stormwater management, and enhancing the overall campus landscape.

Ongoing and future projects include continued progress on the Recreation and Health Sciences Center, modernization of the second Raubinger Hall elevator, campus-wide HVAC upgrades including chillers, boilers, and domestic hot water systems, IT infrastructure improvements, structural and infrastructure upgrades to residence halls, and renovations to Carriage House.