Annual Institutional Profile Report
September 2018

Statement of Assurance

All information supplied in the Annual Institutional Profile Report submitted by Passaic County Community College, is accurate and complete to the best of my knowledge. Passaic County Community College reserves the rights to change, add, or delete any information contained in this document.

9/14/2018

Dr. Steven M. Rose, President   Date
Passaic County Community College

PREFACE

Passaic County Community College received its charter in 1968 to serve the residents of Passaic County with educational and cultural programs. The College opened its doors in October 1971, offering programs in both transfer and career areas, and graduated its first class in 1973.

Since its inception more than 45 years ago, the college has grown significantly. In 1971, PCCC enrolled 324 students in seven programs of study, which included liberal arts, business and health sciences. PCCC now enrolls over 11,000 students annually in more than 90 Associate degree and certificate programs plus an extensive program of English Language Studies, continuing education, workforce development, and training. The physical confines of the college have expanded over the years, from the original single building in Paterson to our expansion in various parts of the county.

Through all of the growth, PCCC has remained steadfast in its commitment to provide academic, cultural, and technological resources and experiences to the residents of Passaic County.

Institutional Vision

Passaic County Community College aspires to be a premier community college that leads, inspires, and supports individuals in reaching their educational and career goals in a timely manner.

Institutional Mission

Passaic County Community College offers high quality, flexible, educational and cultural programs that meet the needs of Passaic County residents. The College provides its students with a strong general education foundation for further study and opportunities for career preparation and lifelong learning. Impassioned by our commitment to student progress and program completion, the College strives to address a wide variety of student learning needs through excellence in teaching, innovative and effective use of technology, multiple instructional methods and developmental and ELS programs that provide access to college-level programs. The College's supportive learning environment fosters student success and faculty excellence. Through a culture of evidence and inquiry, the College is an effective steward of its physical, financial, and intellectual resources.

PCCC Values

Academic Quality: We commit to educational excellence in teaching and learning.

Learning: We embrace a learner-centered philosophy, one that guides us in our efforts to improve student progress and program completion.

Diversity: We value our diversity because it enriches our learning environment and deepens our respect and appreciation for others.

Honesty and Integrity: We commit to an educational environment characterized by honesty, integrity and mutual respect.

Institutional Goals

Goal 1: Student Success

- Provide opportunities for the timely completion of academic programs.

Goal 2: Teaching and Learning

- Offer innovative programs and initiatives to assist students in achieving their academic goals.

Goal 3: Organizational Excellence

- Support and continually improve a culture of innovation, quality, and service excellence within Passaic County Community College.

Goal 4: Community Partnerships

- Optimize strategic partnerships and outreach to improve student achievement, employment, and quality of life.

Goal 5: Marketing and Communications

- Determine optimal academic program mix.
- Enhance marketing and communications of programs and services.

I. TABLE OF CONTENTS

II. DATA BY CATEGORY

A. Accreditation Status

LICENSE
Passaic County Community College is licensed by the State of New Jersey.

Institutional Accreditation

Passaic County Community College is accredited by the:
- Middle States Commission on Higher Education
  3624 Market Street, 2nd Floor West, Philadelphia, PA 19104

Professional Accreditation

ELECTRONIC ENGINEERING TECHNOLOGY
- Engineering Technology Accreditation Commission of ABET

HEALTH INFORMATION TECHNOLOGY
- Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)

NURSE EDUCATION
- Accreditation Commission for Education in Nursing
- Department of Law and Public Safety, Division of Consumer Affairs, New Jersey Board of Nursing

OCCUPTIONAL THERAPY ASSISTANT
- Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association

RADIOGRAPHY
- Joint Review Committee on Education in Radiologic Technology (JRCERT)
- Radiologic Technology Board of Examiners of New Jersey

B. Number of Students Served

Table II.B.1.
Undergraduate Enrollment by Attendance Status, Fall 2017

Full-time N	Full-time %	Part-time N	Part-time %	Total
2,832	40.6%	4,143	59.4%	6,975

Source: IPEDS Fall Enrollment Survey

Table II.B.3:
Non-Credit Enrollment, FY 2017

	Total Number of Registrations[1]	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs[2]
Open Enrollment	4,173	2,738	347,351	772
Customized Training	1,169		11,005	24

Source: SURE Non-credit Open Enrollment file and NJ IPEDS Form #31, Customized Training

Table II.B.4:
Unduplicated Enrollment, FY 2017

Headcount Enrollment	Credit Hours	FTE
11,010	158,075	5,269

Source: IPEDS 12-Month Enrollment Survey

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[1] Includes all registrations in any course that started on July 1, 2016 through June 30, 2017.

[2] FTEs were computed by converting clock hours to credit hours (by dividing by 15), then converting credit hours to FTEs (dividing by 30).

C. Characteristics of Undergraduate Students

The Basic Skills Placement Test is a computer-based examination using the Accuplacer platform from The College Board. Students who have graduated from high school within the past 3 years and have a cumulative grade point average (GPA) of 3.0 or higher may be placed at College level for English and Math.

Table II.C.2.a:
Total Number of Undergraduate Students Enrolled in Fall 2017

Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses[3]	% of Total
6,975	1,834	26.3%

Table II.C.2.b:
Total Number of First-time, Full-time Students Enrolled in Remediation in Fall 2017

Total number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	Percent of FTFT Enrolled in One or More Remedial Courses
611	396	64.8%

Table II.C.2.c:
Total Number of First-time, Full-time Students Enrolled in Remediation by Subject Area in Fall 2017

Subject Area	Number of FTFT Enrolled In:	Percent of FTFT Enrolled In:
Computation	183	30.0%
Algebra	185	30.3%
Reading	0	0.0%
Writing	0	0.0%
English	291	47.6%

Source: SURE Fall Enrollment file

[3] Remedial does not include a large population of ESL students, many of whom test below college level.

Table II.C.3.a:
Undergraduate Enrollment by Race/Ethnicity in Fall 2017

		Full-time	Part-time	Total
White	N	570	748	1,318
	Percent	20.1%	18.1%	18.9%
Black	N	335	594	929
	Percent	11.8%	14.3%	13.3%
Hispanic	N	1,540	2,236	3,776
	Percent	54.4%	54.0%	54.1%
Asian	N	195	254	449
	Percent	6.9%	6.1%	6.4%
American Ind.	N	7	7	14
	Percent	0.2%	0.2%	0.2%
Alien	N	2	21	23
	Percent	0.1%	0.5%	0.3%
Race Unknown[4]	N	183	283	466
	Percent	6.5%	6.8%	6.7%
Total	N	2,832	4,143	6,975
	Percent	100.0%	100.0%	100.0%

Table II.C.3.b:
Undergraduate Enrollment by Sex in Fall 2017

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
Male	1,302	46.0	1,494	36.1	2,796	40.1
Female	1,530	54.0	2,649	63.9	4,179	59.9
Total	2,832	100.0	4,143	100.0	6,975	100.0

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[4]Asian includes Pacific Islanders and Unknown includes 2 or More Races.

Table II.C.3.c:
Undergraduate Enrollment by Age in Fall 2017

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
LT 18	33	1.2%	34	0.8%	67	1.0%
18-19	1,139	40.2%	517	12.5%	1,656	23.7%
20-21	731	25.8%	732	17.7%	1,463	21.0%
22-24	406	14.3%	774	18.7%	1,180	16.9%
25-29	254	9.0%	753	18.2%	1,007	14.4%
30-34	108	3.8%	457	11.0%	565	8.1%
35-39	67	2.4%	301	7.3%	368	5.3%
40-49	63	2.2%	368	8.9%	431	6.2%
50-64	29	1.0%	185	4.5%	214	3.1%
65+	2	0.1%	21	0.5%	23	0.3%
Unknown	0	0.0%	1	0.0%	1	0.0%
Total	2,832	100.0%	4,143	100.0%	6,975	100.0%

Source: IPEDS Fall Enrollment Survey

Table II.C.4:
Financial Aid from Federal, State & Institution-Funded Programs, AY 2016-17

	Recipients	Dollars($)	$/Recipient
FEDERAL PROGRAMS			
Pell Grants	4,983	16,712,127	3,353.83
College Work Study	137	331,895	2,422.59
Perkins Loans	0	0	-
SEOG	2,416	220,900	91.43
PLUS Loans	0	0	-
Stafford Loans (Subsidized)	533	1,412,547	2,650.18
Stafford Loans (Unsubsidized)	366	1,115,919	3,048.96
SMART & ACG or other	0	0	-
STATE PROGRAMS			
Tuition Aid Grants (TAG)	1,544	2,334,309	1,511.86
Educational Opportunity Fund (EOF)	254	193,206	760.65
Outstanding Scholars (OSRP) or other	27	9,374	347.19
Distinguished Scholars	7	6,000	857.14
Urban Scholars	0	0	-
NJ STARS	28	69,964	2,498.71
NJCLASS Loans	0	0	-

	Recipients	Dollars($)	$/Recipient
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	567	383,121	675.70
Loans	0	0	-

Source: NJIPEDS Form #41 Student Financial Aid Report

Table II.C.5:
Fall 2017 First-time Undergraduate Enrollment by State Residence

State Residents[5]	Non-State Residents	Total	% State Residents
928	4	932	99.6%

Source: IPEDS Fall Enrollment Survey

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[5] Residence unknown included with New Jersey Residents.

D. Student Outcomes

Table II D.1.b:
Two-Year Graduation Rate of Fall 2014 Full-time, First-time Degree/Certificate Seeking
Students

	N	Percent
Fall 2014 Cohort	751	
Graduated after 2 Years	26	3.5%

Source: IPEDS Graduation Rate Survey

Table II D.1.c:
Three-Year Graduation and Transfer Rate of Fall 2014 Full-time, First-time Degree/Certificate
Seeking Students by Race/Ethnicity

Race/Ethnicity		2014 Cohort	Graduated within 3 Years	Transferred within 3 Years
White	N	131	31	21
	Percent		23.7%	16.0%
Black	N	107	6	12
	Percent		5.6%	11.2%
Hispanic	N	426	42	48
	Percent		9.9%	11.3%
Asian	N	32	4	6
	Percent		12.5%	18.8%
Alien	N	0	0	0
	Percent		0.0%	0.0%
Other[6]	N	55	9	6
	Percent		16.4%	10.9%
Total	N	751	92	93
	Percent		12.3%	12.4%

Source: IPEDS Graduation Rate Survey

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[6] Other includes American Indians, Native Hawaiian & Pacific Islanders, 2 or More Races and Unknown.

Table II D.2:
Third Semester Retention of First-time Undergraduates, Fall 2016 to Fall 2017

Full-Time			Part-Time		
Fall 2016 First- Time Undergraduates	**Retained in Fall 2017**	**Retention Rate**	**Fall 2016 First- Time Undergraduates**	**Retained in Fall 2017**	**Retention Rate**
652	385	59.0%	380	157	41.3%

Source: IPEDS Fall Enrollment Survey, Part E

E. Faculty Characteristics

Table II E.1:
Full-time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2017

	White		Black		Hispanic		Asian*		American Ind.		Alien		Race Unknown[7]		Total	
	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom
Tenured																
Professors	3	4	2	0	0	0	0	0	0	0	0	0	0	0	5	4
Associate Prof.	7	10	1	2	1	2	0	2	0	0	0	0	0	1	9	17
Assistant Prof.	9	8	0	3	1	3	2	2	0	0	0	0	0	1	12	17
All Others	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
TOTAL	19	23	3	5	2	5	2	4	0	0	0	0	0	2	26	39
Without Tenure																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Prof.	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
All Others	6	10	1	3	1	1	2	0	0	0	0	0	0	0	10	14
TOTAL	6	11	1	3	1	1	2	0	0	0	0	0	0	0	10	15
Total																
Professors	3	4	2	0	0	0	0	0	0	0	0	0	0	0	5	4
Associate Prof.	7	10	1	2	1	2	0	2	0	0	0	0	0	1	9	17
Assistant Prof.	9	9	0	3	1	3	2	2	0	0	0	0	0	1	12	18
All Others	6	11	1	3	1	1	2	0	0	0	0	0	0	0	10	15
TOTAL	25	34	4	8	3	6	4	4	0	0	0	0	0	2	36	54

Source: IPEDS Human Resources Survey

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[7] Asian includes Pacific Islanders and Unknown includes 2 or More Races.

Table II E.2
Percentage of Course Sections Taught by Faculty, Fall 2017

	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others[8]	
Total Number of Course Sections	N	Percent	N	Percent	N	Percent
1,153	442	38.3	610	52.9	101	8.8

Table II E.3
Ratio of Full- to Part-time Faculty, Fall 2017

Full-time		Part-time		Total	
N	Percent	N	Percent	N	Percent
90	20.3%	354	79.7%	444	100.0%

Source: IPEDS Human Resources Survey

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[8] Others includes Full-time Administrators.

F. Characteristics of the Trustees or Governors:

Table II F.1
Race/Ethnicity and Sex of Board of Trustees at PCCC

	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	2	2	0	0	0	0	1	5
Female	3	1	1	0	0	0	1	6
Total	5	3	1	0	0	0	2	11

Table II F.2
Members of the Board of Trustees

Name	Title	Affiliation
Deborah E. Ciambrone	Educator	Retired
Richard A. DuHaime	Businessman	Valentine's Beauty Supply
Yolanda Esquiche	Social Worker	Mental Health Facility
Patricia Kebrdle	Educator	Lakeland Board of Education
Dennis F. Marco	Businessman	HPA NJ
Alonzo Moody	Total Life Youth Director	Retired
Harvey J. Nutter	Executive Director	Opportunities Industrialization Center
Melissa Pearce	Interim Executive County Supt	Passaic County
Sharon C. Smith	Educator	Retired
Barbara Tanis	Educator	Retired
Ronak Trivedi	Businessman	Estee Lauder
Steven M. Rose	President	PCCC

Table II F.3
URL of Webpage with Information on Trustees

http://www.pccc.edu/about-pccc/board-of-trustees

G. Profile of the Institution

Degree and Certificate Programs, Fall 2018

Associate in Arts (A.A.)
- English
- Liberal Arts
  - Communication
  - Criminal Justice
  - Early Childhood Education
  - Generalist/Humanities
  - Journalism
  - Musical Studies
  - Psychology
  - Sociology
  - Studio Arts
  - Teacher Education
  - Theater

Associate in Applied Science (A.A.S.)
- Accounting
- American Sign Language - English Interpreter Training Program
- Criminal Justice
- Culinary Arts
- Digital Media Production and Distribution
- Early Childhood Education
- Electronic Engineering Technology
- Fire Science Technology
- Graphic Design
- Health Information Technology
- Information Technology
  - *Network Administration*
  - *Technical Support*
  - *Web Technology*
- Music Technology
- Nurse Education
  - *LPN Mobility*
- Radiography
- Technical Studies

Associate in Science (A.S.)
- Applied Computer Science

- Business Administration
    - *Accounting/Management/Marketing/Generalist*
    - *Fashion Marketing*
    - *Hospitality Management*
    - *International Business*
    - *Management Information Systems*
    - *Public Administration*
    - *Sports Management*
- Engineering Science
- Environmental Sustainability
- Health Science
- Homeland Security
- Human Services
    - *Generalist*
    - *Gerontology Option*
    - *Mental Health Option*
- Liberal Arts
    - *Biology*
    - *Exercise Science*
    - *Mathematics*
    - *Nutrition*
    - *Physical Science*
- Medical Informatics
- Occupational Therapy Assistant
- Psychosocial Rehabilitation
- Public Health

Career Certificate (30 Credits or More)
- Applied Writing and Copy Editing
- Baking
- Criminal Justice
- Culinary Arts
- Early Childhood Education
- Emergency Management
- Fire Science Operations
- Fire Science Management
- General Studies
- Homeland Security
- Hospitality/Retail Management
- Human Services
    - *Gerontology Specialist*
    - *Human Services Specialist*
    - *Mental Health Specialist*

- Information Technology
    - *Network Administration*
    - *Technical Support*
    - *Web Technology*
- Medical Coding
- Sports Management
- Video Production

Certificate of Achievement
- Alcohol and Drug Certification Domains
- American Sign Language and Deaf Studies
- AutoCAD Drafting
- Automation and Control
- Basic Video Production
- Child Development Associate
- Community Healthcare Navigator
- Computerized Accounting
- Criminal Justice Studies
- Cyber Security and Computer Forensics
- Field Service Technologies
- Fitness Specialist
- Gerontology
- Graphic Design and Digital Media
- Hospital Coding Specialist
- Infant and Toddler
- Information Technology Fundamentals
- Mental Health
- Microcomputer Software Specialist
- Network Administration
- Plumbing Technology
- Public Safety Telecommunications
- Web Technology
- Welding

Continuing Education Programs, Fall 2018

- Allied Health Programs
  - Community Health Worker Certificate
  - EKG Certificate Program
  - Phlebotomy Certificate Program
- Basic Skills & Test Preparation
  - High School Equivalency (GED Test Prep)
  - High School Equivalency SPANISH
  - TEAS Test Prep
  - Nursing Exam Prep
- Business & Industry
  - Computer & Basic Skills Training for Employees
  - Contract/Customized Training
  - Customer Service Training
  - Leadership/Management training
- Certificate Programs
  - Accounting & QuickBooks Certificate
  - Applied Technology
  - Electro-Mechanical Maintenance Technician
  - Grant Writing
  - Health & Human Services Certificate
  - Imaging Academy
  - Real Estate Salesperson Training
  - Social Media Marketing
  - Uniform Construction Code
- Computer & Technology Programs
  - MS Office Suite
  - Intro to Basic Computers
- Education & Teacher Training
  - New Pathways to Teaching – Alternate Route Program
  - Professional Development for Educations
  - Substitute Teacher Training
- Emergency Medical Services (EMS) & Fire Safety Training
  - CPR for the Healthcare Provider
  - Emergency Medical Technician (EMT)
  - EMT Refresher
  - Dispatcher Training
  - Dispatcher Trainer Basic 911 Officer
  - Emergency Medical Dispatch (EMD)
  - EMD Refresher
  - Hazardous Material Awareness
  - Fire Inspector
  - Fire Official

- o Rope Rescue
- English as a Second Language (ESL)
    - o Beginning English as a Second Language (ESL)
    - o Small Group ESL Tutoring
- Food Services Program
    - o Dietary Manager Certification
    - o Introduction to Food Service Preparation and ServSafe Certification Program
- Grant Funded Programs
    - o High School Equivalency Program
    - o Career Pathways
    - o Intensive Math for Vocational & Technical Trades
    - o Digital Literacy
- Online Courses
    - o Online Short Courses
    - o Online Career Programs
- Partner Organizations & Programs
    - o Cultural Affairs Department
    - o Urban Consortium
    - o College Bound/GEAR UP
    - o Upward Bound
    - o William Paterson Small Business
    - o Development Center (SBDC)

H. Major Research and Public Service Activities

1. Professor Ali Saleh of the Biological and Physical Sciences Department served as a board member of the Passaic Public Schools' Biomedical and Biotechnology Advisory Board.

2. Professor Nancy Silvestro of the English Language Studies Department gave a presentation at the Middles States Commission on Higher Education Annual Conference on December 17, 2017 with Dr. Dawn Norman and Dr. Jacqueline Kineavy entitled "College Engagement, MSCHE and Guided Pathways: Perfect Together."

3. Professor Henriette Mozsolits of the Biological and Physical Sciences Department was involved in the following major activities in the 2017-2018 academic year:

   - Presented "The use of technology and collaboration in diverse student populations: An Example in Chemistry" at the Tri-State Best Practices Conference held in Bergen Community College, NJ, in March 2018.
   - Presented "The use of technology and collaboration in diverse student populations" at the Faculty of the Future Conference held in Bucks County Community College, PA, in June 2018.
   - Served as a poster judge at the 9th Annual Garden State–Louis Stokes Alliance for Minority Participation (GS-LSAMP) and Northern New Jersey-Bridges to the Baccalaureate (NNJ-B2B) STEM Research Conference at Kean University, New Brunswick, NJ, in October 2017.

4. Professor Kelly Bender of the English department was involved in the following activities:
   - Attended the College Success Summit at MCC in December 2017.
   - Presented at the League of Innovations in March 2018 with Ken Karol on OER and College Success.

5. Professor Caffie Risher of the Fine and Performing Arts Department published "The Essential Guide to Speaking Publicly, Professionally, and Personally" Second Edition.

6. Professor Alexandra Della Fera of the English Department was involved in the following activities:
   - Co-directed a grant awarded by the National Endowment for the Humanities titled "Discovering Paterson: The Silk City Project."
   - Presented "OER in the Writing Classroom" at the Passaic County Community College OER Showcase Summit on May 10, 2018.
   - Presented "Transforming Teaching and Learning at PCCC with Open Educational Resources (OER)" at the NJEdge 2018 conference.
   - Presented "Librarians and Faculty Opening Up: Collaboration in OER Course and Program Development" at the 19th Annual VALE/ACRL-NJ/NJLA CUS Users' Conference; Rutgers University, New Jersey; January 5, 2018.

- Presented "OER in the English Composition Classroom" at the Community College Humanities Association in Baltimore, Maryland on November 10, 2017.

7. Professor Kristina Fleming of the Mathematics Department was involved in the following activities:
   - Fall 2017 Meeting of the Mathematical Association of Two-Year Colleges of NJ (MATYCNJ) on October 7, 2017 at Raritan Valley Community College, Branchburg, NJ.
   - "Using Rubrics for Program Assessment" on February 8, 2018 at a PCCC Lunch and Learn Session.
   - "DREAM 2018: Achieving the Dream 14th Annual Conference" on February 20-23, 2018 in Nashville, Tennessee.
   - "OER in Honors Math Courses" with colleague Marc Yeung on May 11, 2018 at the PCCC OER Showcase.

8. Professor Khloud Kourani of the Business Department was involved in the following activities:
   - Published Financial Accounting Book "Introduction to Financial Accounting" on OER Commons.
   - Presented "The OER Initiative at Passaic County Community College: Motivations, Triumphs and Challenges" at the Engaging Learners in the 21st Century Center at Mercer County Community College with Professor Lucia Gheorghiu, Professor John Paul Rodrigues, & Professor James Sanders III.
   - Presented "The OER Initiative at Passaic County Community College: Motivations, Triumphs and Challenges" at the Faculty of the Future Conference held at Bucks County Community College with Professor Khloud Kourani, Professor Christine Redman-Waldeyer, and Elaine Goldman.
   - Presented "The OER Initiative at Passaic County Community College: Motivations, Triumphs and Challenges" at The 2018 Best Practices NJCCC Conference at Middlesex County College with professors Martha Brozyna, Lonna Murphy, and John Paul Rodrigues.
   - Presented "The challenges and strategies of OER course design, development, and implementation" at The 2018 VALE/ACRL – NJ/NJLA-CUS Users' Annual Conference at Rutgers University with Greg Fallon, Ken Karol, Elaine Goldman, Alexandra Della Fera, Jenifer Gasparino, & Annmarie Rosecello.

9. Professor Richard Marranca of the English Department was involved in the following activities:
   - Presented on "Using Online Educational Resources" at the Community College Humanities Association's National Conference in Baltimore (November 2017).
   - Published "Revolutionary Figures: Death and Life of Margaret Fuller" in the Margaret Fuller Society Publication (Spring 2018).
   - Published "The Face of Power: Hatchepsut: interview with Archaeologist Kara Cooney in Minerva Magazine" (Jan 2018).

- Published a Poem in The Paterson Literary Review (2018).
- Published "A Life in Footsteps: Henry David Thoreau in CCHR (Fall 2017).
- Gave a presentation on Greek philosophy in the Philosophy/Religion Department of Chiang Mai University, Thailand (July 2017).
- Served as a Fulbright Specialist 2016-2020 (for short-term international teaching).
- Served as a Board Member, NJ Chapter of Fulbright.
- Served as a Campus Liaison for CCHA and NEH grants at Passaic County Community College.

I. Major Capital Projects Underway in Fiscal Year 2018

Academic Hall – install one new three stop elevator.

Academic Hall – renovate and expand A207 EOF lab and adjacent student lounge.

Founders Hall – renovate and expand the 2nd floor elevator lobby.

Founders Hall – renovate to create an expanded new home for the STEM Department.

Founders Hall – renovate 6 offices on the second floor.

Founders Hall – renovate E321 to create a new conference room, a new office and a new file room.

Public Safety Academy – renovate four classrooms to create eight large storage closets utilizing unused space.

Zendell Hall – Renovate the lower level for the Communication Department to include a classroom, editing rooms and a TV studio with control room.