



EXCELLENCE
AND
ACCOUNTABILITY

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Office of Institutional Research and Planning

*New Jersey's Public
Liberal Arts College*

EXCELLENCE AND ACCOUNTABILITY REPORT

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^[1] Commission table designation in parenthesis.

A. INSTITUTIONAL NARRATION INCLUDING ACCREDITATION STATUS

Institutional Profile

Established in 1969 and opened in 1971, Ramapo College of New Jersey is the Garden State's public liberal arts college. Ramapo offers bachelors' degrees in the arts, business, humanities, social sciences and the sciences, as well as in professional studies, which include teacher certification programs at the elementary and secondary levels, and social work. The College also offers three graduate programs; a Master of Arts in Liberal Studies, a Master of Science in Educational Technology and a Master of Science in Nursing. In addition, the College offers a joint Bachelor of Science in Nursing, Bachelor of Science in Clinical Laboratory Science, and a Bachelor of Biology/Doctor of Physical Therapy with UMDNJ (University of Medicine and Dentistry of New Jersey), and a joint Bachelor of Science/Doctor of Chiropractic with New York Chiropractic College.

Ramapo College offers a mission-driven liberal arts education with particular emphasis on international education, intercultural understanding, interdisciplinary teaching, and experiential learning. The College's educational philosophy, organization, and programming are designed to reinforce its mission as the "college of choice for a global education." Organized into five interdisciplinary schools, the College's programs are complemented by lectures, performances, and off-campus experiences.

Ramapo College takes pride in four distinctive features that enhance each student's education: (1) concern for student development in and out of the classroom; (2) an exemplary faculty committed to an emphasis on the international and intercultural dimensions of all fields of study; (3) an interdisciplinary problem-solving orientation in its philosophy and programs; and (4) a collaborative association with corporations, communities, and educational institutions in the development of work- and community-related opportunities.

In fall 2006 the College instituted a new curriculum. The long awaited Curriculum Enhancement Plan was introduced to the Ramapo undergraduate students. The new curriculum objectives are; to produce more consistently rigorous courses, reinforce the four pillars of our mission, foster a teaching and learning environment, and strengthen ties between our liberal arts and professional programs.

Located on 300 acres in the foothills of the Ramapo Mountains in Mahwah, the barrier-free Ramapo College campus is just 25 miles from New York City. The mainly undergraduate student body of over 5,600 reflects the diversity of the more than 16 states and 60 countries served by the College.

Ramapo College is a founding member of the Council of Public Liberal Arts Colleges C.O.P.L.A.C. is an alliance of institutions whose members are dedicated to the education of undergraduates in the liberal arts tradition, to the creation of teaching and learning communities, and to the expansion of access to undergraduate liberal arts education.

The Middle States Association of Colleges and Schools first accredited the College in 1975. Ramapo College was reaccredited in 1980, 1990, and 1995. Middle States reaffirmed the College's accreditation in 2000. National disciplinary associations and State entities have also accredited certain Ramapo programs, including Chemistry (American Chemical Society), Nursing (National League for Nursing and N.J. Board of Nursing), Social Work (Council on Social Work Education), and Teacher Education (N.J. State Department of Education). The Anisfield School of Business application for AACSB (Association for the Advancement of Collegiate Schools of Business) accreditation candidacy, was accepted in October 2006.

Ramapo is organized into five academic schools (Anisfield School of Business, American /International Studies, Contemporary Arts, Social Science and Human Services, and Theoretical and Applied Science) offering 33 undergraduate majors. Each of the schools has its own academic identity and outlook, yet each is linked through an interdisciplinary curriculum and concepts of international and multi-cultural education. Students may elect to take courses across two or more schools, but in their choice of a major, they identify with a particular school and program.

The Center for Academic Success provides Ramapo students with individual and small-group tutorial instruction, free of charge. CAS supports students' academic needs in English as a Second Language (ESL), reading, writing, mathematics, study skills and research paper design and presentation.

Ramapo's three graduate programs are not housed in academic schools, but instead are cross disciplinary in organization. The Master program in Liberal Studies admitted its first students in the spring of 1995, while the first degree-seeking students were matriculated in the Educational Technology program in spring 1998 and the Masters of Science in Nursing program enrolled students for the first time in the fall of 2001.

Ramapo has a gifted faculty that was instrumental in modeling the College's innovative academic programs. The faculty is well credentialed, with 93% of full-time faculty members holding either doctoral or terminal degrees in their fields. Many have received grants and fellowships from such prestigious agencies as the Ford, Fulbright, Guggenheim, Jerome, Kellogg, Mellon, National Science, and Woodrow Wilson Foundations; the National Endowment for the Arts; the National Endowment for the Humanities; the National Institute of Mental Health; the Social Science Research Council; the American Council on Education; and the American Council of Learned Societies.

Ramapo College is situated on the former Birch Estate. Some original buildings have been upgraded and are still in use, including the estate's Mansion (administrative offices), the McBride House (admissions and enrollment management), and an old stone garage (mail and print shop).

In 1971, the campus consisted of the academic buildings and a power plant. Subsequent construction added a new academic building with an auditorium, a science building, a gymnasium with a pool, and a library. In 1991, a sculpture studio/foundry was added. Revenue bonds issued by the Educational Facilities Authority provided funding for four phases of residence halls and apartments and a Student Center and Annex. The Angelica and Russ Berrie Center for the Performing and Visual Arts, the Trustees' Pavilion and the Oak Hall residence facility opened in 1999. The Maple Hall residence opened in 2000 and the Overlook residence opened in 2004. The historic Havermeyer House was acquired in 2001 and houses the President of Ramapo College and his/her family, and the Village residence facility opened in 2002. Fall 2004 also saw the opening of the Bill Bradley Sport and Recreation Center, an 83,000 gross square foot facility containing a large main arena, fitness center, aerobic/dance studio, and a student recreation lounge. Fall 2006 saw the opening of Laurel Hall a 432 bed suite-style residence. Fall 2007 saw the opening of a new academic building housing the Anisfield School of Business and the Roukema Center for International Education. Future building plans include two construction projects; a Sustainability Center (estimated opening 2008) and a Meditation Center (groundbreaking ceremony September 24, 2007). All of Ramapo's buildings have been sited and designed with an eye to maintaining the visual attractiveness of the campus setting and with full attention to accessibility for persons with disabilities and to sustainability concerns.

Institutional Mission

The Ramapo College mission statement was approved by the Board of Trustees April 30, 2003.
It states:

Ramapo College of New Jersey is a comprehensive institution of higher education dedicated to the promotion of teaching and learning within a strong liberal arts based curriculum, thus earning the designation “New Jersey Public Liberal Arts College.” Its curricular emphasis includes the liberal arts and sciences, social sciences, fine and performing arts, and the professional programs within a residential and sustainable living and learning environment.

Organized into thematic learning communities, Ramapo College provides academic excellence through its interdisciplinary curriculum, international education, intercultural understanding and experiential learning opportunities. These four pillars, supported by global partnerships established in Europe, Africa, Asia, South America, the Caribbean, and several Native American tribal communities, have become central themes in Ramapo College’s excellence in the teaching and learning continuum.

Ramapo College provides students with individual academic attention and social support within a caring sensitive and intellectually vigorous community. The College provides service and leadership opportunities for students and faculty through a combination of internships, field placements, community service, study abroad, and cooperative education. These opportunities allow students, faculty and staff to encounter the world beyond the campus.

Ramapo College is committed to maintaining strength and opportunity through diversity of age, race gender, sexual orientation, ethnicity, and economic background among faculty, staff, and students. Ramapo College is a selective institution committed to providing equal access to under-represented populations. Barrier-free, the College maintains a continuing commitment to persons with disabilities.

Ramapo College provides a rich living and learning environment through almost one hundred student organizations, intramural sports, and intercollegiate athletics. The College maintains a strong positive and economic impact on the surrounding communities by partnering with area communities, corporations, schools, service organizations, and governmental entities, while sharing its intellectual and cultural resources and its facilities. Ramapo College of New Jersey is committed to providing service and ethical leadership through international understanding and the creation of 21st century partnerships.

B. NUMBER OF STUDENTS SERVED

The number of undergraduates enrolled has changed less than one percent over the past five-years. The time status characteristics of this student population have changed considerably; the full-time student population has increased 18.5% and the part-time has decreased 49.4%. Graduate enrollments, over the same period of time, decreased 11.4%. (Table 1)

The number of students taking courses that yield no credit toward earning their degree has increased 34.7% between fall 2002 (n=253) and fall 2006 (n=341). This increase (in students taking remediation courses) is most likely the result of an adjustment made to cut scores used to determine proficiency in Arithmetic and Elementary Algebra.

Table 1: Number of Students Served			
	Fall 2002	Fall 2006	% Change
Undergraduate			
Full-time	3,809	4,514	18.5
Part-time	1,334	674	-49.4
sub-total	5,143	5,188	< 1
Graduate			
Full-time	21	5	-76.1
Part-time	330	306	-7.3
sub-total	351	311	- 11.4
Total	5,494	5,499	< 1

C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

In fall 2006, Ramapo College of New Jersey enrolled 814 first-time, full-time freshmen (FTFTF). Of these, 79.7% (n=649) were Regular Admits, 10.5% (n=85) were EOF students, and 9.8% (n=80) were Special Admits. In fall 2002, Ramapo enrolled 681 FTFTF. Of these 2002 FTFTF enrollees, 79% (n=540) were Regular Admits, 11% (n=73) were EOF students, and 10% (n=68) were Special Admits. The total number of FTFTF enrolled at the College increased 19.5%.

The academic preparedness of Ramapo’s freshmen (both full- and part-time) also indicates changes in the Ramapo student profile over the five-year period. An examination of average Scholastic Aptitude Test (SAT) scores shows gains in both math and verbal skills (Table 2). The average SAT-Math score for all freshmen rose 20 points, from 547 to 567 and the average SAT-Verbal/Reading* score rose 14 points, from 537 to 551. When we look at the scores by admit type, the average SAT-Math score rose 26 points and Verbal/Reading score rose 16 points for regularly admitted students, the average score for EOF students dropped 5 points in math and increased 6 points in verbal/reading skill, and the average score for specially admitted rose 2 points in math and 8 points in verbal/reading skill. (Table 2)

** In response to various criticisms in 2005 the SAT test was changed. The test was made marginally harder, as a corrective to the rising number of perfect scores. A new writing section was added to test the writing ability of each student in a personal manner; hence the essay. Table 2 compares 2002 verbal scores to 2006 reading scores.*

Table 2: Mean Math and Verbal/Reading SAT Scores for First-Time Freshmen								
Type	Fall 2002			Fall 2006			Change 2002 to 2006	
	# Students	Math	Verbal	# Students	Math	Reading	Math	Verbal/Reading
Regular	537	569	565	637	595	581	26	16
EOF	72	461	425	85	456	431	-5	6
Special	67	462	432	80	464	440	2	8
All	676	547	537	802	567	551	20	14
Missing	5	-	-	10	-	-		

Placement Tests are a way to ensure appropriate enrollment in first year courses that will match students' knowledge and skills. The test used at Ramapo College is the College Board's ACCUPLACER Program with online delivery. In fall 2006 placement testing was administered to 421 incoming freshmen, 60% (n=254) required remediation. Of the total freshmen cohort (n=814) 20.0% (n=159) required remediation in one skill area, 4.6% (n = 60) in two skill areas, and 4.4% (n=35) in three skill areas. (Tables 3 & 4)

Table 3: Number of First-Time Freshmen Students Tested and Requiring Remediation in Fall 2006			
# students tested	# students requiring remediation	# HS graduates tested	# HS graduates requiring remediation.
421	254	421	254

Table 4: First-time Freshmen Needing Remediation by Subject in Fall 2006				
	# Freshmen	% Freshmen	# HS Grad.	% HS Grad
Reading	72	9.0	72	9.0
Writing	152	19.0	152	19.0
Math Computation	66	8.8	66	8.8
Elementary Algebra	211	26.2	211	26.2
Remediation required in at least one area	254	32.1	254	32.1

In fall 2006, Ramapo College enrolled 5,188 degree- and non-degree-seeking undergraduates. Tables 5 through 7 contain profiles of these undergraduates by ethnicity, sex, and age, respectively. In each table, data are cross-tabulated by attendance status (i.e., full- versus part-time).

Table 5: Undergraduate Enrollment by Race/Ethnicity, Fall 2006						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Am Ind/Nat. Al.	15	0.3	1	0.1	16	0.3
Asian/Pac. Isl.	180	4.0	39	5.8	219	4.2
Black, non-Hisp.	277	6.1	30	4.5	307	5.9
Hispanic	382	8.5	37	5.5	419	8.1
White, non-Hisp.	3,529	78.2	532	78.9	4,061	78.3
Non-Res. Alien	131	2.9	35	5.2	166	3.2
Total	4,514		674		5,188	

Table 6: Undergraduate Enrollment by Sex, Fall 2006						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Female	2,688	59.1	420	62.3	3,088	59.5
Male	1,846	40.9	254	37.7	2,100	40.5
Total	4,514		674		5,188	

Table 7: Undergraduate Enrollment by Age, Fall 2006						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	7	0.2	3	0.4	10	0.2
18-19	1,425	31.6	28	4.2	1,453	28.0
20-21	1,865	41.3	44	6.5	1,909	36.8
22-24	899	19.9	145	21.5	1,044	20.1
25-29	174	3.9	136	20.2	310	6.0
30-34	52	1.2	75	11.1	127	2.4
35-39	34	0.8	58	8.6	92	1.8
40-49	45	1.0	114	16.9	159	3.1
50-64	13	0.3	60	8.9	73	1.4
More than 64	0	0.0	11	1.6	11	0.2
Missing	0	0.0	0	0.0	0	0.0
Total	4,514		674		5,188	

During FY 2006, approximately 74% of Ramapo’s undergraduates received financial aid from federal, state, and/or college sources. Aid took several forms, including grants and scholarships, loans, and waivers. College grants, scholarships and waivers were substantial, amounting to over \$5.7 million during the fiscal year.

Table 8 contains information on state-funded financial aid for FY 2006.

Table 8: Financial Aid from State-Funded Programs, FY2006					
	Recipients	Awards	\$ Dollars	\$ Recipient	\$ Award
TAG	811	1,498	3,463,340	4,270	2,312
EOF	268	511	347,085	1,295	679
Bloustein Scholars	132	261	130,500	989	500
Urban Scholars	56	104	52,000	929	500
NJ CLASS Loans	-	341	2,817,398	-	8,262
NJ Stars II (2006)	16	-	32,000	2,000	-
OSRP	-	158	392,875	-	2,494

Of Ramapo’s 814 FTFTF cohort, 93.6 were New Jersey residents, 2.3% were from New York State, 0.4% were from outside New York and New Jersey, and 3.7 % were from a foreign country.

Table 9: Undergraduate Enrollment by State of Residence, Fall 2006			
State Residence	Non-State Residence	Total Students	% State Residence
762	52	814	93.6

D. UNDERGRADUATE DEGREES CONFERRED

During the 2005-2006 academic years, Ramapo College awarded 1,103 undergraduate degrees. Of these, 60.9% were Bachelor of Arts (BA) degrees, 30.5% were Bachelor of Science (BS) degrees, 2.7% were Bachelor of Social Work (BSW) degrees, and 5.9% were Bachelor of Science in Nursing (BSN) degrees. The latter were awarded jointly by Ramapo College and UMDNJ.

The difference in degrees conferred in AY 2005-2006 between female and male students was 25.8 percentage points; 62.9% of degrees were awarded to female students and 37.1% male students. Degrees awarded to female students in academic year 2004-2005 was 28.2 percentage points higher than degrees awarded to male students. The disparity between female and male students receiving degrees declined 2.4 percentage points between AY 2004-05 and AY 2005-06.

Tables 10 and 11 profile the 2005-06 degree earners by race/ethnicity and sex.

Table 10: Undergraduate Degrees Conferred by Race/Ethnicity, AY 2005-2006		
	Number	Percent
American Indian/Alaskan Native	4	0.4
Asian/Pacific Islander	43	3.9
Black, non-Hispanic	71	6.4
Hispanic	79	7.2
White, non-Hispanic	863	78.2
Non-Resident Alien	43	3.9
Total	1,103	

Table 11: Undergraduate Degrees Conferred by Sex, AY 2005-2006		
	Number	Percent
Female	694	62.9
Male	409	37.1
Total	1,103	

Table 12 shows the major fields of those undergraduates who earned degrees during 2005-2006.

Table 12: Baccalaureate Degrees Conferred by General Field		
IPEDS CIP CODE - MAJOR CATEGORY	Number	Percent
Conservation/Renewable Natural Resources	18	1.6
Area, Ethnic and Cultural Studies	17	1.5
Business/Management	231	20.9
Communications	171	15.5
Computer Science	55	5.0
Biological & Biomedical Sciences	44	4.0
History	37	3.4
Legal Studies	50	4.5
Foreign Languages	54	4.9
Liberal Studies	12	1.1
Health Professions	65	5.9
Mathematics	10	0.9
Physical Sciences	8	0.7
Psychology	167	15.1
Public Administration & Services	30	2.7
Social Sciences	61	5.5
Visual and Performing Arts	73	6.6
TOTAL	1,103	

E. STUDENT OUTCOMES

Table 13 presents information on six-year graduation rates for cohorts of full-time, first-time freshmen (FTFTF) that entered Ramapo College in fall 1999 and fall 2000. The 2000 cohort graduation rate was 8.5 percentage points higher than the 1999 cohort graduation rate.

Table 13: Six-Year Graduation Rate For Full-time, First-time Freshmen				
1999 Cohort Size	Pct. Graduated	2000 Cohort Size	Pct. Graduated	Pct. Point Change
527	57.1	636	65.6	8.5

Table 14 presents information on six-year graduation rates for full-time, first-time freshmen (FTFTF) by income level. The graduation rates (in all categories) increased when we compare the 1999 cohort to the 2000 cohort. Low income freshmen increased 7.4 percentage points, non-low income freshmen increased 8.7 percentage points and graduation rates for freshmen with unknown income levels increased 8.1 percentage points.

Table 14: Six-Year Graduation Rate For Full-time, First-time Freshmen by Low Income			
	Low Income Pct. Graduated	Non-Low Income Pct. Graduated	Unknown Pct. Graduated
1999 Cohort	49.4	59.3	57.5
2000 Cohort	56.8	68.0	65.6
Pct. Point Change	7.4	8.7	8.1

*Low Income is defined by the State of New Jersey, as a student with a NJ Eligibility Index between 1 and 24,999.

Table 15 addresses the third semester retention rate of FTFTF's. Student re the change between the student retention from fall 2004/2005 and fall 2005/2006 is as follows; 4.2 percentage point decline for Asian/Pacific Islander students, 0.8 percentage point decline for Black, non-Hispanic students, 3.7 percentage point increase for Hispanic students, a decrease of 55.0 percentage points for non-resident alien students. White, non-Hispanic student retention rate decreased 1 percentage point.

Table 15: Third Semester Retention of Full-time First-time Freshmen by Race/Ethnicity					
	Retained Fall 2004/05		Retained Fall 2005/06		Pct. Point Change
	Number	Percent	Number	Percent	
Am Indian/ Alaskan Native	0	0.0	2	100.0	-
Asian/Pac Islander	33	91.7	28	87.5	-4.2
Black, non-Hispanic	37	86.0	52	85.2	-0.8
Hispanic	56	90.3	58	86.6	-3.7
White, non-Hispanic	515	88.8	495	87.8	-1.0
Non-Resident Alien	24	100.0	9	45.0	-55.0
Total	665	89.1	644	86.3	-2.8

Table 16 restates the decrease in retention rates when FTFTF's are viewed by income status.

Table 16: Third Semester Retention of Full-time First-time Freshmen by Income			
	Fall 2004 to Fall 2005 Percent Retained	Fall 2005 to Fall 2006 Percent Retained	Pct. Point Change
Low Income	92.5	89.0	-3.5
Not Low Income	88.9	87.8	-1.1
Unknown	88.0	86.3	-1.7

The percent of entering undergraduate transfer students increased 5.1 percentage points between fall 2005 and fall 2006. Conversely, entering first time students decreased 5.1 percentage points.

Table 17: Percent of Entering Transfer and First-Time Students												
	New Transfer				First-Time				Total		Pct. Point Change	
	2005		2006		2005		2006		2005	2006	New Transfer % pts.	First- time % pts.
	#	%	#	%	#	%	#	%	#	#		
Full-time	396	32.7	522	38.3	815	67.3	841	61.7	1,211	1,363	5.6	-5.6
Part-time	76	30.4	62	31.0	174	69.6	138	69.0	250	200	0.6	-0.6
Total	472	32.3	584	37.4	989	67.7	979	62.6	1,461	1,563	5.1	-5.1

F. FACULTY CHARACTERISTICS

Between 2002 and 2006, the number of full-time (tenured/non-tenured) faculty increased 13%. The number of male faculty (105 to 108) increased 3%, while the number of female faculty (65 to 84) increased 29%. Table 18 presents information on tenured full-time faculty in fall 2006 by sex and race/ethnicity, while Table 19 presents the same profile for untenured (includes tenure-track, emergency hire, and one-year appointment personnel) full-time faculty.

	Female		Male		Total	
	Number	Percent	Number	Percent	Number	Percent
Am Indian/ Alaskan Native	0	0.0	0	0.0	0	0.0
Asian/Pac Islander	1	2.0	5	6.6	6	4.9
Black, non-Hispanic	1	2.0	8	10.5	9	7.4
Hispanic	5	11.0	1	1.3	6	4.9
White, non-Hispanic	39	85.0	55	72.4	94	77.1
Non-Resident Alien	0	0.0	7	9.2	7	5.7
Total	46	37.8	76	62.2	122	

	Female		Male		Total	
	Number	Percent	Number	Percent	Number	Percent
Am Indian/ Alaskan Native	0	0.0	0	0.0	0	0.0
Asian/Pac Islander	0	0.0	0	0.0	0	0.0
Black, non-Hispanic	2	5.3	1	3.1	3	4.3
Hispanic	4	10.5	2	6.3	6	8.6
White, non-Hispanic	27	71.0	25	78.1	52	74.3
Non-Resident Alien	5	13.2	4	12.5	9	12.8
Missing	0	0.0	0	0.0	0	0.0
Total	38	54.3	32	45.7	70	

In fall 2006 the Curriculum Enhancement Plan was introduced to the Ramapo undergraduate curriculum. The new curriculum objectives are; to produce more consistently rigorous courses, reinforce the four pillars of our mission, foster a teaching and learning environment, and to strengthen the ties between our liberal arts and professional programs. Institutional effectiveness and efficiencies were also positively impacted under the new curriculum. The number of course sections required to deliver the undergraduate curriculum decreased 17% (965 fall 05, 800 fall 06). This increased the number of credit hours taught by faculty 7% and conversely decreased credit hours taught by adjuncts 7%.

Table 20: Percent of Credit Hours Taught By Full-Time/Part-Time Faculty, Fall 2006					
Credit Hours Faculty		Credit Hours Adjunct Faculty		Total Credit Hours	
#	%	#	%	#	
2,307	72	901	28	3,208	
Course Sections Faculty		Course Sections Adjuncts		Total Course Sections	
#	%	#	%	#	
577	72	223	28	800	

Ramapo faculty members are actively engaged in research, scholarship, and creative expression. Some examples of their work include the following:

"When Booze Is in the Air: Officially" was included in "When They Drink: Practitioner Views and Lessons Learned on Preventing High-Risk Collegiate Drinking," edited by Dr. Robert J. Chapman and published by Rowan University. 2006. Al Frech.

"Advising an Undergraduate Philosophy Club," paper accepted for publication in Spring 2006 by the peer-reviewed American Philosophical Association Newsletter on Teaching. Lisa Cassidy.

"From Stage to Screen: Mel Gibson's The Passion of the Christ and the Medieval Passion Play." Published in an anthology, Passionate Dialogues: Critical Perspectives on Mel Gibson's "The Passion of the Christ," ed. by Burston and Denova. Summer 2005. Ziva Piltch.

"Teaching Elliptic Curves Using Original Sources." From Calculus to Computers. Mathematic Association of America, MAA Notes #68. (2005). Lawrence D'Antonio.

"Harold Wright Cruse: The Early Years and the Jewish Factor." The Black Scholar Journal of Black Studies and Research, Vol.35, No.4 (Winter 2006). Henry Vance Davis.

"Managing Generation Y." Advanced Management Journal, a refereed publication. (Sept. 2005). Susan Eisner.

"El Aporte Femenino: Descubrimiento, Conquista y Colonia en 'Las Picasas Indias (1992) de Emilio Garcia-Meras." The translation of the title of the article is "Women's Contribution in the Discovery, Conquest and Colony in Garcia Meras' book "Las Picasas Indias" (1992). Published in "Revista Literaria Baquiana" (2006). Niza Fabre.

"Toward a Hegemonic Resolution in the Banana Trade." The International Political Science Review 26:2 (2005). Henry Frundt was awarded The Harold Eugene Davis Prize from the Middle Atlantic Council of Latin American Studies in recognition of scholarly excellence for the best article published by a member in 2004-2005. Henry Frundt.

"What are the Macroeconomic Consequences of Corruption in West Africa." Society for the Advancement of Management, International Business Conference proceedings (Peer review forthcoming). (Aug. 2006). George Gonpu.

"Integrating the Lambert W function to a tolerance optimization problem." Quality Reliability Engineering International Vol.21 No. 8, (2005): 795-808. S.Govindaluri, S.Shin, and B.R.Cho.

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G. CHARACTERISTICS OF THE TRUSTEES

The Ramapo College Board of Trustees is comprised of one Black, non-Hispanic female; one White, non-Hispanic female; one Hispanic female; one Black, non-Hispanic male; and five White, non-Hispanic males. A student member and alternate are elected annually. The President is an ex officio member.

Table 21: Ramapo College Board of Trustees, 2006-2007		
Trustee	Term Expires June 30th	Occupation
Thomas A. Zelante, Esq. Chair Morris Township	2010	Attorney
Vernon C. Walton, Vice Chair Englewood	2010	Senior Pastor Mt. Calvary Baptist Church
Timothy W. Schroeder, Secretary Wanaque	2008	Retired School Principal
Gail P. Brady Verona	2005	President, GB Financial Consulting
Sharon K McGahee, Esq. Maplewood	2008	Attorney
W. Peter McBride Franklin Lakes	2010	President, real estate development company
Adam J. Sabath Cherry Hill	2007	Chief of Staff to Senator Richard Codey
Ester Suarez, Esq. Edgewater	2009	Attorney
Edward Zarnock Roselle	2010	Union Leader
Jenna Renee Romatowski	2007	Student Trustee

H. DEGREE AND CERTIFICATE PROGRAMS FALL 2006

Table 22: Degree and Certificate Programs		
Undergraduate Majors	Undergraduate Minors	Graduate Programs
Accounting	African American Studies	Master of Science: Nursing
Allied Health	Anthropology	Master of Science: Educational Technology
American Studies	East Asian Studies	Master of Arts: Liberal Studies
Biochemistry	Biology	
Bioinformatics	Chemistry	
Biology	Computer Science	
Business Administration	Economics	
Chemistry	Environmental Studies	
Clinical Lab Science	Foreign Language	
Communication Arts	Gerontology	
Computer Science	History	
Contemporary Arts	International Business	
Economics	Judaic Studies	
Environmental Science	Latin American Studies	
Environmental Studies	Literature	
History	Mathematics	
Information Systems	Music	
Integrated Science Studies	Philosophy	
International Business	Physics	
International Studies	Political Science	
Law and Society	Psychology	
Literature	Public Policy	
Mathematics	Science, Technology and Society	
Music	Sociology	
Nursing	Substance Abuse	
Physics	Women's Studies	
Political Science		
Psychology		
Social Science		
Social Work	Gerontology Certificate Program	
Sociology	Substance Abuse Certificate Program	
Theater	Teacher Certification Program (elementary)	
Visual Arts	Teacher Certification Program (secondary)	

I. RESEARCH AND PUBLIC SERVICE ACTIVITIES

Ramapo faculty, working with the Ramapo College Foundation, private foundations, and the Office of Grants Administration, have been aggressive in seeking out funding sources and applying for monies to pursue public service and research projects which are consistent with the College's mission and broad educational goals. Externally funded projects fall into the categories of enhancement of teacher education, undergraduate student and curriculum development, increasing environmental/sustainability awareness, and scholarly research. The National Science Foundation, the National Endowment for the Humanities, the US Department of Education, as well as State agencies and local and national foundations have supported this research. During FY 2006, Ramapo College received external funding for the following fourteen projects:

1. **Governor's School of International Studies**, funded by the New Jersey Commission on Higher Education. This is an ongoing one-month residential summer program for 100 gifted and talented high school seniors. The program includes a trip to Quebec City, participation in the ICONS computer simulation of international issues, and a final summit at the United Nations. (\$252,271)
2. **Trio Student Support Services**, funded by the US Department of Education. To enhance the academic performance, retention and graduation rate for students with disabilities. (\$1,260,805)
3. **Educational Opportunity Fund**, funded by the New Jersey Department of Education. The EOF program provides services and support to New Jersey students who, while lacking financial resources and academic preparation, can demonstrate promise, a high level of motivation and ability, and the potential to succeed in college. These funds are used to provide financial aid grants and specialized services, such as basic skill instruction, counseling and advisement, tutorial services, and career preparation to students. (\$886,034)
4. **Violence Prevention Project**, funded by the U.S. Department of Justice. The project's focus is violence prevention, intervention and prosecution of domestic violence, sexual assault, and stalking. (\$30,009)
5. **Upward Bound Math-Science Center**, funded by the US Department of Education. Forty low-income high school students whose parents have not earned a baccalaureate degree are enrolled each year in this program for academic enrichment, remediation and counseling. The objective is to prepare these students for success as math and science majors in college. (\$1,022,972)
6. **College Bound Program at Ramapo**, funded by the New Jersey Commission on Higher Education. The objective is to prepare these students for success in college. (\$141,180)
7. **Senior Environmental Experiences (SEE)**, funded by the National Science Foundation. This project operates out of the Meadowlands Environment Center. The three year project will produce a series of interactive science experiences using Internet videoconferencing to connect senior citizens at community centers and assisted living facilities with environmental experts at the Meadowlands for live discussions of environmental concepts and issues. The project will reach approximately 4,500 seniors in 32 centers throughout New Jersey. (\$317,602)
8. **Nursing Scholarship**, funded by the Department of Health and Human Services. This scholarship provides opportunities for disadvantaged students. (\$141,569)
9. **Nursing Campo Grant**, funded by the New Jersey Department of Education. (\$90,000)

10. **Robots to Enhance Liberal Arts**, funded by the National Science Foundation. The mission of the Robotics program is to provide opportunities to develop novel ideas into projects that have the potential to lead to advanced, intelligent robotic systems. The Robotics program supports fundamental research and related education activities in robotics, i.e., machines with sensing, intelligence, and mobility. The emphasis is on systems operating in unstructured environments with a high level of uncertainty; interaction and cooperation of humans and robots; and advanced robotic sensory systems. (\$107,223)
11. **Marsh Access**, funded by the National Science Foundation. Ramapo will use the NSF grant to further develop, test and implement its Marsh Access program, a national model for accessibility and assistive technology that adapts science programs for people with disabilities at the NJMC's Meadowlands Environment Center. (852,000)
13. **Meadowlands Project**, funded by the New Jersey Meadowland Commission. The New Jersey Meadowlands Commission and Ramapo College of New Jersey entered into a partnership in 2003, to develop a comprehensive environmental education program for schools and the general public. (\$2,944,223)
14. **Sustainable Practice**, funded by New Jersey Board of Public Utilities. To support the promotion of sustainability education which recognizes that our actions today affect our prospects for tomorrow, and increasingly, these actions will affect the quality of life and prospects for future generations. (\$74,900)

Table 23: Major Research and Public Service Activities R&D Expenditures: FY2006	
Federally Financed Academic R&D Expenditures	\$816,162
Institutionally Financed Academic R&D Expenditures	\$80,657
Total Academic R&D Expenditures	\$896,819

J. CAPITAL PROJECTS

Over a five-year period, from FY 2002 through FY 2006, Ramapo College expended almost \$159 million on capital projects. Table 24 shows the amounts expended for renewal/replacement and new construction over this period of time. During the five-year period, FY 2002 to FY 2006, the value of plant investment rose 120.7%.

Table 24: Expenditures on Capital Projects, FY 2002 through FY 2006	
Purpose of Expenditure	Amount Expended
Renewal and Replacement	\$31,584,000
New Construction	\$127,764,000
TOTAL	\$156,348,000