



Office of Affirmative Action and Workplace Compliance

TO: Robert A. Scott, President

FROM: The Affirmative Action Task Force

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DATE: August 9, 1999

RE: Revised Recommendations for Improving the Recruitment and Retention of
Faculty and Professional Staff of Color at Ramapo College: A Blueprint for the
Twenty-First Century

Attached please find the report of the Task Force on Affirmative Action, which provides a broad framework and recommendations for action to increase both the number and proportion of faculty and professional staff of color on campus. We respectfully request that you respond to our recommendations and premises in writing and meet with us in the early Fall 1999 semester.

Thank you very much.

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N E W J E R S E Y ' S P U B L I C L I B E R A L A R T S C O L L E G E

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II. Ramapo College Faculty and Professional Staff Data

The members of the Task Force began their work with the strong feeling that there are too few people of color on either the faculty or the professional staff. To move from perception to reality, we analyzed several sets and sources of data regarding the diversity of the faculty and professional staff. We first looked at the racial/ethnic and gender composition of the Ramapo College faculty over a ten-year period; we next compared the racial/ethnic and gender composition of Ramapo's faculty with that of the seven other New Jersey state colleges and universities and then with just those three, that are, like Ramapo, inaccessible to mass transportation. Next, we compared our faculty data with national data compiled by the American Council on Education. Finally, we looked at the racial/ethnic and gender composition of the professional staff over an eight-year period. The following is what the data revealed.

A. Faculty Data

1. Ramapo College Faculty Data from Fall 1988 through Fall 1998: What is the current racial/ethnic and gender composition of the faculty and how has it changed since 1988?

Working from two tables compiled by Ramapo College's Office of Institutional Research and Planning (Tables A1² and A2³ in Appendix A), we developed Table 1⁴, which juxtaposes Fall 1988 with Fall 1998 data and extrapolates the percentages of the total faculty for each racial/ethnic group.

Table 1 shows that over this ten-year period, we substantially increased both the number and representation of females on the faculty. From 37, representing 28.5% of the 130 faculty in Fall 1988, the number of female faculty increased to 56, or 36.1% of 155 faculty in Fall 1998. In contrast, in this same period, the number of male faculty increased from 93 to 99, but their representation of the total faculty decreased from 71.5% to 63.9%.

- 1 Excludes Thomas Edison College.
- 2 Table A 1 presents the composition of the full-time faculty, first by gender and then by racial/ethnic group. Faculty include both tenured and non-tenured faculty members, associate deans/deans, and library staff.
- 3 Table A2 presents the gender composition of the faculty within each racial/ethnic group. Percentages given are of the total number of female or of male faculty. Faculty include tenured and non-tenured faculty, associate deans/deans, and library staff.
- 4 Percentages given are of the total faculty by the gender composition within each racial/ethnic group. Faculty include tenured and non-tenured faculty, associate deans/deans, and library staff.

Executive Summary:

In October 1998, President Scott convened a select task force of fifteen faculty, professional staff, and administrators to review affirmative action policies and procedures. The Task Force met on an intensive basis in the Fall 1998 and Spring 1999 semesters as a committee of the whole as well as in sub-committees. The mandate of the Task Force was threefold: to review the College's affirmative action policies and procedures in light of recent court challenges and to recommend new policies and procedures that met the letter of the law while satisfying the College's commitment to affirmative action; to examine the mission, role, structure and size of the Affirmative Action Committee; and to review search processes and procedures and to recommend ways to search aggressively, effectively, and efficiently for a more diverse workforce.

In addition to focusing on the given mandate, we critically reviewed the training, responsibilities, and role of the Affirmative Action Monitors on search committees. We also discussed the importance and impact of the campus climate on the recruitment, hiring, and retention of faculty and professional staff of color.

Our goal was to identify areas and issues of concern and to devise new strategies for eliminating problems associated with the hiring, retention, promotion, and development of underrepresented groups, especially faculty of color, at Ramapo College. The Task Force focused largely on the networking, recruitment, and selection processes, primarily of faculty, but also of professional staff and administrators.

To accomplish our mandate, we analyzed data summarizing the racial/ethnic and gender composition of the faculty over a ten-year period. We then compared our data to those of seven other New Jersey state colleges and universities, and to the three New Jersey State colleges and universities that were, like Ramapo College, inaccessible to mass transportation. Next, we compared our data to national data compiled by the American Council on Education. We then analyzed data summarizing the racial/ethnic and gender composition of the Ramapo College professional staff over an eight-year period. We also discussed the legal aspects of affirmative action with Melissa Hager, the College's Deputy Attorney General, and explored successful recruitment and retention models from other institutions.

The data revealed that while we have substantially increased the representation of females, most notably White, Non-Hispanic females, on the faculty, we have shown only slight gains in the number and percentage of faculty of color, primarily in the number of Black, Non-Hispanic males and females. All other categories of faculty of color remained low and static over the last ten years. In comparing Ramapo's results to those of seven other New Jersey state colleges and universities for Fall 1997, we found that with the exception of Black, Non-Hispanic male faculty, we had the lowest or the second lowest proportion of faculty of color in all racial/ethnic categories. In contrast, we had the highest percentage of White, Non-Hispanic males. Among the four state colleges and universities not accessible by mass transportation, Ramapo College had the lowest proportion of faculty of color.

In Fall 1995, Ramapo College was significantly ahead of national averages for the proportion of all faculty of color as well as for most racial/ethnic categories, but fell below national averages for the proportion of Black, Non-Hispanic females and American Indian/Alaskan Native faculty.

The data regarding the racial/ethnic and gender profile of the Ramapo College professional staff from FY 1991 to FY 1998 revealed that while the majority were White, Non-Hispanic females, the group that showed the greatest increase during this time period were White, Non-Hispanic males. There was a small increase in the number and proportion of professional staff of color, specifically of Hispanic, Asian/Pacific Islander, and Black, Non-Hispanic females. The number of Asian/Pacific Islander males remained static and very small, while that of Black, NonHispanic males decreased.

We based our recommendations for action upon a number of premises, including the following: the paramount importance of presidential leadership and commitment; the need for the President's, the Board of Trustees', and the Senior Staff's unwavering support and clear and continuous communication to the campus community that increasing the number and proportion of faculty and staff of color is a top priority and one of the College's five-year goals; the shared responsibility of faculty and professional staff; the allocation of sufficient resources; managerial accountability for results; and a sustained and continued effort on the part of all units to take advantage of all opportunities that arise, even when we are not engaged in a specific search.

Toward that end, we present recommendations that we believe will result in a significant increase in the number of faculty and professional staff of color at Ramapo College. They include the following: (1) establishing and implementing systematic and effective strategies for networking and recruitment; (2) allowing sufficient time to adequately search for applicants, utilizing various media, organizations, caucuses, networks, and lists; (3) adding flexibility to the interviewing and selection process; (4) restructuring the Affirmative Action Committee to oversee existing policies, recommend new policies, and educate and provide leadership to the College community; (5) creating a large cadre of trained search monitors, separate and apart from the Affirmative Action Committee; (6) revising and expanding new faculty orientation to include new professional staff; (7) holding managers accountable for developing new faculty and professional staff in their units; (8) hiring an outside consultant to assess the climate at Ramapo College, especially for persons of color, and to recommend any needed changes; (9) offering ongoing workshops to help faculty transform their pedagogy and course curricula; and (10) finally, systematically assessing and then publicizing outcomes of all implemented recommendations throughout the College community.

I. Introduction

A. Background

The one-semester appointment of Frances Shapiro-Skrobe as Acting Director of Affirmative Action and Workplace Compliance in Fall 1998 presented an opportunity to bring a fresh perspective to a number of issues related to affirmative action here at Ramapo College. A task force was formed to review affirmative action issues related to the recruitment and retention of faculty and professional staff of color.

Frances Shapiro-Skrobe, in close consultation with Dorothy Echols Tobe, Edward Saiff, the leadership of the Minority Faculty and Staff Association, and President Scott, recruited a talented and diverse group of Ramapo College faculty, professional staff, and administrators who had demonstrated a strong commitment to helping the College achieve affirmative action goals.

B. President Scott's Mandate

In his October 8th mandate, President Scott specifically asked the Task Force to review Ramapo College's policies and procedures, particularly in light of recent court and legislative challenges to affirmative action nationwide, and to recommend new ones that meet the letter of the law while satisfying the spirit of our commitment. He asked the Task Force to examine the mission, role, structure, and size of the Affirmative Action Committee, to review our search process and procedures, and to recommend ways to search more aggressively and to move more effectively and efficiently to recruit a more diverse workforce to Ramapo College. He also asked the Task Force to meet with Melissa Hager, the State Deputy Attorney General, to ensure that our policies and procedures meet all legal standards.

C. The Task Force

The Task Force met on an intensive basis in the Fall- 1998 and Spring 1999 semesters. The process proved to be much more complicated and actually more interesting and challenging than we had originally anticipated. First, many Task Force members, a number of whom had served in leadership positions on the Affirmative Action Committee, on various search committees, in the Minority Faculty and Staff Association, or as past Directors of Affirmative Action; came with long memories and feelings of frustration and even anger. There was skepticism about the College's willingness to go beyond rhetoric and to make the difficult but necessary changes to increase the number and proportion of faculty and professional staff of color on campus. Members questioned the College's willingness to commit the substantial financial, human, and other resources necessary for achieving a racially/ethnically balanced faculty and staff. They questioned the College's willingness to effect the changes needed to create a campus culture that moves beyond lip service and good intentions to fully and actively promoting and celebrating the richness of diversity in all aspects of campus life. Some members questioned the value of once again committing their time and effort, expressing the feeling that it would ultimately make no difference.

The first set of meetings, therefore, focused not upon specific recommendations, but upon a broad spectrum of general and theoretical issues regarding the state of affirmative action nationwide as well as here at Ramapo College; it also included discussions of recent faculty searches. These early meetings and discussions, which proved to be very fruitful, served as an effective means for developing trust and for bringing the Task Force together. As part of this process, the Task Force asked to meet with President Scott, not only to hear him articulate his personal commitment to this process and to affirmative action, but to have him listen to the concerns of many of the Task Force members. That December 3rd meeting, filled with direct and honest discussion, resulted in President Scott's written commitment to bring in an outside consultant to review several past faculty searches and to examine campus climate. It also proved to be a catalyst in the group's decision to move forward.

D. Legal Aspects of Affirmative Action

The Task Force met with Melissa Hager, the College's Deputy Attorney General, to review the legal aspects of affirmative action. We wanted to know whether any of the recent legal decisions on affirmative action policies and procedures, both across the nation and in New Jersey, would affect our efforts to increase the number of faculty and professional staff of color. We also wanted to know what we could legally do to effect these changes. Ms. Hager summarized and discussed the details and the impact of a number of recent court cases on affirmative action policies and procedures. We discovered that, although race/ethnicity could not be the determining factor for selecting our candidate of choice, it could be one factor. Thus, despite the assaults on affirmative action, the Circuit in which New Jersey resides is still bound by the Bakke decision.

After questioning Melissa Hager, we concluded that the only legal way open to us to increase the racial/ethnic diversity of our faculty/staff was to "cast as wide a net as possible," creatively and aggressively seeking out and cultivating potential candidates of color and greatly enlarging our pool of qualified candidates. How to successfully accomplish this became the basis for many of our recommendations.

E. Other Success Stories

Hearing several positive reports of the University of Vermont's efforts to expand faculty diversity, we interviewed Dr. Joan Smith, the Dean of the College of Arts and Sciences at the University of Vermont, via two conference calls, to learn of her strategies and the details of her efforts and successes in hiring and retaining faculty of color. Additionally, we received information about successes in hiring and retaining faculty of color from Bergen Community College and Rowan University.

Dean Smith indicated that two things were necessary for the University of Vermont to achieve the success she has had with hiring faculty of color: a vice president and a president committed to a diverse community. She stated that she and the current administration are very supportive of all initiatives but those that are currently being used have been in place long before she or the president were in their current positions.

Although Dean Smith indicates success in their recruitment *efforts* (1/3 minorities, 1/3 White women, and 1/3 white men have been recruited over the past four years) she said she has no data on what the record was prior to these initiatives. She indicated that recruitment goes on all the time when she is at meetings, conferences, and workshops. She further indicated that she reads a variety of periodicals across disciplines with an eye toward identifying candidates of color or professionals who can connect her to candidates of color. She won't hesitate to call someone who can further her networking capabilities. The College of Arts and Sciences send announcements of faculty openings to graduate students. She reviews lists of faculty to determine possible retirements and hires new faculty, sometimes a year or two before the retirement has occurred.

The University of Vermont provides incentives for faculty of color, including release time because of the large demands placed on them (cultural tax), a semester off before tenure, and recruitment at the rank of full professor.

Dr. Smith indicated that she reviews the initial list of applicants for a position with the chair of the search committee and the Affirmative Action Director. If the initial pool is not diverse, she cancels the search and starts again.

In addition, as Dr. Smith has hired department chairs, she has given them the specific mandate to hire faculty of color for their departments and has allocated a specific number of lines for this purpose. She has also offered substantial rewards to those departments that have hired faculty of color, giving each \$10,000 a year for five years.

F. The Foci of the Task Force

In addition to meeting regularly as a committee of the whole, the Task Force met as members of four subcommittees that worked on different aspects of our charge. We examined a number of issues related to affirmative action.

1. We first discussed the College's commitment to affirmative action and reviewed our recruitment and retention efforts over the history of the College. To determine the success of these efforts and of our affirmative action policies, we sought answers to the following questions:
 - a. What is the current racial/ethnic and gender composition of the faculty and how has it changed since Fall 1988?

- b. **How does the racial/ethnic and gender composition of Ramapo's faculty compare with that of the seven other New Jersey state colleges and universities?**
 - c. **How does the racial/ethnic and gender composition of Ramapo's faculty compare with that of the three other New Jersey state colleges and universities not accessible to mass transportation?**
 - d. **How does the racial/ethnic and gender composition of Ramapo's faculty compare to the national average for institutions of higher education?**
 - e. **What is the current racial/ethnic and gender composition of Ramapo College's professional staff and how has it changed since FY 1991 ?**
2. **We reviewed the mandate, structure, work of, and effectiveness of the all-college Affirmative Action Committee, which was designed'to oversee our affirmative action policies and search processes and to educate the College community as to the need for and value of affirmative action. We also reviewed the training, responsibilities, and role of the Affirmative Action Monitors on search committees.**
 3. **We looked critically at search procedures, at the search process itself, and at the stages at which several recent faculty searches have either gone awry or have lost opportunities to hire female faculty of color who were the search committees' candidates of choice.**
 4. **We discussed the importance and impact of the campus climate on faculty and professional staff of color. This involved examining the efforts that have been made (or not made) to enhance and promote their retention, tenure, and promotion. We examined the extent to which we provide meaningful support and assistance to raise comfort levels and to speed an individual's integration into the social and cultural fabric of the campus and surrounding community. We looked at the changes that were needed in our campus environment and curricula to help bring about a welcoming and aware community and a campus culture that not only values racial, ethnic, gender, and other diversity, but actually places a high priority upon achieving it. We discussed what the American Council on Education (ACE) has termed the "cultural tax," or the heavy burden of service by faculty and staff of color to various constituencies around the campus, and its impact on retention.**

The concurrent work of various Middle States subcommittees, of the Minority Faculty and Staff Association, and of the Affirmative Action Committee itself enhanced and complemented much of what we were doing, while the Faculty Teach-Ins and initiatives on affirmative action in the Spring 1999 semester helped continue to focus the entire College community's awareness of race issues and race relations.

TABLE 1

**Ramapo College Full-Time Faculty
by Race/Ethnicity and Gender
Comparison of
Fall 1988 and Fall 1998**

	Fall 1988		Fall 1998	
	No.	% of Total Faculty	No.	% of Total Faculty
Total Faculty	130	100.0	155	100.0
Men	93	71.5	99	63.9
Women	37	28.5	56	36.1
White, Non-Hispanic	113	86.9	131	84.5
Men	79	60.8	81	52.3
Women	34	26.2	50	32.3
Total Faculty of Color	17	13.1	24	15.5
Men	14	10.8	18	11.6
Women	3	2.3	6	3.9
Black, Non-Hispanic	7	5.4	13	8.4
Men	7	5.4	10	6.5
Women	0	0.0	3	1.9
Hispanic	4	3.1	5	3.2
Men	2	1.5	3	2.0
Women	2	1.5	2	1.2
Asian (Pacific Islander)	6	4.6	6	3.9
Men	5	3.8	5	3.2
Women	1	0.6	1	0.6
American Indian/ Alaskan Native	0	0.0	0	0.0
Men	0	0.0	0	0.0
Women	0	0.0	0	0.0

Source: Percentages extrapolated from "Ramapo Faculty by Sex/Ethnicity, Fall 1988-Fall 1998." Office of Institutional Research and Planning, Ramapo College; faculty includes both Tenured and Non-Tenured Faculty, Associate Deans/Deans, and Library staff.

Percentages rounded off to the nearest tenth.

2. Comparative Faculty Data from Eight New Jersey State Colleges and Universities, Fall 1997: How does the racial/ethnic and gender composition of Ramapo's faculty compare with that of the seven other New Jersey public colleges and universities?

We reviewed data from seven other New Jersey state colleges and universities to see how our data compared to theirs. We examined the latest data available, which was for Fall 1997. We looked at three tables of comparative data of the gender and racial/ethnic composition of full-time faculty at all New Jersey state colleges and universities, compiled by the State of New Jersey, Commission on Higher Education. (See Tables B 1⁵, B2⁶, and B3' in Appendix B.)

We developed Table 2 to compare the number and proportion by gender of all full-time faculty of color to that of all White, Non-Hispanic faculty at each of the eight state colleges and universities. We then developed Table 3⁵ to compare the number and percentage of the racial/ethnic composition of the faculty by gender at each of these eight institutions. We recognize that since the total number of faculty reported for Ramapo College by the Commission on Higher Education (141) differs from that reported by our own Office of Institutional Research and Planning (151), there are some discrepancies between the two sets of data. However, this situation might very well be true for all of the institutions reported upon.

As Table 2 shows, in Fall 1997, Ramapo College had both the lowest number and proportion of faculty of color of all eight state colleges and universities, with 21 faculty of color representing 14.9% of the faculty. William Paterson University had the highest proportion (27.9%).

Table 2 also shows that Ramapo College had both the lowest number and proportion of female faculty of color: 4, or 2.8% of the total. Kean University, on the other hand, had both the highest number and proportion of female faculty of color, with 38 representing 10.5% of its faculty. Ramapo College ranked third highest in the proportion of male faculty of color with 12.1%. The highest proportion, 19.2%, was at William Paterson University.

In Table 3, we can see that Ramapo College had the second lowest percentage of Black, Non-Hispanics, with 9 representing 6.4% of the total faculty. In contrast, William Paterson University, with 37 Black, Non-Hispanics representing 11.5% of its total faculty, had both the highest number and proportion of all eight institutions.

S Table B 1 presents the number and percentage of full-time faculty in each racial/ethnic category, along with their percentage of the total faculty within each institution.

6 Table 132 presents the number of full-time female faculty in each racial/ethnic category, along with their percentage of the total female faculty within each institution.

7 Table 133 presents the number of full-time male faculty in each racial/ethnic category, along with their percentage of the total male faculty within each institution.

8 Percentages given are of the total faculty at each institution.

In this same time period, we increased the proportion of all faculty of color from 17, or 13.1 % in Fall 1988 to 24, or 15.5% in Fall 1998.

In examining the data for faculty of color by gender, we found differences, with more males than females of color on the faculty in both Fall 1988 and Fall 1998 and with males showing a greater increase in this ten-year period. In Fall 1988, there were 14 males of color, representing 10.8% of the 130 faculty members, while in Fall 1998, the number of males of color had increased to 18, representing 11.6% of 155 faculty members.

In contrast, both the number and proportion of all female faculty of color remained very low. In 1988, there were 3 females of color, representing 2.3% of the 130 faculty. In 1998, that number had increased to 6, representing 3.9% of the total. While this is a move in the right direction, it is still both a small number and percentage. Thus, of the 24 faculty of color in Fall 1998, only 6 were female.

In further examining faculty of color by racial/ethnic categories, we see that the number of Black, Non-Hispanic faculty increased from 7, or 5.4% of the total in Fall 1988 to 13, or 8.4% in Fall 1998.

The number and proportion of Black, Non-Hispanic female faculty, however, remained low. There were none in Fall 1988; ten years later, there were 3, representing 1.9% of the faculty. Seven Black, Non-Hispanic males represented 5.4% of the faculty in Fall 1988; that number increased to 10, or 6.5% in Fall 1998.

The number and proportion of Asian/Pacific Islander faculty have remained low and static over the last ten years. Six Asian/Pacific Islanders represented 4.6% of the faculty in Fall 1988; that same number represented 3.9% of the total in Fall 1998.

In Fall 1988, the 1 Asian/Pacific Islander female represented 0.8% of our faculty; in Fall 1998, there was still only 1, who now represented 0.6% of the total. In Fall 1988, 5 Asian/Pacific Islander males represented 3.8% of the faculty; in Fall 1998, there were still only 5 Asian/Pacific Islander males, who now represented 3.2% of the total.

The number of Hispanic faculty increased from 4 in Fall 1988 to 5 in Fall 1998; their representation on the faculty, however, remained essentially unchanged in this time period, moving from 3.1 % of the total in Fall 1988 to 3.2% in Fall 1998.

In Fall 1988, there were 2 Hispanic females, representing 1.5% of the faculty; in Fall 1998, there were still 2 Hispanic females, who now represented 1.2% of the total. Two Hispanic males represented 1.5% of the faculty in Fall 1988; 3 Hispanic males represented 2.0% of the faculty in Fall 1998.

In this ten-year period, there were no American Indian/Alaskan Natives on our faculty.

In Fall 1988, there were 113 White, Non-Hispanics, representing 86.9% of the 130 faculty. In Fall 1998, the number of White, Non-Hispanic faculty had increased to 131, but this number now represents 84.5% of the 155 faculty.

White, Non-Hispanic females increased in number and proportion during this ten-year period. We see that in Fall 1988, 34 White, Non-Hispanic females comprised 26.2% of the faculty; by Fall 1998, both their number and representation had increased to 50, or 32.3% of the total.

In Fall 1988, 79 White, Non-Hispanic males represented 60.8% of the faculty. In Fall 1998, there were 81 White, Non-Hispanic males, who now represented 52.3% of the faculty.

Summary of the Ramapo College Faculty Data

With an increase in the number of faculty from 130 to 155 from Fall 1988 to Fall 1998, we saw a 7.6% increase of female faculty; however, the greatest gains among females or, for that matter, among any gender or racial/ethnic group, were made by White, Non-Hispanic females, who increased by both number (from 34 to 50) and proportion of the whole faculty (from 26.2% to 32.3%).

In contrast, there was little change in the number of women of color over this time period. The greatest change was seen with Black, Non-Hispanic females, whose numbers increased from 0 to 3; however, not only was there no change at all in the number of Asian/Pacific Islander females or of Hispanic females, their representation on the faculty actually decreased.

Because the College has done so well in hiring and retaining White women, the Task Force's recommendations will focus on ways to do the same for women of color.

The number of Black, Non-Hispanic males and Hispanic males increased by 3 and 1, respectively, and their representation on the faculty slightly increased (1.1% and .05%, respectively.) The number of Asian/Pacific Islander males, however, remained unchanged, with their representation on the faculty slightly reduced (from 3.8% to 3.2%) from Fall 1988 to Fall 1998.

In this ten-year period, the representation of faculty of color increased from 13.1 % to 15.5% of the total. This gain occurred with the addition of 3 Black, Non-Hispanic females, 3 Black, Non-Hispanic males, and 1 Hispanic male. While this is a gain, to be sure, it is a small one.

White, Non-Hispanic males remained the largest group in both number and representation on the faculty.

Table 2

**Comparison of Full-time Faculty of Color
To Full-time White, Non-Hispanic Faculty
By Number and Percentage of Total Faculty
at Eight New Jersey State Colleges And Universities
Fall 1997**

College/ University	Total No. Faculty	Female Faculty of Color		Male Faculty of Color		Total Faculty of Color		Female White, Non- Hispanic Faculty		Male White, Non- Hispanic Faculty		Total White, Non- Hispanic Faculty	
		No.	% of Total Faculty	No.	% of Total Faculty	No.	% of Total Faculty	No.	% of Total Faculty	No.	% of Total Faculty	No.	% of Total Faculty
NJCU	235	24	10.2	25	10.6	49	20.9	76	32.3	110	47.0	186	79.1
Kean	362	38	10.5	47	13.0	85	23.5	116	32.0	161	45.0	277	76.5
Montclair	444	35	9.7	56	12.6	91	20.5	135	30.4	217	49.0	352	79.3
Stockton	193	19	9.8	24	12.4	43	22.3	59	31.0	91	47.2	150	77.7
Ramapo	141	4	2.8	17	12.1	21	14.9	44	31.2	76	54.0	120	85.1
Rowan	336	24	7.1	54	16.1	78	23.2	86	26.0	174	52.0	260	77.4
CNJ	324	20	6.1	30	9.0	50	15.4	101	31.2	173	53.4	274	84.6
Wm Paterson	323	28	8.7	62	19.2	90	27.9	103	32.1	126	39.0	229	70.9

Source: Percentages extrapolated from data provided by the State of New Jersey Commission on Higher Education - Fall 1997, IPEDS Form #31, Fall Staff Survey. (See Tables B1, B2, and B3 in Appendix B.) Percentages rounded off to the nearest tenth.

Table 3

Full-time Faculty of Color
Eight New Jersey State Colleges and Universities
Fall 1997

COLLEGE/ UNIVERSITY	TOTAL ALL FACULTY	BLACK, NON-HISPANIC						HISPANIC						ASIAN/PACIFIC ISLANDER						AMERICAN INDIAN/ALASKAN NATIVE					
		FEMALE		MALE		TOTAL		FEMALE		MALE		TOTAL		FEMALE		MALE		TOTAL		FEMALE		MALE		TOTAL	
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
NJCU	235	12	5.1	13	5.5	25	10.6	8	3.4	7	3.0	15	6.4	4	1.7	5	2.1	9	3.8	-	-	-	-	-	-
Kean	362	19	5.2	15	4.1	34	9.4	11	3.0	19	5.2	30	8.3	8	2.2	13	3.6	21	5.8	-	-	-	-	-	-
Montclair	444	13	2.9	17	3.8	30	6.8	12	2.7	14	3.2	26	5.9	8	1.8	24	5.4	32	7.2	1	0.2	1	0.2	2	0.5
Stockton	193	8	4.1	9	5.0	17	8.8	3	1.6	4	2.1	7	3.6	8	4.1	10	5.2	18	9.3	-	-	1	0.5	1	0.5
Ramapo	141	1	0.7	8	6.0	9	6.4	2	1.4	2	1.4	4	2.8	1	0.7	7	5.0	8	5.7	-	-	-	-	-	-
Rowan	336	7	2.1	24	7.1	31	9.2	8	2.4	6	2.0	14	4.2	6	1.8	21	6.3	27	8.0	1	0.3	3	0.9	4	1.2
CNJ	324	12	3.7	7	2.2	19	6.9	3	0.9	5	2.0	8	2.4	2	0.6	17	5.2	19	5.9	-	-	1	0.3	1	0.3
Wm Paterson	323	11	3.4	26	8.0	37	11.5	8	2.5	12	3.7	20	6.2	8	2.5	24	7.4	32	9.9	-	-	-	-	-	-

Source: Percentages extrapolated from data provided by the State of New Jersey Commission on Higher Education - Fall 1997.
IPEDS Form #31, Fall Staff Survey (See Tables B1, B2, and B3 in Appendix B.)

Category of "Alien" was not included. Percentages rounded off to the nearest tenth.

Summary of Comparative Data for Four New Jersey State Colleges and Universities Not Accessible by Mass Transportation, Fall 1997

The three other institutions not accessible by mass transportation have been more successful in hiring and/or retaining faculty of color. We are aware that factors perhaps more important than access to mass transportation may be at play here, including the higher cost of living in Bergen County. However, the reality is that even within Bergen and nearby Rockland and Passaic Counties, there are communities with affordable housing. One strong conclusion from all of these data is that inaccessibility to mass transportation need not be a barrier to the hiring or retention of faculty and staff of color.

4. Comparison of Ramapo College Faculty Data to National Data, Fall 1995: How does the racial/ethnic and gender composition of Ramapo's faculty compare to national Fall 1995 data?

We looked at the latest national figures (Fall 1995) from the American Council on Education. (Wilds & Wilson 102) The data reports the numbers and percentages of full-time faculty in higher education by race/ethnicity and gender. (See Table C 1⁹ in Appendix C.) We developed Table 4¹⁰ to show how Ramapo's data compared with the national data.

Table 4 shows that in Fall 1995, faculty of color accounted for 17.6% of our 148 faculty. Ramapo College was ahead of the national average of 12.9%. In fact, only in the categories of Black, Non-Hispanic females and White, Non-Hispanic males do we fall below the national average.

While we were certainly pleased to know that we were ahead of the national average, we believe that we are not where we want to be as an institution, given our physical location and college mission. We are in the Northeast within the greater metropolitan New York area, close to large multiracial, multiethnic communities. We are also strongly committed to achieving a rich and full racial/ethnic and gender diversity within our faculty and professional staff. We can and certainly should do better than colleges and universities in many other regions of the country or with different missions.

9 Table C1 presents data for full-time faculty in higher education, by race/ethnicity and gender for 1985, 1993, and 1995. Percentages given for males and females in each category are of the total number of males and females, respectively.

10 Percentages given for each racial/ethnic and gender category are of the total faculty.

Black, Non-Hispanic females were not well represented on the faculty at any of the eight state colleges and universities in Fall 1997. However, Ramapo College had both the lowest number and proportion, with 1 Black, Non-Hispanic female representing 0.7% of the faculty. Kean University, in contrast, had the highest proportion, with 19, representing 5.2% of their faculty. One notable difference occurred in the category of Black, Non-Hispanic males. Here, Ramapo College had the third highest proportion, with 8 representing 6.0% of our faculty. William Paterson University had the highest proportion at 8.0%.

Ramapo College had the second lowest proportion of Hispanic faculty, with 4 representing 2.8% of the total. In contrast, Kean University had the highest number and proportion, with 30 representing 8.3% of its faculty.

Ramapo College had the second lowest proportion of Hispanic females, with 2 representing 1.4% of the faculty. New Jersey City University had the highest proportion, with 8 representing 3.4% of its faculty. Ramapo College had the lowest number and proportion of Hispanic males, with 2 representing 1.4% of the faculty. Kean University had both the highest number and proportion of Hispanic males, with 19 representing 5.2% of its faculty.

Ramapo College had the second lowest proportion of Asian/Pacific Islanders, with 8 representing 5.7% of the faculty. In contrast, 32 Asian/Pacific Islanders represented 9.9% of the faculty at William Paterson University, giving it the highest proportion among the 8 state colleges and universities.

With only 1 Asian/Pacific Islander female faculty member, Ramapo College had the second lowest proportion (0.7%) of the eight institutions. Stockton College, with 8 Asian/Pacific Islander females representing 4.1% of its faculty, had both the highest number and proportion. With 7 Asian/Pacific Islander males, Ramapo College had the third lowest proportion (5.0%), while with 24, William Paterson University had the highest proportion at 7.4%.

Ramapo College, along with New Jersey City, Kean, and William Paterson Universities, had no American Indian/Alaskan Native faculty at all. Rowan University had the highest number, with 4 representing 1.2% of its total faculty.

Ramapo College had the highest proportion of White, Non-Hispanic faculty of all eight state colleges and universities, with 120 representing 85.1% of the faculty. William Paterson University, on the other hand, had the smallest proportion, with 229 White, Non-Hispanics representing 70.9% of its faculty.

Ramapo College had the fourth highest proportion of White, Non-Hispanic females, with 44 representing 31.2% of the faculty. New Jersey City University, with 76, or 32.3%, had the highest proportion. However, Ramapo College had the highest proportion of White, Non-Hispanic males, with 76 representing 54.0% of the total. William Paterson University had the lowest proportion, with 126, or 39.0%.

Summary of Comparative Faculty Data for Eight New Jersey State Colleges and Universities, Fall 1997

We do not compare well with the other seven New Jersey state colleges and universities in most racial/ethnic categories. In fact, Ramapo College had the lowest proportion of faculty of color and the lowest proportion of female faculty of color. Within the racial/ethnic categories, it also had the lowest proportion of Black, Non-Hispanic female and Hispanic male faculty. However, we do better than the majority in the category of Black, Non-Hispanic male faculty.

Ramapo College had the second lowest proportion of Black, Non-Hispanic, Hispanic, and Asian/Pacific Islander faculty. It also had the second lowest proportion of Asian/Pacific Islander female and Hispanic female faculty. Ramapo College had the third lowest proportion of Asian/Pacific Islander male faculty.

In contrast, Ramapo College had the highest proportion of White, Non-Hispanic faculty and of White, Non-Hispanic males among its faculty.

3. **Comparative Data from Four New Jersey State Colleges and Universities not Accessible by Mass Transportation, Fall 1997: How does the racial/ethnic and gender composition of Ramapo's faculty compare with that of the three other state colleges and universities not accessible to mass transportation?**

In presenting data in its January 1999 draft report, entitled "Enrollment Report on Diversity: Recruitment and Retention," the Division of Enrollment Management differentiated between those colleges and universities accessible by mass transportation and those not accessible. The assumption was that accessibility to mass transportation might have a significant impact on the enrollment numbers of students of color at Ramapo College. To see whether accessibility to mass transportation might be a factor in the recruitment and retention of faculty of color, we compared the racial/ethnic and gender composition of our faculty to that of Rowan University, Stockton College, and The College of New Jersey, as these are the three other state colleges and universities not accessible by mass transportation.

Among these four institutions, Ramapo College had the lowest proportion of faculty of color, with 14.9%. The College of New Jersey had the second lowest proportion with 15.4%, followed by Stockton College with 22.3% and Rowan University with 23.2%. In fact, of the four institutions, Ramapo College had the lowest proportion of faculty in all racial/ethnic and gender categories with the exception of Black, Non-Hispanic males and of White, Non-Hispanic males or females.

TABLE 4
Full-Time Faculty by Race/Ethnicity and Gender
Comparison of Ramapo College to all Colleges/Universities in the U.S.A.
Number and Percentage of Total Faculty - Fall 1995

	Ramapo College *		National Data **	
	No.	% of Total Faculty	No.	% of Total Faculty
Total Faculty	148	100.0	538,023	100.0
Men	97	65.5	350,756	65.2
Women	51	34.5	187,267	34.8
White, Non-Hispanic	122	82.4	468,518	87.1
Men	79	53.4	307,498	57.2
Women	43	29.5	161,020	29.9
Total Faculty of Color	26	17.6	69,505	12.9
Men	18	12.6	43,258	8.0
Women	8	5.4	26,247	4.9
Black, Non-Hispanic	11	7.4	26,835	5.0
Men	9	6.1	13,847	2.6
Women	2	1.4	12,988	2.4
Hispanic	6	4.1	12,942	2.4
Men	3	2.0	7,864	1.5
Women	3	2.0	5,078	1.0
Asian/Pacific Islander	9	6.1	27,572	5.1
Men	6	4.1	20,285	3.8
Women	3	2.0	7,287	1.4
American Indian/ Alaskan Native	0	0.0	2,156	0.4
Men	0	0.0	1,262	0.2
Women	0	0.0	894	0.2

* Source: "Ramapo Faculty by Sex/Ethnicity, Fall 1988-Fall 1998." Office of Institutional Research and Planning, Ramapo College; percentages extrapolated from Tables; faculty includes both Tenured and Non-Tenured Faculty, Associate Deans/Deans, and Library staff.

** Source: Wilds, D.J. & Wilson, R. (1998). *Minorities in Higher Education, 1997-1998, Sixteenth Annual Status Report*. American Council on Education, Table 20, p. 102. Percentages extrapolated from Table 20. Faculty includes both Tenured and Non-Tenured Faculty (in both tenure-bearing and non-tenure-bearing lines).

Percentages rounded off to the nearest tenth.

- B. Professional Staff Data (from FY1991 through FY1998): What is the current racial/ethnic and gender composition of the professional staff and how has it changed since 1991?

We looked at two tables compiled by Ramapo College's Office of Institutional Research and Planning on Ramapo professional staff by gender and race/ethnicity FY 1991 through FY 1998. (See Tables D1¹¹ and D2¹² in Appendix D.) We developed Table 5¹³, which compared the data for FY 1991 with FY 1998 and extrapolated the percentages of the total professional staff.

We found interesting differences between the data for professional staff and that for the faculty. Table 5 shows that in contrast to the faculty, females, not males, made up the majority of the professional staff in both FY 1991 and FY 1998. Thus, 78 females comprised 64% of the 121 professional staff members in FY 1991, and 89 females comprised 58.6% of the 152 professional staff in FY 1998. In this same time period, the number and proportion of males grew from 43, or 35.5% to 63, or 41.1% of the total.

The number of professional staff of color increased from 25, or 20.7% of the total in FY 1991 to 35, or 23% of the total in FY 1998. Female professional staff of color increased in both number and proportion during that same time period from 11, or 9% to 20, or 13.2%. In contrast, while male professional staff of color increased from 14 to 15, their representation of the total decreased from 11.6% to 9.9% in the same time period.

A review of each racial/ethnic category revealed that while we increased the number of Black, Non-Hispanics from 20 to 21, their representation of the total professional staff decreased from 16.5% in FY 1991 to 13.8% in FY 1998. The number of Black, Non-Hispanic females increased from 9, or 7.4% to 12, or 7.9%, but the number of Black, Non-Hispanic males decreased from 11, or 9.1% to 9, or 6.5% of the total.

The number of Hispanic professional staff grew from 3 to 9 and their percentage of the total increased from 2.5% to 5.9%. The number of Hispanic females increased from 2, or 1.7% to 5, or 3.3%, while the number of Hispanic males increased from 1, or 0.8% to 4, or 2.6% of the total professional staff.

- 11 Table D1 presents the composition of the professional staff, first by gender and then by racial/ethnic group, based on filled positions as of 6/30. Includes managerial and professional staff, H-10 and H-30 EEO categories.
- 12 Table D2 presents the gender composition of the professional staff within each racial/ethnic group, based on filled positions as of 6/30. Percentages given are of the total number of female or of male professional staff. Includes managerial and professional staff, H-10 and H-30 EEO categories.
- 13 Percentages given are of the total professional staff by the gender composition within each racial/ethnic group.

Table 5
 Ramapo College Professional Staff by Gender and Race/Ethnicity
 Comparison of FY 1991 and FY 1998

Race/Ethnicity	FY 1991						FY 1998					
	Females		Males		Total		Females		Males		Total	
	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total
White, Non-Hispanic	67	55.3	29	24.0	96.0	79.3	69	45.4	48	31.2	117	77.0
Black, Non-Hispanic	9	7.4	11	9.1	20.0	16.5	12	7.9	9	5.4	21	13.8
Hispanic	2	1.6	1	1.0	3.0	2.5	5	3.3	4	2.6	9	5.9
Asian/Pacific Islander	0	0.0	2	1.7	2.0	1.7	3	1.9	2	1.3	5	3.3
American Indian/Alaskan Native	0	0.0	0	0.0	0.0	0.0	0	0.0	0	0.0	0	0.0
Total Females/Males	78	64.5	43	35.5	121.0	100.0	89	58.6	63	41.4	152	100.0
Total Professional Staff	121						152					

Source: Percentages of total professional staff extrapolated from Tables D1 and D2: "Ramapo Professional Staff by Sex/Ethnicity, (FY1991-FY1998)." Office of Institutional Research and Planning, Ramapo College. Based on filled positions as of 6/30. Includes managerial and professional staff, H-10 and H-30 EEO categories. Percentages rounded off to the nearest tenth.

3. The College should develop a staff skills database which can be accessed when vacancies are anticipated to match skills the College needs.

H. Campus Climate

1. An outside consultant should be appointed to assess the campus climate at Ramapo College, especially for people of color and to recommend any needed changes.
 2. The College should develop a training program specific to campus relations, collegiality, treating people with respect, and valuing diversity. All College employees should be required to attend this program at least once every five years.
3. Successful models for campus civility should be investigated and incorporated.

I. College Curriculum and Pedagogy

1. The College should systematically investigate and implement ways to expand the transformation of curriculum and pedagogy and to include different cultural perspectives in the classroom. Specifically, we recommend that faculty training workshops, such as those offered in the past by the Division of Basic Studies' Transformations Team, be revitalized and offered on an on-going basis.
2. The Director of International/Intercultural Education, working in conjunction with the Vice President for Academic Affairs, deans, and conveners, should take responsibility for ensuring that the curriculum becomes more multicultural.

J. Outcomes Assessment

Outcomes of all implemented recommendations must be systematically assessed and publicized throughout the College community.

V. Concluding Remarks

In charging the Task Force to grapple with the issues of affirmative action and to recommend ways to increase the number and proportion of faculty and staff of color at Ramapo College, President Scott has taken an important step in communicating his commitment to the goal of achieving a racially/ethnically balanced faculty and professional staff, the mainstay of an enriching multicultural environment.

The number of Asian/Pacific Islander professional staff increased from 2, or 1.7% to 5 or 3.3% during this time period. This gain occurred completely within the population of Asian/Pacific Islander females, who increased from 0 to 3. While the number of Asian/Pacific Islander males remained at 2, their representation of the total professional staff dropped from 1.7% to 1.3%.

There were no American Indians or Native Alaskans on our professional staff in either of these two years (or in any of the intervening years.)

The greatest increase among the professional staff occurred with White, Non-Hispanics, whose numbers grew from 96 in FY 1991 to 117 in FY 1998. However, their representation on the professional staff dropped slightly from 79.3% to 77%. While the number of White, NonHispanic females increased from 67 to 69, their proportion of the professional staff decreased from 55.4% to 45.4%. During this time period, however, the number of White, Non-Hispanic males increased from 29, or 24% to 48, or 31.6% of the total.

Summary of Professional Staff Data

From FY 1991 to FY 1998, the number of professional staff grew from 121 to 152. The group that showed the greatest increase were White, Non-Hispanic males. (In contrast, the greatest increase in the faculty over a 10-year period occurred in the number of White, Non-Hispanic females). The number of professional staff of color increased from 25 to 35 during this eight-year period, representing an increase from 20.7% to 23% of the total. This increase in professional staff of color occurred within Hispanic males and females, Asian/Pacific Islander females, and Black, Non-Hispanic females. In contrast, the number of Asian/Pacific Islander males remained unchanged at 2, while the number of Black, Non-Hispanic males decreased from 11 to 9.

While we are moving in the right direction, with the notable exception of Asian/Pacific Islander males and Black, Non-Hispanic males, we still have much to do in increasing the number and representation of professional staff of color.

C. Implications of the Ramapo College Faculty and Professional Staff Data: Causes for Concern

What the Ramapo College faculty and professional staff data clearly show is that the two groups that have benefitted the most from the increase in the size of the faculty and professional staff in recent years have been White, Non-Hispanic females in the faculty and White, Non- Hispanic males in the professional staff.

While we are ahead of the national averages for the faculty and have made gains in some of the racial/ethnic and gender categories of faculty of color over the past ten years, particularly with Black, Non-Hispanic males and females, they have been small ones. We have also seen increases among the professional staff of color, particularly in the number of Hispanic males and

females, Asian/Pacific Islander females, and Black, Non-Hispanic females. However, several racial/ethnic and gender groups within the faculty and professional staff have seen no growth at all, while others have decreased.

We must be careful not to use statistics to overstate small gains. For example, an increase from 0 to 3 in the number of Black, Non-Hispanic females on our faculty could be presented as an impressive 300% gain. Yet, the fact remains that a total of three Black, Non-Hispanic female faculty members is woefully and unacceptably small. This number and the percentage of the faculty that it represents falls far short of that needed to help shape Ramapo College into the rich, multicultural community that we aspire to be and that our mission demands that we be.

We have found that the other seven New Jersey state colleges and universities have better records, for the most part, in attracting and/or retaining faculty of color. We also know that inaccessibility to mass transportation need not be a barrier to increasing the number and proportion of faculty and professional staff of color.

It is clear from all of these data that we need to take strong, proactive steps to significantly increase the number and representation of people of color on the faculty and professional staff within all racial/ethnic groups from year to year. The recommendations that follow are broad suggestions for ways to do that.

III. The Basic Premises for Our Recommendations

All of our recommendations for meaningful action grow from and are promulgated upon the following basic premises:

Premise # 1. Presidential Leadership: Commitment and Communication

It became abundantly clear to us from both our readings and discussions that no meaningful changes could or would occur at Ramapo College without the total commitment and strong and unwavering leadership of the President and the Board of Trustees. The basic premise that underlies all of our recommendations is that our affirmative action goals must be strongly, consistently, unequivocally, and clearly communicated, promoted, and acted upon by the President, the Board of Trustees, and the senior administrative staff. They must be made a top priority of the College, with all members of the College community knowing exactly what Ramapo College's goals and commitment to affirmative action are and what our timetable and means for achieving them are.

In their 1994 study for the American Council on Education (ACE) on the degree of success of eleven major research universities' efforts to diversify their faculty, Knowles and Harleston found that on those campuses that were successful, everyone with whom they had met -- administrators, faculty members, and graduate students -- spoke of presidential commitment and of action taken. The researchers wrote that

Faculty and administrators knew who was in charge of and responsible for institutional efforts to increase diversity. They knew which programs had been implemented and what was and was not working. Not everyone was satisfied with the action taken, but they knew of the president's commitment and volunteered their own impressions of it. (17)

In contrast, on the less successful campuses, Knowles and Harleston were struck by the fact that no one ever mentioned their presidents' commitment to diversity. The authors found that "presidential leadership and commitment ... penetrated through layers of administration," and concluded that it was "the combination of strength of commitment and depth of that commitment that made the difference." (17)

In an interview published in the November 26, 1998 issue of *Black Issues in Higher Education*, Ohio State University's President William E. Kirwan noted that the common thread in successful diversity programs was "visible support and strong pronouncements from top administrators that diversity programs are a top priority." (Fisher 22) It is important to note that Kirwan also has the full support of his Board of Trustees in his efforts to further diversify Ohio State. In fact, the President of the Board indicated that Kirwan had been brought to Ohio State University largely because of his successes in bringing faculty of color to the University of Maryland-College Park.

In this same issue, Fisher included a checklist for assessing presidential commitment to diversity. We include the ten questions in their entirety as one starting point for reviewing presidential commitment and action:

1. Does the president commit funds from his/her discretionary budget to support diversity efforts?
2. Does the president use the clout of his/her office as a catalyst for diversity? Are his/her diversity efforts and commitment regularly communicated in speeches, conversations, and writings?
3. Does the president have a demonstrated record of and ongoing commitment to supporting scholarly and administrative initiatives by people of color?
4. Does the president reward administrators and faculty who achieve notable results in this area? How does he/she hold administrators and faculty accountable for failure to achieve such results?
5. Do the president's appointments to senior level positions demonstrate a commitment (i.e., what is his/her track record)?

6. Is the president willing to take risks (for example, in the appointment and promotion process) in order to advance the diversity agenda?
7. Has the president implemented specific diversity policies and procedures beyond those externally imposed or mandated by the courts, federal regulations, etc.?
8. How has the president responded to Proposition 209, the Hopwood ruling, and Initiative 200? Has he/she taken a strong public position in favor of affirmative action?
9. Does the president solicit support from the board of trustees/governors for diversity initiatives?
10. Is the president a known and welcome presence within neighboring minority communities? (Fisher 24)

Premise #2. Faculty/Professional Staff and Unit Responsibility

Without the full cooperation and continuing and active engagement of administrators, the faculty, and professional staff, no amount of presidential commitment and communication alone will achieve our goal of diversifying our faculty and staff. It is not enough for us to pay lip service to and simply follow rules, regulations and procedures. Every member of a unit must take responsibility for furthering these efforts and bringing to fruition our goals to create a racially and ethnically balanced faculty and staff.

Premise #3. Issues of Race/Ethnicity: Race Matters

Race issues have been subsumed under the general discussion of "diversity" and, therefore, have been diluted and even diminished in importance. While we value and support many kinds of diversity in addition to race/ethnicity (i.e., gender, sexual orientation, age, visible and invisible disabilities, religion, class, cultural, linguistic, and national origin), we are deeply disturbed by the College's track record in attracting and retaining faculty of color, especially female faculty of color. This is especially painful since we have prided ourselves on being an institution that greatly values and promotes racial and ethnic diversity.

It is essential, therefore, that as we discuss diversity, we highlight and focus on issues of race and white privilege.

Premise #4. Allocation of Necessary Resources

If the College is serious about our commitment to achieving a racially and ethnically balanced faculty and staff, then it logically follows that we must allocate all necessary financial, human, and other resources to this effort.

Premise #5. Responsibility and Accountability

The commitment to achieve a racially and ethnically balanced faculty and staff, which must begin at the very top levels of the administration, must be embraced and strongly and consistently endorsed by all levels of management, and then clearly and frequently communicated to all employees and members of the College community.

Premise #6. On-Going Recruitment and Long Term Planning

Long term planning is absolutely essential for the success of these goals. We need to start our planning for new positions and possible openings with sufficient time to adequately advertise, recruit, and search for a diverse pool of highly qualified candidates. We need to search out, attract, and cultivate potential candidates, sometimes even before we have openings. We need to be willing to attract "stars," or senior and renowned scholars and faculty of color, and to offer a variety of attractive incentives. This means a radical departure from the way we now do business.

Premise #7. Our Goals are Achievable: Looking at Models of Success

Increasing the representation of faculty and staff of color is attainable. The best evidence is indicated by the results obtained at other colleges and universities, for example, the University of Vermont, Rowan University, and Bergen Community College.

Premise #8. Many Factors are Involved

It was clear from our deliberations that creating a diverse and racially/ethnically balanced faculty and professional staff will demand more than simply recruiting more successfully, although that is certainly an important first step. As researchers at the National Library of Education in Washington, D.C. have noted, "Creating a multicultural environment is a combination of recruitment, retention, climate issues, pedagogy and the curriculum, organizational values, culture, and structure, faculty, and staff development."

(Mellander 4) We agree and it is these areas in which we focus our recommendations.

IV. Recommendations

The following recommendations for meaningful change have developed from our extensive deliberations and are based upon the preceding premises. Drawn in broad strokes, they are meant as starting points for more detailed analyses and action.

A review of these recommendations will reveal that the College has already enacted some, but not necessarily to the extent that we recommend; some of our recommended actions or policies may exist on paper but have not actually been implemented. Other recommendations are modifications of existing policies or structures, while still others are radical departures from what we already do.

A. Networking and Recruitment

Recruitment must be seen as an on-going process, not something that is done just prior to a search. Therefore, the Task Force recommends that the Senior Staff establish and implement systematic and effective strategies for networking and recruitment, with networking as the cornerstone of this process. Deans, directors, unit heads, and conveners must engage in an on-going process of actively, creatively, and productively networking to identify and recruit candidates of color even when we have no vacancies. These deans, directors, unit heads, and conveners must also be trained, given the necessary support and resources and then held accountable for developing a networking and recruitment plan. The following are recommendations for strategies to be used:

1. The Director of Affirmative Action and Workplace Compliance, working in concert with the appropriate vice president, should provide regularly scheduled and on-going training to deans, directors, unit heads, and conveners regarding:
 - a) Affirmative Action law and the College's policies,
 - b) the College's commitment to achieving a racially/ethnically balanced and diverse faculty/staff,
 - c) their responsibility as managers in effecting these affirmative action policies and supporting this commitment,
 - d) methods for networking through professional associations and caucuses, the Internet, and other sources.
2. We strongly believe that vice presidents, deans, conveners, and directors of programs and units must be held accountable for their successes or lack of success and have this reflected in their annual performance appraisal and review. They should be provided with financial and other incentives for achieving affirmative action goals within their units, rewarded for their successes, both financially and otherwise, and face an array of consequences for their lack of success.

3. **The College must provide sufficient funds to enable the deans, directors, conveners, faculty, and professional staff to attend more disciplinary and nondisciplinary conferences and professional meetings, including those of nontraditional organizations. This will allow them to network more comprehensively, make new contacts, and actively seek out the groups and caucuses that attract people of color in their respective disciplines.**

Deans, directors, conveners, faculty, and professional staff should also regularly attend the meetings of organizations such as the National Association for Educational Opportunity (NAFEO), the Hispanic Association of Higher Education (HAHE), The American Indian Higher Education Consortium, and the Florida Education Fund, where contacts and networking can be done to publicize Ramapo College and to identify potential candidates.

4. **Funds should be provided for hiring substitute teachers to cover missed classes for those faculty who attend conferences. We recommend that adjunct faculty be offered compensation for this extra work.**
5. **The College should implement a variety of incentives, financial and otherwise, for those units which have successfully hired candidates of color and retained them for five years.**
6. **We should actively advertise, search and recruit on the Web, using various disciplinary discussion groups and web sites to publicize Ramapo and to seek out potential candidates. Each unit and convening group should develop and maintain an updated list of all relevant web sites and organizations with addresses, telephone numbers, and names of contact people. This list should be maintained within the unit as well as in the Office of Affirmative Action and Workplace Compliance, which would serve as a central repository and resource center. On-going training should be made available to deans, conveners, directors, faculty, and professional staff as to how to access and utilize web sites and other Internet sources.**
7. **Deans, conveners, and faculty should develop and maintain relationships with colleagues nationwide and especially at historically Black colleges and universities, Hispanic-serving colleges and universities, and Tribal and Native American colleges and universities. These contacts would hopefully recommend colleagues and doctoral students of color as potential candidates.**
8. **Deans, conveners, and faculty should identify and develop contacts and ongoing relationships with faculty in doctoral programs as well as with doctoral students of color who might be potential candidates for future positions. They would be responsible for contacting doctoral students of color listed in various directories and web sites such as the Directory of Ford Fellows, the New England Board of**

Higher Education's web site (nebhe.org), the Committee on Institutional Cooperation (CIC) Directory, the National Minority Faculty Identification Program, the Minority and Women Doctoral Directory, and the Directory of Minority Doctoral Recipients and Candidates in New York State.

9. The Vice President for Academic Affairs and her staff should implement creative ways to bring doctoral students of color to campus to introduce them to the College and to the campus community, and to give the faculty the opportunity to get to know them as potential candidates. Examples of possible activities include having them teach a course, conduct a workshop or seminar, serve as a panelist or speaker for special events, or be appointed as a visiting scholar or scholar-in-residence for varying periods of time.
10. The Vice President for Academic Affairs and her staff should develop programs similar to those at Stanford, Bergen Community College, and the New England Board of Higher Education, where the College would sponsor doctoral candidates who are at the final stages of their dissertation. In such a program, doctoral candidates would receive a stipend and/or graduate school tuition and fees. They would engage in research and teach one class while completing their doctoral work. Once they complete their doctoral work, they would be considered for a tenure-track position.
11. The Vice President for Academic Affairs, deans, and faculty should cultivate and recruit faculty in tenure-track positions at other institutions. The Vice President should bring in and pay for "stars," or renowned scholars of color, as senior faculty members who could add to our national reputation and also serve as magnets to attract students and other faculty of color to Ramapo. These stars could be appointed either as "Visiting Scholars" for a period of one to three years or as senior faculty on tenure-bearing lines.
12. The vice presidents should continue to move beyond the traditional range of salary steps in order to attract new faculty or professional staff of color.
13. The Director of Affirmative Action and Workplace Compliance should explore and recommend to the President and Vice President for Academic Affairs whether we should utilize the services of a recruiting firm. Such a firm, which would assist search committees in expanding their pool of qualified candidates of color, would be paid either on a retainer or per search basis.
14. The College should identify and provide funds for advertising in the media that could attract the largest pool of qualified candidates of color for each position (e.g., *The New York Times*, *Detroit Free Press*, *Los Angeles Times*; *The Washington Post*, etc.).

B. The Search Process

- I. At least one year should be provided to adequately search a faculty or professional staff position. A one-year timetable should be established and followed for every faculty search. A mechanism needs to be created so that lines can be anticipated accordingly.
2. Under the guidance of the Director of Affirmative Action and Workplace Compliance, all documents relating to the search process should be reviewed, revised, and consolidated. (These documents now include the *Guidelines for Recruitment and Retention of Employees*, the *Affirmative Action Search Procedure Check List for Vice Presidents, Unit Heads, Deans and Search Committee Chairpersons*, the *Institutional Search Guidelines and Exceptions*, and *Procedural Search Guidelines*). The new guidelines should then be widely disseminated throughout the College community.
3. To ensure that everyone involved in the search process is familiar with the new requirements for conducting a search, training sessions based on the newly revised guidelines should be conducted by the Director of Affirmative Action and Workplace Compliance and held according to the following schedule:

Vice presidents and deans:	annually
Search committee chairs:	prior to each search
Affirmative Action monitors:	on-going, but at least once at start of each semester
4. The vice president, dean or director, and the Director of Affirmative Action and Workplace Compliance must meet with search committee members at the beginning of the search and before the position has been advertised to review and clarify the job description and discuss the programmatic needs of this position. To provide as wide a pool as possible, they should distinguish between those qualifications which are required and those which are preferred. No changes can be made in a job description once the search has gotten underway. If, for any reason, the programmatic needs of the College should change after a search has begun, then that search must be vacated and begun anew.
5. The dean, director, or unit or division head and the Director of Affirmative Action and Workplace Compliance should review each candidate pool, after the Search Committee has reviewed the resumes but before any interviews have been conducted, to determine whether candidates of color are present. If, however, there appear to be no qualified candidates of color in the pool, the process must be halted until additional advertising and recruitment can be done to diversify the pool.

6. The vice president, acting from information provided by the chair of the search committee and the Director of Affirmative Action and Workplace Compliance, has the right to stop the search if either the initial or semi-finalist pool of candidates is not sufficiently diverse.
7. If no candidates of color are included in the pool of finalists, the search should be stopped unless the search committee can demonstrate that they made an exhaustive and rigorous attempt to search out and recruit qualified candidates of color.
8. The candidates in the finalist pool should be unranked so that candidates of color have an opportunity to be selected by the dean and unit or division head.
9. The Vice President for Administration and Finance should provide financial and personnel support for the work of search committees. We suggest that a temporary clerical assistant, working under the direction of the Director of Affirmative Action and Workplace Compliance, be assigned to support this work within certain parameters, (i.e., a major search, several searches occurring at the same time on campus, etc.).

C. The Interviewing and Selection Process

1. Whenever possible, faculty and professional staff should conduct interviews at conferences. These interviews will substitute for the preliminary but not for the final interviews.
2. All full-time faculty positions must be searched and monitored by the Office of Affirmative Action and Workplace Compliance, except for emergency hires.
3. Faculty and staff who have been hired through a search process monitored by the Office of Affirmative Action and Workplace Compliance and by the Department of Human Resources will be considered internal candidates. Emergency hires and adjunct faculty will not be considered internal candidates.
4. Internal candidates for faculty positions who meet the minimum qualifications and who are viable candidates should be moved into the semifinalist pool and interviewed.
5. Candidates for professional staff vacancies should be considered using a threetier process. First, qualified staff in the unit should have the opportunity to apply for a promotion to the position as finally advertised. If no qualified staff in the unit are interested in the position, it should be opened to qualified professional staff across the College. If no internal candidates prove viable, an external search should be conducted.

6. We find the idea of conducting a telephone interview with someone on campus or in close proximity to the campus to be ludicrous, even though we understand that the intention is to provide equity by creating the same interview environment for all candidates.

However, working from the "special needs" model which provides different adaptations to the same testing situation for students with different needs, we recommend that for the preliminary interview, the search committee conduct in-person interviews of all candidates who are able to come to campus. For the preliminary interviews, candidates will pay their own expenses and make their own travel arrangements. Those who live too far away should be interviewed via a video hookup, which the College should arrange and pay for. If neither option is logistically possible, then the committee may conduct a telephone interview.

7. The vice president and dean or supervisor must meet with the full search committee once the committee has forwarded its recommendations and before any offer is made. The purpose of this meeting is to discuss the recommended candidates and to ensure that the vice president and dean or supervisor fully understand the recommendations of the committee.
8. If the vice president does not accept the recommendations of the search committee, he/she must put in writing to the President and to the committee the reasons for not making an offer to the recommended candidate(s). This justification must be based on criteria set out in the job description and in the College's affirmative action policies.

D. The Affirmative Action Committee

1. Despite a mandate from the Board of Trustees that gives broad power to the Affirmative Action Committee to oversee existing policy, to recommend new policy, and to effectively educate and provide leadership to the College community, this body, as it now is structured, has become little more than a cumbersome reporting mechanism for Affirmative Action monitors. In order to make it a more effective, viable working committee, we recommend that it be reduced to a manageable size of no more than five to seven faculty and staff, with the Directors of Affirmative Action and Workplace Compliance and Human Resources serving as its only ex-officio members.
2. The members should be a diverse group of faculty and staff who have a strong commitment to achieving diversity and affirmative action goals. The Affirmative Action Task Force will recommend the initial members, who will serve for a period of three years. However, this first group will be staggered so that no more than half of the Committee will step down at any one time.

- 3. This new Affirmative Action Committee, which would meet on a regular basis each semester, would essentially carry the initial mandate from the Board of Trustees to review existing policy and results, to recommend and develop new policies and procedures as needed, to monitor outcomes, and to report directly to the President. The Director of Affirmative Action and Workplace Compliance will serve as the liaison between the Affirmative Action monitors and this Committee.**
 - 4. President Scott and the Faculty Assembly President should upgrade the status of the Affirmative Action Committee and declare its work to be equal to that of other all-college committees, such as the Academic or Curriculum Committees.**
- E. The Corps of Affirmative Action Monitors**
- 1. A large, corps of trained search committee monitors, separate, and apart from the Affirmative Action Committee, should be created. These monitors, both faculty and professional staff, would commit to serving in this capacity for a three-year period, renewable for an additional three years. Ideally, they would be knowledgeable of the area in which they are monitoring a search. However, while this might not be possible for a variety of reasons, all would be sufficiently knowledgeable in affirmative action policy and procedures so that they would be able to serve as advisors and resources to the search committees. Instead of meeting on a regular basis, monitors of on-going searches would regularly report to the Affirmative Action Committee through the Director of Affirmative Action and Workplace Compliance.**
 - 2. Participating in a comprehensive training workshop is essential for all Affirmative Action monitors and is part of their commitment to this work. Training sessions will be provided at the beginning of each semester by the Director of Affirmative Action and Workplace Compliance or by his/her designee.**
 - 3. The current Affirmative Action Committee has begun the task of clarifying and revising the role, duties, and responsibilities of the Affirmative Action monitors. We recommend that this task be continued and completed by a committee appointed specifically for this purpose.**
 - 4. To encourage greater faculty participation, we recommend that the President upgrade the status of this corps of Affirmative Action monitors, declaring this work to have the status of an all-college committee.**

F. Retention of Faculty and Professional Staff

1. **We applaud the work of Academic Affairs in providing a comprehensive initial orientation program to new faculty, but recommend that it be expanded to include new professional staff. Working with the Divisions for Academic Affairs and Student Affairs, The Department of Human Resources should take responsibility for providing an orientation that focuses on the entire Ramapo College community. This orientation should be on-going and not limited to the first few days of the semester.**
2. **Attendance at this orientation program should be mandatory. To reinforce the importance of these workshops to the College, administrative staff from the Divisions of Academic Affairs and Student Affairs (and other divisions, as appropriate) should be present.**
3. **The required one-day diversity *training* workshop for all new College employees should be expanded to two or three days so as to cover important topics in sufficient depth and breadth.**
4. **Deans, directors, unit heads, and conveners should be required to participate in special supervisor *training* workshops to learn specific ways to orient, develop, and support their new faculty and professional staff.**
5. **Deans, directors, unit heads, and conveners should be held accountable for the successful *orientation* and integration of new faculty and professional staff into their units. They should be required to specify the efforts made by the
members of their units to welcome, orient, mentor, develop, and support their new faculty and professional staff: *Annual* reviews are perfect vehicles for such accountability, with successes rewarded and failures penalized in very substantive ways through the gain or loss of additional funds, etc.**
6. **Although such orientation, mentoring and integration of new faculty is already specified by the Vice President for Academic Affairs, it should be more systematically implemented across all units and extended to all professional staff.**
7. **Mentoring of new faculty and professional staff should be recognized as a contribution to the College, with mentors able to identify their specific efforts to support, orient, and educate their new colleagues to campus life and culture.**
8. **In addition to being assigned a mentor in his/her respective unit, each new faculty and professional staff member of color should be offered a mentor of color, especially one who lives in or near the same community.**

9. **A directory of community resources and services should be developed for all new faculty and staff. It should include a section geared specifically to faculty and staff of color. A group should be appointed to complete this, with necessary funds provided.**
10. **A welcoming committee should be formed, composed of faculty and professional staff who would be responsible for planning and implementing a variety of activities.**
11. **Newly appointed faculty and professional staff should be interviewed by the Affirmative Action Committee when they first begin their work at Ramapo and then again six months to a year later to assess their experiences here at the College. From their observations, College policies and procedures can be reviewed and adjusted as necessary.**
12. **Although we recognize that this is already done in many units, teaching schedules and committee work should be judiciously assigned so as not to burden the new faculty while they are acclimating to a new environment.**
13. **All new faculty should have a one-course reduction in their teaching loads for the first one or two semesters.**
14. **We applaud the Vice President for Academic Affairs' mandate to count participation in the New Faculty Seminars as a committee assignment and recommend that these seminars be expanded and held more frequently so as to help the cohort of new faculty develop close ties with one another while covering important topics. We also recommend that parallel on-going seminars be conducted for professional staff.**
15. **Extensive exit interviews should be conducted of all faculty and professional staff who leave the institution of their own accord and in good standing within one year of their departure.**

G. Reap pointment/Tenure/Promotion

1. **As part of the mentor's, convener's, and unit director's/dean's responsibilities, new faculty and professional staff should be given specific feedback regarding their strengths and areas for development, as well as ways to strengthen any areas of weakness. This should be done on an on-going basis from the first year. Although this is supposed to be done, we recognize that feedback given tends to be general.**
2. **Although this is already part of supervisors' responsibilities, their annual review should specify the efforts made to develop faculty and professional staff in their units as well as the impact of those efforts.**

We believe that the ultimate responsibility for developing and implementing a successful recruitment and retention process rests with but is not limited to the President. We further believe that he must, by whatever means necessary, enroll other administrative officers and all members of the College community to support recruitment and retention efforts and to bring them to fruition.

It is our contention that when we, beginning with the Senior Staff and upper level administration and including deans, directors, conveners, and our faculty and professional staff, become committed to the goal of increasing the number of people of color here at Ramapo College in all disciplines and units, we can and will be successful. The recommendations in this report are ways for us to begin to accomplish this goal.

Appendix A

Ramapo Faculty by Gender and Race/Ethnicity from Fall 1988 through Fall 1998:

Table A1: Ramapo Faculty by Sex/Ethnicity: Fall 1988 - Fall 1998 Total Number and Percent of Female and Male Faculty Total Number and Percent within each Racial/Ethnic Group.

Table A2: Ramapo Faculty by Sex/Ethnicity: Fall 1988 - Fall 1998

Total Number and Percent of each Racial/Ethnic Group by Gender

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TABLE A1
Ramapo Faculty by Sex/Ethnicity
Fall 1988 - Fall 1998

	Fall 88		Fall 89		Fall 90		Fall 91		Fall 92		Fall 93		Fall 94		Fall 95		Fall 96		Fall 97		Fall 98	
	No	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Female	37	28.5%	41	29.9%	41	28.5%	40	28.4%	44	31.0%	45	31.9%	48	33.6%	51	34.5%	52	34.4%	52	34.4%	56	36.1%
Male	93	71.5%	96	70.1%	103	71.5%	101	71.6%	98	69.0%	96	68.1%	95	66.4%	97	65.5%	99	65.6%	99	65.6%	99	63.9%
Total	130	100.0%	137	100.0%	144	100.0%	141	100.0%	142	100.0%	141	100.0%	143	100.0%	148	100.0%	151	100.0%	151	100.0%	155	100.0%
Amer. Indian/Alaskan Nat.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Asian/Pacific Islander	6	4.6%	6	4.4%	6	4.2%	5	3.5%	6	4.2%	6	4.3%	7	4.9%	9	6.1%	8	5.3%	7	4.6%	6	3.9%
Black, non-Hispanic	7	5.4%	9	6.6%	12	8.3%	12	8.5%	12	8.5%	12	8.5%	9	6.3%	11	7.4%	13	8.6%	13	8.6%	13	8.4%
Hispanic	4	3.1%	5	3.6%	5	3.5%	5	3.5%	5	3.5%	4	2.8%	5	3.5%	6	4.1%	6	4.0%	5	3.3%	5	3.2%
White, non Hispanic	113	86.9%	117	85.4%	121	84.0%	119	84.4%	119	83.8%	119	84.4%	122	85.3%	122	82.4%	124	82.1%	126	83.4%	131	84.5%
Total	130	100.0%	137	100.0%	144	100.0%	141	100.0%	142	100.0%	141	100.0%	143	100.0%	148	100.0%	151	100.0%	151	100.0%	155	100.0%

* Includes both tenured and non-tenured faculty, Associate Deans/Deans, and library staff.

Appendix B

Fall 1997 Comparative Data from Eight New Jersey State Colleges and Universities:

Table B 1: Full-time Total Faculty Employed in New Jersey Colleges and Universities, Fall 1997
Total Number and Percent of each Racial/Ethnic Group

Table B2: Full-time Female Faculty Employed in New Jersey Colleges and Universities, Fall 1997
Total Number of Female Faculty and Percent of All Female Faculty within each Racial/Ethnic Group

Table B3: Full-time Male Faculty Employed in New Jersey Colleges and Universities, Fall 1997
Total Number of Male Faculty and Percent of All Male Faculty within each Racial/Ethnic Group

TABLE B1

STATE OF NEW JERSEY
COMMISSION ON HIGHER EDUCATION

FULL-TIME TOTAL FACULTY EMPLOYED IN N.J. COLLEGES & UNIVERSITIES, FALL 1997

PUBLIC INSTITUTIONS	WHITE		BLACK		HISPANIC		ASIAN		AMERIND		ALIEN		RACE UNKNOWN		TOTAL	
	NUM	PCT	NUM	PCT	NUM	PCT	NUM	PCT	NUM	PCT	NUM	PCT	NUM	PCT	NUM	PCT
UNIV MEDICINE/DENT NJ INST TECHNOLOGY	1,064	75.9	75	5.3	38	2.7	122	8.7	1	.1	102	7.3	-	-	1,402	100%
RUTGERS-CAMDEN	277	77.4	9	2.5	4	1.1	54	15.1	-	-	14	3.9	-	-	358	100%
RUTGERS-NEWARK	181	77.7	13	5.6	5	2.1	19	8.2	2	.9	13	5.6	-	-	233	100%
RUTGERS-NEW BRUNS	324	77.9	27	6.5	12	2.9	24	5.8	1	.2	28	6.7	-	-	416	100%
ALL PUBLIC UNIVS	1,462	80.5	77	4.2	32	1.8	139	7.6	2	.1	105	5.8	-	-	1,817	100%
JERSEY CITY	3,308	78.3	201	4.8	91	2.2	358	8.5	6	.1	262	6.2	-	-	4,226	100%
KEAN	186	79.1	25	10.6	15	6.4	9	3.8	-	-	-	-	-	-	235	100%
MONTCLAIR	277	76.5	34	9.4	30	8.3	21	5.8	-	-	-	-	-	-	362	100%
R STOCKTON	352	79.3	30	6.8	26	5.9	32	7.2	2	.5	2	.5	-	-	444	100%
RAMAPO	150	77.7	17	8.8	7	3.6	18	9.3	1	.5	-	-	-	-	193	100%
ROHAN	120	85.1	9	6.4	4	2.8	8	5.7	-	-	-	-	-	-	141	100%
THE COLL OF NJ	260	77.4	31	9.2	14	4.2	27	8.0	4	1.2	-	-	-	-	336	100%
W PATERSON	274	84.6	19	5.9	8	2.5	19	5.9	1	.3	3	.9	-	-	324	100%
ALL STATE COLLS	229	70.9	37	11.5	20	6.2	32	9.9	-	-	5	1.5	-	-	323	100%
ATLANTIC	1,848	78.4	202	8.6	124	5.3	166	7.0	8	.3	10	.4	-	-	2,358	100%
BERGEN	56	86.2	5	7.7	2	3.1	2	3.1	-	-	-	-	-	-	65	100%
BROOKDALE	197	88.7	9	4.1	9	4.1	5	2.3	2	.9	-	-	-	-	222	100%
BURLINGTON	191	88.8	14	6.5	2	.9	8	3.7	-	-	-	-	-	-	215	100%
CAMDEN	65	95.6	3	4.4	-	-	-	-	-	-	-	-	-	-	68	100%
CUMBERLAND	102	86.4	10	8.5	1	.8	2	1.7	-	-	-	-	-	-	118	100%
ESSEX	34	87.2	4	10.3	1	2.6	-	-	-	-	-	-	-	-	39	100%
GLOUCESTER	89	54.9	51	31.5	12	7.4	10	6.2	-	-	-	-	-	-	162	100%
HUDSON	62	89.9	2	2.9	1	1.4	4	5.8	-	-	-	-	-	-	69	100%
HUDSON	35	71.4	6	12.2	3	6.1	5	10.2	-	-	-	-	-	-	49	100%
MERCER	102	87.2	12	10.3	2	1.7	1	.9	-	-	-	-	-	-	117	100%
MIDDLESEX	197	87.6	12	5.3	7	3.1	9	4.0	-	-	-	-	-	-	225	100%
MORRIS	157	87.2	11	6.1	6	3.3	6	3.3	-	-	-	-	-	-	180	100%
OCEAN	105	93.8	3	2.7	1	.9	2	1.8	1	.9	-	-	-	-	112	100%
PASSAIC	52	72.2	10	13.9	7	9.7	3	4.2	-	-	-	-	-	-	72	100%
RARITAN	77	89.5	3	3.5	1	1.2	5	5.8	-	-	-	-	-	-	86	100%
SALEM	24	96.0	1	4.0	-	-	-	-	-	-	-	-	-	-	25	100%
SUSSEX	38	100.0	-	-	-	-	-	-	-	-	-	-	-	-	38	100%
UNION	150	84.7	14	7.9	4	2.3	9	5.1	-	-	-	-	-	-	177	100%
WARREN	15	93.8	-	-	-	-	1	6.3	-	-	-	-	-	-	16	100%
ALL COMMON COLLS	1,748	85.1	170	8.3	59	2.9	72	3.5	3	.1	-	-	3	.1	2,055	100%
ALL PUBLIC INSTS	6,904	79.9	573	6.6	274	3.2	596	6.9	17	.2	272	3.1	3	-	8,639	100%

FULL-TIME TOTAL FACULTY EMPLOYED IN N.J. COLLEGES & UNIVERSITIES, FALL 1997

INDEP INSTITUTIONS	WHITE		BLACK		HISPANIC		ASIAN		AMERIND		ALIEN		RACE UNKNOWN		TOTAL	
	NUM	PCT	NUM	PCT	NUM	PCT	NUM	PCT	NUM	PCT	NUM	PCT	NUM	PCT	NUM	PCT
BLOOMFIELD	45	80.4	6	10.7	2	3.6	3	5.4	-	-	-	-	-	-	56	100%
CADWELL	52	89.7	2	3.4	1	1.7	3	5.2	-	-	-	-	-	-	58	100%
CENTENARY	39	95.1	1	2.4	-	-	1	2.4	-	-	-	-	-	-	41	100%
DREW UNIV	123	86.0	7	4.9	5	3.5	8	5.6	-	-	-	-	-	-	143	100%
F.D.U.	222	84.1	10	3.8	5	1.9	17	6.4	-	-	10	3.8	-	-	264	100%
FELICIAN	45	91.8	1	2.0	2	4.1	1	2.0	-	-	-	-	-	-	49	100%
GEORGIAN COURT	76	92.7	-	-	2	2.4	4	4.9	-	-	-	-	-	-	82	100%
HOMEROTH UNIV	164	87.7	4	2.1	3	1.6	12	6.4	-	-	4	2.1	-	-	187	100%
PRINCETON UNIV	533	77.4	16	2.3	13	1.9	51	7.4	-	-	56	8.1	20	2.9	689	100%
RIDER UNIV	196	89.1	5	2.3	3	1.4	15	6.8	1	.5	-	-	-	-	220	100%
ST ELIZABETH	51	94.4	1	1.9	1	1.9	1	1.9	-	-	-	-	-	-	54	100%
ST PETER'S	106	89.8	5	4.2	3	2.5	4	3.4	-	-	-	-	-	-	118	100%
SETON HALL UNIV	283	83.7	15	4.4	10	3.0	22	6.5	2	.6	4	1.2	2	.6	338	100%
STEVENS INST	101	85.6	-	-	1	.8	14	11.9	-	-	2	1.7	-	-	118	100%
ALL PUBMIS INDEPS	2,036	84.2	73	3.0	51	2.1	156	6.5	3	.1	76	3.1	22	.9	2,417	100%
BERKELEY COLLEGE	35	92.1	2	5.3	1	2.6	-	-	-	-	-	-	-	-	38	100%
DEVRY INSTITUTE	42	77.8	2	3.7	1	1.9	9	16.7	-	-	-	-	-	-	54	100%
KATHARINE GIBBS	13	86.7	2	13.3	-	-	-	-	-	-	-	-	-	-	15	100%
ALL PROPRI INDEPS	90	84.1	6	5.6	2	1.9	9	8.4	-	-	-	-	-	-	107	100%
NEW BRUNS SEH	6	85.7	1	14.3	-	-	-	-	-	-	-	-	-	-	7	100%
PHILA COLLEGE	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	1	100%
PRINCETON SEH	41	87.2	4	8.5	-	-	2	4.3	-	-	-	-	-	-	47	100%
ALL RELIG INDEPS	48	87.3	5	9.1	-	-	2	3.6	-	-	-	-	-	-	55	100%
ALL INDEP INSTS	2,174	84.3	84	3.3	53	2.1	167	6.5	3	.1	76	2.9	22	.9	2,579	100%
NJ GRAND TOTAL	9,078	80.9	657	5.9	327	2.9	763	6.8	20	.2	348	3.1	25	.2	11,218	100%

TABLE PRODUCED MARCH 17, 1998. (RACECOLL.FEX, EEOC08.WP)
SOURCE: IPEDS FORM #31, FALL STAFF SURVEY.

NOTES: EXCLUDED FROM THIS TABULATION ARE ALL FACULTY WHO ARE MEMBERS OF A RELIGIOUS ORDER WHO CONTRIBUTE THEIR SERVICES.

FULL-TIME FEMALE FACULTY EMPLOYED IN N.J. COLLEGES & UNIVERSITIES, FALL 1997

INDEP INSTITUTIONS	WHITE		BLACK		HISPANIC		ASIAN		AMERIND		ALIEN		RACE UNKNOWN		TOTAL	
	NUM	PCT	NUM	PCT	NUM	PCT	NUM	PCT	NUM	PCT	NUM	PCT	NUM	PCT	NUM	PCT
BLOOMFIELD	24	85.7	2	7.1	-	-	2	7.1	-	-	-	-	-	-	28	100%
CALDWELL	27	84.4	2	6.3	-	-	3	9.4	-	-	-	-	-	-	32	100%
CENTENARY	23	92.0	1	4.0	-	-	1	4.0	-	-	-	-	-	-	25	100%
DREW UNIV	54	87.1	3	4.8	2	3.2	3	4.8	-	-	-	-	-	-	62	100%
F.D.U.	56	78.9	6	8.5	1	1.4	7	9.9	-	-	1	1.4	-	-	71	100%
FELICIAN	27	93.1	1	3.4	-	-	1	3.4	-	-	-	-	-	-	29	100%
GEORGIAN COURT	49	92.5	-	-	1	1.9	3	5.7	-	-	-	-	-	-	53	100%
HONOLULU UNIV	63	88.7	2	2.8	1	1.4	4	5.6	-	-	1	1.4	-	-	71	100%
PRINCETON UNIV	128	78.0	7	4.3	2	1.2	9	5.5	-	-	14	8.5	4	2.4	164	100%
RIDER UNIV	64	88.9	2	2.8	1	1.4	5	6.9	-	-	-	-	-	-	72	100%
ST ELIZABETH	40	95.2	1	2.4	1	2.4	-	-	-	-	-	-	-	-	42	100%
ST PETER'S	32	84.2	3	7.9	1	2.6	2	5.3	-	-	-	-	-	-	38	100%
SETON HALL UNIV	112	88.2	7	5.5	2	1.6	5	3.9	-	-	-	-	1	.8	127	100%
STEVENS INST	12	100.0	-	-	-	-	-	-	-	-	-	-	-	-	12	100%
ALL PUBNIS INDEPS	711	86.1	37	4.5	12	1.5	45	5.4	-	-	16	1.9	5	.6	826	100%
BERKELEY COLLEGE	26	100.0	-	-	-	-	-	-	-	-	-	-	-	-	26	100%
DEVRY INSTITUTE	10	76.9	1	7.7	1	7.7	1	7.7	-	-	-	-	-	-	13	100%
KATHARINE GIBBS	11	84.6	2	15.4	-	-	-	-	-	-	-	-	-	-	13	100%
ALL PROPR INDEPS	47	90.4	3	5.8	1	1.9	1	1.9	-	-	-	-	-	-	52	100%
NEW BRUNS SEM	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	1	100%
PHILA COLLEGE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PRINCETON SEM	14	100.0	-	-	-	-	-	-	-	-	-	-	-	-	14	100%
ALL RELIG INDEPS	15	100.0	-	-	-	-	-	-	-	-	-	-	-	-	15	100%
ALL INDEP INSTS	773	86.6	40	4.5	13	1.5	46	5.2	-	-	16	1.8	5	.6	893	100%
NJ GRAND TOTAL	3,333	81.3	316	7.7	134	3.3	212	5.2	7	.2	93	2.3	7	.2	4,102	100%

TABLE PRODUCED MARCH 17, 1998. (RACECOLL.FEX, EEOC08.WP)
SOURCE: IPEDS FORM #31, FALL STAFF SURVEY.

NOTES: EXCLUDED FROM THIS TABULATION ARE ALL FACULTY WHO ARE MEMBERS OF A RELIGIOUS ORDER WHO CONTRIBUTE THEIR SERVICES.

TABLE B3

STATE OF NEW JERSEY
COMMISSION ON HIGHER EDUCATION

FULL-TIME MALE FACULTY EMPLOYED IN N.J. COLLEGES & UNIVERSITIES, FALL 1997

PUBLIC INSTITUTIONS	WHITE		BLACK		HISPANIC		ASIAN		AMERIND		ALLEN		RACE UNKNOWN		TOTAL	
	NUM	PCT	NUM	PCT	NUM	PCT	NUM	PCT	NUM	PCT	NUM	PCT	NUM	PCT	NUM	PCT
UNIV MEDICINE/DENT	709	77.5	33	3.6	24	2.6	75	8.2	1	.1	73	8.0	-	-	915	100%
NJ INST TECHNOLOGY	233	76.1	7	2.3	3	1.0	52	17.0	-	-	11	3.6	-	-	306	100%
RUTGERS-CAMDEN	120	77.9	5	3.2	3	1.9	16	10.4	-	-	10	6.5	-	-	154	100%
RUTGERS-NEWARK	207	77.5	18	6.7	7	2.6	18	6.7	-	-	17	6.4	-	-	267	100%
RUTGERS-NEW BRUNS	1,014	80.3	47	3.7	22	1.7	101	8.0	2	.2	77	6.1	-	-	1,263	100%
ALL PUBLIC UNIVS	2,283	78.6	110	3.8	59	2.0	262	9.0	3	.1	188	6.5	-	-	2,905	100%
JERSEY CITY	110	81.5	13	9.6	7	5.2	5	3.7	-	-	-	-	-	-	135	100%
KEAN	161	77.4	15	7.2	19	9.1	13	6.3	-	-	-	-	-	-	208	100%
MONTCLAIR	217	79.2	17	6.2	14	5.1	24	8.8	1	.4	1	.4	-	-	274	100%
R STOCKTON	91	79.1	9	7.8	4	3.5	10	8.7	1	.9	-	-	-	-	115	100%
RAHAPD	76	81.7	8	8.6	2	2.2	7	7.5	-	-	-	-	-	-	93	100%
ROMAN	174	76.3	24	10.5	6	2.6	21	9.2	3	1.3	-	-	-	-	228	100%
THE COLL OF NJ	173	84.4	7	3.4	5	2.4	17	8.3	1	.5	2	1.0	-	-	205	100%
W PATERSON	126	65.6	26	13.5	12	6.3	24	12.5	-	-	4	2.1	-	-	192	100%
ALL STATE COLLS	1,126	77.8	119	8.2	69	4.8	121	8.3	6	.4	7	.5	-	-	1,450	100%
ATLANTIC	28	84.8	2	6.1	2	6.1	1	3.0	-	-	-	-	-	-	33	100%
BERGEN	104	90.4	4	3.5	3	2.6	3	2.6	1	.9	-	-	-	-	115	100%
BROOKDALE	92	93.9	3	3.1	-	-	3	3.1	-	-	-	-	-	-	98	100%
BURLINGTON	39	92.9	3	7.1	-	-	-	-	-	-	-	-	-	-	42	100%
CAMDEN	58	86.6	5	7.5	1	1.5	2	3.0	-	-	-	-	1	1.5	67	100%
CUMBERLAND	20	95.2	1	4.8	-	-	-	-	-	-	-	-	-	-	21	100%
ESSEX	65	66.3	22	22.4	4	4.1	7	7.1	-	-	-	-	-	-	98	100%
GLoucester	39	88.6	1	2.3	-	-	4	9.1	-	-	-	-	-	-	44	100%
HUDSON	21	77.8	1	3.7	1	3.7	4	14.8	-	-	-	-	-	-	27	100%
MERCER	65	91.5	4	5.6	1	1.4	1	1.4	-	-	-	-	-	-	71	100%
MIDDLESEX	101	88.6	5	4.4	3	2.6	5	4.4	-	-	-	-	-	-	114	100%
MORRIS	90	89.1	3	3.0	3	3.0	5	5.0	-	-	-	-	-	-	101	100%
OCEAN	53	93.0	2	3.5	-	-	2	3.5	-	-	-	-	-	-	57	100%
PASSAIC	20	74.1	3	11.1	4	14.8	-	-	-	-	-	-	-	-	27	100%
RARITAN	38	88.4	1	2.3	1	2.3	3	7.0	-	-	-	-	-	-	43	100%
SALEM	10	90.9	1	9.1	-	-	-	-	-	-	-	-	-	-	11	100%
SUSSEX	16	100.0	-	-	-	-	-	-	-	-	-	-	-	-	16	100%
UNION	68	81.0	7	8.3	2	2.4	7	8.3	-	-	-	-	-	-	84	100%
WARREN	6	100.0	-	-	-	-	-	-	-	-	-	-	-	-	6	100%
ALL COMMON COLLS	933	86.8	68	6.3	25	2.3	47	4.4	1	.1	-	-	1	.1	1,075	100%
ALL PUBLIC INSTS	4,344	80.0	297	5.5	153	2.8	430	7.9	10	.2	195	3.6	1	-	5,430	100%

FULL-TIME MALE FACULTY EMPLOYED IN N.J. COLLEGES & UNIVERSITIES, FALL 1997

INDEP INSTITUTIONS	WHITE NUM PCT	BLACK NUM PCT	HISPANIC NUM PCT	ASIAN NUM PCT	AMERIND NUM PCT	ALIEN NUM PCT	RACE UNKNOWN NUM PCT	TOTAL NUM PCT
BLOOMFIELD	21 75.0	4 14.3	2 7.1	1 3.6	-	-	-	28 100%
CALDWELL	25 96.2	-	1 3.8	-	-	-	-	26 100%
CENTENARY	16 100.0	-	-	-	-	-	-	16 100%
DREW UNIV	69 85.2	4 4.9	3 3.7	5 6.2	-	-	-	81 100%
F.D.U.	166 86.0	4 2.1	4 2.1	10 5.2	-	9 4.7	-	193 100%
FELICIAN	18 90.0	-	2 10.0	-	-	-	-	20 100%
GEORGIAN COURT	27 93.1	-	1 3.4	1 3.4	-	-	-	29 100%
HONOLULU UNIV	101 87.1	2 1.7	2 1.7	8 6.9	-	3 2.6	-	116 100%
PRINCETON UNIV	405 77.1	9 1.7	11 2.1	42 8.0	-	42 8.0	16 3.0	525 100%
RIDER UNIV	132 89.2	3 2.0	2 1.4	10 6.8	1 .7	-	-	148 100%
ST ELIZABETH	11 91.7	-	-	1 8.3	-	-	-	12 100%
ST PETER'S	74 92.5	2 2.5	2 2.5	2 2.5	-	-	-	80 100%
SETON HALL UNIV	171 81.0	8 3.8	8 3.8	17 8.1	2 .9	4 1.9	1 .5	211 100%
STEVENS INST	89 84.0	-	1 .9	14 13.2	-	2 1.9	-	106 100%
ALL PUBHS INDEPS	1,325 83.3	36 2.3	39 2.5	111 7.0	3 .2	60 3.8	17 1.1	1,591 100%
BERKELEY COLLEGE	9 75.0	2 16.7	1 8.3	-	-	-	-	12 100%
DEVRY INSTITUTE	32 78.0	1 2.4	-	8 19.5	-	-	-	41 100%
KATHARINE GIBBS	2 100.0	-	-	-	-	-	-	2 100%
ALL PROPR INDEPS	43 78.2	3 5.5	1 1.8	8 14.5	-	-	-	55 100%
NEU BRUNS SEM	5 83.3	1 16.7	-	-	-	-	-	6 100%
PHILA COLLEGE	1 100.0	-	-	-	-	-	-	1 100%
PRINCETON SEM	27 81.8	4 12.1	-	2 6.1	-	-	-	33 100%
ALL RELIG INDEPS	33 82.5	5 12.5	-	2 5.0	-	-	-	40 100%
ALL INDEP INSTS	1,401 83.1	44 2.6	40 2.4	121 7.2	3 .2	60 3.6	17 1.0	1,686 100%
NJ GRAND TOTAL	5,745 80.7	341 4.8	193 2.7	551 7.7	13 .2	255 3.6	18 .3	7,116 100%

TABLE PRODUCED MARCH 17, 1998. (RACECOLL.FEX, EEOC08.WP)
SOURCE: IPEDS FORM #31, FALL STAFF SURVEY.

NOTES: EXCLUDED FROM THIS TABULATION ARE ALL FACULTY WHO ARE MEMBERS OF A RELIGIOUS ORDER WHO CONTRIBUTE THEIR SERVICES.

Appendix C

Fall 1995 National Data Re: Full-time Faculty in Higher Education:

Table C1: Full-time Faculty in Higher Education, by Race/Ethnicity and
Gender: 1985, 1993, and 1995

Total Number and Percent of Men and Women

Total Number and Percent of all Minority Faculty by Gender

Total Number and Percent of each Racial/Ethnic Category by Gender

TABLE C1

Full-Time Faculty in Higher Education, by Race/Ethnicity and Gender: 1985, 1993, and 1995

	1985 Total	Percent	1993 Total	Percent	1995 Total	Percent	Percent Change 1985-95	Percent Change 1993-95
TOTAL	473,537	100.0	533,770	100.0	538,023	100.0	13.6	0.8
Men	342,916	72.4	354,302	66.4	350,756	65.2	2.3	-1.0
Women	130,621	27.6	179,468	33.6	187,267	34.8	43.4	4.3
White (non-Hispanic)	426,468	90.1	468,770	87.8	468,518	87.1	9.9	-0.1
Men	311,018	90.7	313,278	88.4	307,498	87.7	-1.1	-1.9
Women	115,450	88.4	155,492	86.6	161,020	86.0	39.5	3.6
TOTAL MINORITY	47,069	9.9	65,000	12.2	69,505	12.9	47.7	6.9
Men	31,898	9.3	41,024	11.6	43,258	12.3	35.6	5.4
Women	15,171	11.6	23,976	13.4	26,247	14.0	73.0	9.5
African American (non-Hispanic)	19,559	4.1	25,658	4.8	26,835	5.0	37.2	4.6
Men	10,621	3.1	13,385	3.8	13,847	3.9	30.3	3.5
Women	8,928	6.8	12,273	6.8	12,988	6.9	45.5	5.6
Hispanic	7,788	1.6	12,076	2.3	12,942	2.4	66.2	7.2
Men	5,458	1.6	7,459	2.1	7,864	2.2	44.1	5.4
Women	2,330	1.8	4,617	2.6	5,078	2.7	117.9	10.0
Asian American^a	18,245	3.9	25,269	4.7	27,572	5.1	51.1	9.1
Men	14,692	4.3	18,943	5.3	20,285	5.8	38.2	7.1
Women	3,563	2.7	6,326	3.5	7,287	3.9	104.5	15.2
American Indian^b	1,477	0.3	1,997	0.4	2,156	0.4	46.0	8.0
Men	1,127	0.3	1,237	0.3	1,262	0.4	12.0	2.0
Women	350	0.3	760	0.4	894	0.5	155.4	17.6

^a Asian American includes Pacific Islanders.

^b American Indian includes Alaska Natives.

Note: Details may not add to totals because of rounding. Includes full-time faculty who are in nontenured-earning positions, tenured faculty, and faculty who are nontenured but in positions that lead to consideration for tenure. Employment counts are based on the following number of higher education institutions each year: 2,868 in 1985; 3,385 in 1993; and 3,480 in 1995. Data were imputed for nonreporting institutions for 1993 and 1995. Figures shown here may not agree with tables showing tenure data because some respondents provided total faculty counts by race but did not further categorize by tenure status.

Source: U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information" Surveys, 1985 and 1993; U.S. Department of Education, National Center for Education Statistics, *Fall Staff Survey*, 1995.

Appendix D

Ramapo College Professional Staff Data by Gender and Race/Ethnicity - FY 1991 through FY 1998:

Table D1: Ramapo Professional Staff by Sex/Ethnicity, FY1991 - FY1998
Total Number and Percent of Females and Males
Total Number and Percent within each Racial/Ethnic Group

Table D2: Ramapo Professional Staff by Sex/Ethnicity, FY1991 - FY1998
Total Number and Percent of each Racial/Ethnic Group by Gender.

Ramapo Professional Staff by Sex/Ethnicity FY91-FY98

	FY91		FY92		FY93		FY94		FY95		FY96		FY97		FY98	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Female	78	64.5%	72	61.5%	72	62.1%	69	59.0%	71	59.7%	75	62.0%	86	59.7%	89	58.6%
Male	43	35.5%	45	38.5%	44	37.9%	48	41.0%	48	40.3%	46	38.0%	58	40.3%	63	41.4%
Total	121	100.0%	117	100.0%	116	100.0%	117	100.0%	119	100.0%	121	100.0%	144	100.0%	152	100.0%

	FY91		FY92		FY93		FY94		FY95		FY96		FY97		FY98	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Amer. Indian/Alaskan Nat.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Asian/Pacific Islander	2	1.7%	2	1.7%	2	1.7%	3	2.6%	3	2.5%	3	2.5%	5	3.5%	5	3.3%
Black, non Hispanic	20	16.5%	20	17.1%	18	15.5%	19	16.2%	19	16.0%	17	14.0%	21	14.6%	21	13.8%
Hispanic	3	2.5%	4	3.4%	5	4.3%	5	4.3%	5	4.2%	3	2.5%	9	6.3%	9	5.9%
White, non Hispanic	96	79.3%	91	77.8%	91	78.4%	89	76.1%	92	77.3%	97	80.2%	109	75.7%	117	77.0%
Missing/Unknown	0	0.0%	0	0.0%	0	0.0%	1	0.9%	0	0.0%	1	0.8%	0	0.0%	0	0.0%
Total	121	100.0%	117	100.0%	116	100.0%	117	100.0%	119	100.0%	121	100.0%	144	100.0%	152	100.0%

*Based on filled positions as of 6/30. Includes managerial and professional staff, 11-10 and 11-30 EEO categories

TABLE U2
Ramapo Professional Staff by Sex/Ethnicity
FY91 - FY98

	FY91				FY92				FY93				FY94				FY95				FY96				FY97				FY98			
	No.	F	M	Pct.	No.	F	M	Pct.	No.	F	M	Pct.	No.	F	M	Pct.	No.	F	M	Pct.	No.	F	M	Pct.	No.	F	M	Pct.	No.	F	M	Pct.
Amer Ind/Alaskan Nat	0	0	N/A	N/A	0	0	N/A	N/A	0	0	N/A	N/A	0	0	N/A	N/A	0	0	N/A	N/A	0	0	N/A	N/A	0	0	N/A	N/A	0	0	N/A	N/A
Asian/Pacific Islander	0	2	0.0%	4.7%	0	2	0.0%	4.4%	0	2	0.0%	4.5%	1	2	1.4%	4.2%	1	2	1.4%	4.2%	1	2	1.3%	4.3%	3	2	3.5%	3.4%	3	2	3.4%	3.2%
Black, non-Hispanic	9	11	11.5%	25.6%	8	12	11.1%	26.7%	7	11	9.7%	25.0%	7	12	10.1%	25.0%	7	12	9.9%	25.0%	7	10	9.3%	21.7%	11	10	12.8%	17.2%	12	9	13.5%	14.3%
Hispanic	2	1	2.6%	2.3%	3	1	4.2%	2.2%	4	1	5.6%	2.3%	4	1	5.8%	2.1%	4	1	5.6%	2.1%	2	1	2.7%	2.2%	5	4	5.8%	6.9%	5	4	5.6%	6.3%
White, non-Hispanic	67	29	85.9%	67.4%	61	30	84.7%	66.7%	61	30	84.7%	68.2%	57	32	82.6%	66.7%	59	33	83.1%	68.8%	65	32	86.7%	69.6%	67	42	77.9%	72.4%	69	48	77.5%	76.2%
Missing/Unknown	0	0	N/A	N/A	0	0	N/A	N/A	0	0	N/A	N/A	0	1	0.0%	N/A	0	0	N/A	N/A	0	1	0.0%	N/A	0	0	N/A	N/A	0	0	N/A	N/A
F/M Total	78	43	100.0%	100.0%	72	45	100.0%	100.0%	72	44	100.0%	100.0%	69	48	100.0%	100.0%	71	48	100.0%	100.0%	75	46	100.0%	100.0%	86	58	100.0%	100.0%	89	63	100.0%	100.0%
TOTAL	121				117				116				117				119				121				144				152			

*Based on filled positions as of 6/30. Includes managerial and professional staff, H-10 and H-30 EEO categories.

Appendix E

The President's Letter to the Task Force Members



Office of the President

October 8, 1998

Dr. Frances Shapiro-Skrobe
Acting Director of Affirmative Action & Workplace Compliance

Dear Fran:

I know that you share my commitment to Affirmative Action and view it, as I do, as an important instrument to help recruit a more diverse workforce and student body to Ramapo College. Faced with recent court challenges, we must clarify our Affirmative Action mission, review our policies and procedures, and develop new ones that meet the letter of the law while satisfying the spirit of our commitment. This is an important undertaking, and I would like very much for you to participate in it as an *ex officio* member of the Ramapo College Task Force on Affirmative Action. The first meeting is scheduled for Thursday, October 8th from 1:00 to 3:00 P.M. in Room SC-138.

As part of this effort, I am also asking you to examine the mission, role, structure, and size of the Affirmative Action Committee, to review our search process and procedures, and to recommend ways to search more aggressively and to move more effectively and efficiently to recruit a more diverse workforce. During your deliberations, I would like you to meet with Melissa Hager, the Deputy Attorney General, to ensure that our policies and procedures meet all legal standards.

I ask that you accept this appointment as someone who can make significant contributions to this important work. I would like to receive a draft of your report by this December.

Please notify Pat Kozakiewicz of your decision or call me if you have questions. Thank you again for your commitment to Ramapo College.

Sincerely,

Robert A. Scott
President

cc: Ms. Dorothy Echols Tobe, Associate Vice President
Professor Edward Saiff, President, Faculty Assembly

/jrnp

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