



## **2013 ANNUAL INSTITUTIONAL PROFILE**



**Submitted to  
The New Jersey Commission on Higher Education  
By  
The Office of Institutional Research**

**September 2013**

**Statement of Assurance**

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



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Dr. Peter Mercer

Jan 25/13

Date

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\*Not applicable for four year colleges.

## I. PROFILE OF RAMAPO COLLEGE OF NEW JERSEY

Ranked by *U.S. News & World Report* as Sixth in the “Best Regional Public Colleges & Universities North” category, and also cited for excellence by Kiplinger’s magazine and The Princeton Review, Ramapo College of New Jersey is sometimes mistaken for a private college. This is, in part, due to its unique interdisciplinary academic structure, its fall 2012 enrollment of over 5,800 students, and its pastoral setting in the foothills of the Ramapo Mountains on the New Jersey/New York border. Its designation as New Jersey’s “public liberal arts college” by the State legislature declares the Public College’s commitment to affordable, undergraduate and graduate, liberal arts education.

The Public College is located in Mahwah Township, in northwestern Bergen County. The barrier-free campus occupies 300 acres. Facilities include general classrooms, laboratories, academic buildings, an administration building, library, a center for fine and performing arts, a sports and recreation center, campus life buildings, a spiritual center, playing fields, dining halls, student apartments and residence halls.

Increasingly, the Public College is attracting students with higher class ranking, SAT scores and grade point averages. Many of these students are selecting the Public College as their first choice school. For the fall 2012 semester, 47% of freshmen applicants were accepted. The average combined-SAT score (critical reading and math) for regular-admit degree-seeking freshmen was 1167. The average combined-SAT score for **all** degree-seeking freshmen who enrolled, including Educational Opportunity Fund and special admit students, was 1113.

The Public College’s mission is focused on its four “pillars” of education: international, intercultural, interdisciplinary and experiential, all of which are incorporated throughout the curriculum and co-curricular activities. The international mission is further accomplished through an emphasis on global programs such as faculty/student exchanges.

Organized into five interdisciplinary schools offering more than 40 undergraduate and graduate degree programs, the Public College’s offerings are complemented by lectures, performances, and off-campus experiences. The Public College offers bachelor degrees in the arts, business, the humanities, the social sciences, and the sciences, as well as in professional studies such as nursing, social work and teacher education. Six programs are currently offered leading to a master’s degree: Master of Arts in Educational Leadership (MAEL), Master of Arts in Liberal Studies (MALS), Master of Arts in Sustainability Studies (MASS), Master of Science in Educational Technology (MSET), Master of Science in Nursing (MSN), and Master of Business Administration (MBA). A seventh graduate program, Master of Arts in Special Education, is planned for fall 2013 enrollment. The Public College has joint degree programs with UMDNJ-School of Health Related Professions in Clinical Laboratory Science and Allied Health Technologies, and maintains articulation agreements with other participating institutions in chiropractic medicine, osteopathic medicine, dentistry, optometry, and other professional fields.

In 2005, the faculty and administration of the Anisfield School of Business committed themselves and the school to the task of attaining accreditation from the Association to Advance Collegiate Schools of Business (AACSB). The Public College achieved this goal of AACSB accreditation in January 2011, which now places the Anisfield School of Business among the elite schools in the world.

An important key to the Public College's strategy has been the building of partnerships with members of the college community, the surrounding communities, the state, high schools, other colleges, and domestic and international corporations. Faculty have been successful in obtaining major grants from state, national, and international sources to support scholarship, partnerships, curriculum improvements, seminars and conferences. Their efforts have brought recognition in the form of Fulbright Awards and Guggenheim Fellowships, major National Science Foundation and National Endowment for the Arts grants, international presentations, and numerous prestigious awards.

The Public College recently completed and is currently undertaking a number of capital projects that will improve the quality of campus life and the teaching and learning environment. These projects include:

- Renovation of the Student Center's HVAC systems, along with related building upgrades (completed in August 2011).
- Renovation of several wings in the Phase I academic buildings, with work involving new classrooms, laboratories, and faculty and staff offices.
- Replacement of siding, glazing and roofs of the Phase II housing complex.
- Renovation of a 100,000 GSF building housing the School of Theoretical and Applied Sciences and the School of Social Sciences and Human Services.
- Construction of a new 25,000 GSF building dedicated to nursing excellence.
- Re-roofing the older academic buildings and the Phase III residence hall and installation of a ~4.5 megawatt solar photovoltaic system on campus parking lots, vacant land and roofs (with financing provided by a third party private partner).

The Public College is a signatory to the American College and University Presidents' Climate Commitment and its solar power and other initiatives are helping achieve the objective of carbon neutrality as soon as feasible.

## **INSTITUTIONAL MISSION**

Ramapo College is New Jersey's Public Liberal Arts College, dedicated to providing students a strong foundation for a lifetime of achievement. The College is committed to academic excellence through interdisciplinary and experiential learning, and international and intercultural understanding. Ramapo College emphasizes teaching and individual attention to all students. We promote diversity, inclusiveness, sustainability, student engagement, and community involvement.

## **INSTITUTIONAL VISION**

As the region's premier public liberal arts college, Ramapo College of New Jersey prepares students to be successful leaders for a changing world through its distinctive commitments to hands-on learning and faculty-student mentoring.

## **GOALS AND OBJECTIVES**

### **Goal 1: Advance Academic Excellence and Engagement**

Objective 1.1 The College will offer rigorous curricula and experiential activities that prepare all students for a lifetime of achievement.

Objective 1.2 The College will ensure that students increase academic, personal, social, and civic engagement by offering enhanced curricular, co-curricular, and extra-curricular programming.

Objective 1.3 The College will continue to support and develop a diverse, highly qualified, engaged, and accessible faculty through activities centered on teaching, learning, and advising; scholarship and creative work; and service and college governance.

Objective 1.4 The College will increase enrollment and graduation rates among underrepresented groups, transfer students, international students, graduate students, and returning students. The College will identify and make use of currently underutilized capacity within undergraduate academic programs.

### **Goal 2: Enhance Financial Strength and Institutional Sustainability**

Objective 2.1 The College will enhance its strength by managing its financial risk and improving its financial position while maintaining conservative utilization of future debt.

Objective 2.2 The College and the Foundation will continue to increase external funding through all constituencies to support the College's mission and strategic initiatives.

**Goal 2: Enhance Financial Strength and Institutional Sustainability (continued)**

Objective 2.3 The College will provide a supportive environment for work, study, and social interaction.

Objective 2.4 The College will be environmentally sustainable.

Objective 2.5 The College will ensure that its major institutional decisions are based on timely, accurate, and reliable data.

**Goal 3: Improve Internal and External Relations and Communications**

Objective 3.1 The College will improve communication among constituents.

Objective 3.2 The College will strengthen mutually beneficial partnerships with alumni, parents, friends, business, professional organizations, as well as community and government agencies.

**Goal 4: Cultivate and Support Diversity and Inclusiveness**

Objective 4.1 The College will create a safe and supportive environment for all, with particular consideration toward members of underrepresented and marginalized groups.

Objective 4.2 The College will retain and continue a diverse student population.

Objective 4.3 The College will develop and promote curricular, co-curricular, and extra-curricular programs that demonstrate the value of diversity, self-awareness, examination of multiple perspectives, and respect for others.

Objective 4.4 The College will recruit and retain employees who reflect and are committed to diversity and inclusiveness.



## **II. Data by Category**

**A. ACCREDITATION STATUS**

**LICENSE**

Ramapo College of New Jersey is licensed by the State of New Jersey.

**INSTITUTIONAL ACCREDITATION**

Ramapo College of New Jersey is accredited by the:

- Middle States Commission on Higher Education (MSCHE)  
3624 Market Street, 2<sup>nd</sup> Floor West, Philadelphia, PA 19104

**PROFESSIONAL ACCREDITATION**

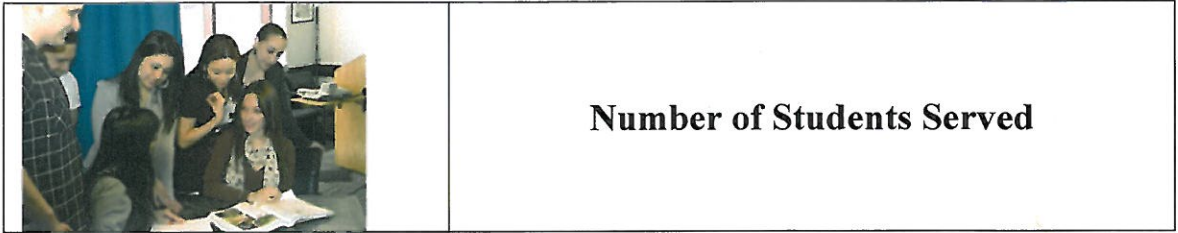
Association to Advance Collegiate Schools of Business (AACSB)

Accreditation Commission for Education in Nursing (ACEN)

Council on Social Work Education (CSWE)

Teacher Education Accrediting Council (TEAC)

American Chemical Society (ACS)



**B.** *Ramapo College served almost 6,800 students during the academic year 2012-13. In the fall semester of 2012, the college opened its doors to almost 6,000 students to pursue a degree or certificate in over 40 programs offered by the college.*

*Fall 2012 semester solicited almost 6,300 applications from new freshmen students of whom 47% were admitted to the college. Roughly 30 percent of those admitted enrolled at the college. Among those who enrolled at the undergraduate level, over 15 percent joined the institution for the first-time and roughly 11 percent transferred to Ramapo from another institution.*

**Table II.B.1  
Undergraduate Enrollment by Attendance Status: Fall 2012**

Full-time		Part-time		Total
N	Percent	N	Percent	
5,052	89.8	572	10.2	5,624

**Table II.B.2  
Graduate Enrollment by Attendance Status: Fall 2012**

Full-time		Part-time		Total
N	Percent	N	Percent	
18	9.3	175	90.7	193

**Table II B.3  
Non-Credit Enrollment, FY 2012**

**The number of students taking non-credit courses was 333.**

**Table II B.4  
Unduplicated Enrollment, FY 2012**

	<b>Number</b>	<b>Credit Hours</b>	<b>FTE</b>
<b>Undergraduate</b>	<b>6,613</b>	<b>176,285</b>	<b>5,876</b>
<b>Graduate</b>	<b>266</b>	<b>3,032</b>	<b>126</b>
<b>Total</b>	<b>6,879</b>	<b>179,317</b>	<b>6,003</b>



## Characteristics of Undergraduate Students

### C. 2. Enrollment in Remediation Courses by Subject Area

*Incoming students at Ramapo are tested on Accuplacer to identify if they need remediation in the areas of Reading, Writing or Mathematics. Almost 5 percent of the undergraduates required remediation in at least one area, i.e., computation, algebra, reading, or writing.*

*Almost 20 percent of the first-time, full-time students required remediation in at least one area. A significant higher proportion of them required remediation in computation (13 percent) compared to those requiring remediation in algebra (over 4 percent), and reading and writing (3 percent each).*

**Table II C.1**  
**Mean Math, Reading and Writing SAT Scores for First-Time Freshmen,**  
**by Admission Status and Overall, Fall 2012**

	Math		Reading		Writing	
	SAT	N	SAT	N	SAT	N
<b>*Full-time Students</b>						
Regular Admits	591.1	589	571	589	572.2	589
EOF Admits	484.9	82	468.8	82	469.6	82
Special Admits	468.5	100	449	100	463.2	100
All Admits	563.9	771	544.3	771	547.1	771
<i>*Scores were not available for 85 students</i>						
<b>Part-time Students</b>						
Regular Admits	590	1	550	1	470	1
EOF Admits	500	1	430	1	460	1
Special Admits						
All Admits	545	2	490	2	465	2

**Table II C.2  
Total Number of Undergraduate Students Enrolled in Fall 2012**

<b>Total Fall 2012 Undergraduate Enrollment</b>	<b>Number of Students Enrolled in One or More Remedial Courses</b>	<b>% of total</b>
<b>5,624</b>	<b>265</b>	<b>4.7</b>

**Total Number of First-time, Full-time (FTFT) Students Enrolled in Remediation in Fall 2012**

<b>Total number of FTFT Students</b>	<b>Number of FTFT Students Enrolled in One or More Remedial Courses</b>	<b>Percent of FTFT Enrolled in One or More Remedial Courses</b>
<b>869</b>	<b>179</b>	<b>20.6</b>

**First-time, Full-time (FTFT) Enrolled in Remediation in Fall 2012 by Subject Area**

<b>Subject Area</b>	<b>Number of FTFT Enrolled In:</b>	<b>Percent of FTFT Enrolled In:</b>
<b>Computation</b>	<b>112</b>	<b>12.9</b>
<b>Algebra</b>	<b>38</b>	<b>4.4</b>
<b>Reading</b>	<b>26</b>	<b>3.0</b>
<b>Writing</b>	<b>26</b>	<b>3.0</b>

**3. Demographics: Race/Ethnicity, Sex and Age**

*In the fall of 2012, 5,817 students enrolled in various programs at Ramapo College of New Jersey, and among them 97 percent joined at the undergraduate level. Over 15 percent (871) joined the institution as new students, while almost 11 percent (595) joined as new transfer students at the undergraduate level.*

*Among all enrolled students, a large proportion comprised of degree-seeking students (96 percent), Ninety percent of the undergraduates enrolled as full-time, while 91 percent of the graduate students enrolled part-time. Compared to more than 58 percent of the undergraduates, 67 percent of graduate students were female. Among those who provided information regarding their race/ethnicity, almost 70 percent of the undergraduates were Caucasians. The average age of all new undergraduates was about 18 years, while the same for all undergraduates was 22 years. The average age of graduate students was 34 years.*

*The majority of the students (94 percent) were from within the state of New Jersey and almost 38 percent represented were from Bergen County of New Jersey.*

**Table II C.3.a  
Undergraduate Enrollment by Race/Ethnicity: Fall 2012**

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
<b>White</b>	<b>3,537</b>	<b>70.0</b>	<b>350</b>	<b>61.2</b>	<b>3887</b>	<b>69.1</b>
<b>Black</b>	<b>231</b>	<b>4.6</b>	<b>22</b>	<b>3.8</b>	<b>253</b>	<b>4.5</b>
<b>Hispanic</b>	<b>615</b>	<b>12.2</b>	<b>74</b>	<b>12.9</b>	<b>689</b>	<b>12.3</b>
<b>Asian</b>	<b>295</b>	<b>5.8</b>	<b>30</b>	<b>5.2</b>	<b>325</b>	<b>5.8</b>
<b>American Ind.</b>	<b>11</b>	<b>0.2</b>	<b>0</b>	<b>0.0</b>	<b>11</b>	<b>0.2</b>
<b>Alien</b>	<b>31</b>	<b>0.6</b>	<b>37</b>	<b>6.5</b>	<b>68</b>	<b>1.2</b>
<b>Unknown</b>	<b>332</b>	<b>6.6</b>	<b>59</b>	<b>10.3</b>	<b>391</b>	<b>7.0</b>
<b>Total</b>	<b>5,052</b>	<b>100.0</b>	<b>572</b>	<b>100.0</b>	<b>5,624</b>	<b>100.0</b>

**Table II C.3.b**  
**Undergraduate Enrollment by Sex: Fall 2012**

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
Male	2,122	42.0	219	38.3	2,341	41.6
Female	2930	58.0	353	61.7	3,283	58.4
<b>Total</b>	<b>5,052</b>	<b>100.0</b>	<b>572</b>	<b>100.0</b>	<b>5,624</b>	<b>100.0</b>

**Table II C.3.c**  
**Undergraduate Enrollment by Age: Fall 2012**

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
Less than 18	9	0.2	2	0.3	11	0.2
18 - 19	1,528	30.2	20	3.5	1,548	27.5
20 - 21	2,094	41.4	39	6.8	2,133	37.9
22 - 24	1,097	21.7	185	32.3	1,282	22.8
25 - 29	209	4.1	95	16.6	304	5.4
30 - 34	49	1.0	50	8.7	99	1.8
35 - 39	19	0.4	42	7.3	61	1.1
40 - 49	31	0.6	58	10.1	89	1.6
50 - 64	15	0.3	55	9.6	70	1.2
65 and more	1	0.0	26	4.5	27	0.5
Unknown	0	0.0	0	0.0	0	0.0
<b>Total</b>	<b>5,052</b>	<b>100.0</b>	<b>572</b>	<b>100.0</b>	<b>5,624</b>	<b>100.0</b>



**4. Numbers of Students Receiving Financial Assistance  
Under Each Federal-, State- & Institution-Funded Aid Program**

**Table II C.4  
Financial Aid from Federal, State & Institution-Funded Programs, AY 2011-12**

<b>Federal Programs</b>	<b>Recipients</b>	<b>Dollars (\$)</b>	<b>\$/ Recipient</b>
Pell Grants	1,469	5,775,000	3,931.25
College Work Study	109	215,000	1,972.48
Perkins Loans	96	123,000	1,281.25
SEOG	201	193,000	960.20
PLUS Loans	615	7,214,000	11,730.08
Stafford Loans (Subsidized)	2,722	11,864,000	4,358.56
Stafford Loans (Unsubsidized)	3,224	12,689,000	3,935.79
SMART & ACG or other	11	41,000	3,727.27

<b>State Programs</b>	<b>Recipients</b>	<b>Dollars (\$)</b>	<b>\$/Recipient</b>
TAG	1,059	4,997,000	4,718.60
EOF	337	438,000	1,299.70
Distinguished Scholars	70	62,000	885.71
Urban Scholars	28	24,000	857.14
NJ STARS	82	246,000	3,000.00
NJ CLASS Loans	315	4,253,000	13,501.59

<b>Institutional Programs</b>	<b>Recipients</b>	<b>Dollars (\$)</b>	<b>\$/ Recipient</b>
Grants/Scholarships	899	8,069,000	8,975.53

5. Percentage of Students Who Are New Jersey Residents

**Table II C.5**  
**Fall 2012 First-time, Full-time Undergraduate Enrollment**  
**By State Residence**

<b>State Residents</b>	<b>Non-State Residents</b>	<b>Total</b>	<b>% State Residents</b>
<b>837</b>	<b>32</b>	<b>869</b>	<b>96.3</b>



**Student Outcomes**

*D. The one-year retention rate of first-time full-time students (Fall 2011 cohort) is over 88 percent, while the six-year graduation rate (Fall 2006 cohort) is slightly over 73 percent.*

**1. Graduation Rates**

**Table II D.1.a  
Four-, Five- and Six-Year Graduation Rate of Fall 2006  
Full-time, First-time Degree/Certificate Seeking Students**

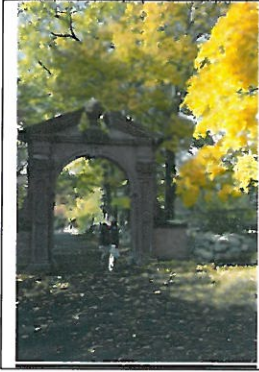
Race/Ethnicity	Number	Graduated after 4 Years		Graduated after 5 Years		Graduated after 6 Years	
		N	Percent	N	Percent	N	Percent
White	592	393	66.4	445	75.2	459	77.5
Black	67	23	34.3	34	50.7	36	53.7
Hispanic	90	35	38.9	55	61.1	57	63.3
Asian	29	18	62.1	20	69.0	21	72.4
Alien	30	18	60.0	22	73.3	22	73.3
Other *	4	1	25.0	1	25.0	1	25.0
<b>Total</b>	<b>812</b>	<b>488</b>	<b>60.1</b>	<b>577</b>	<b>71.1</b>	<b>596</b>	<b>73.4</b>

*\*Other includes American Indian, Native Hawaiian & Pacific Islander, Two or More Races and Unknown.*

**2. Third-semester Retention Rates:**

**Table II D.2  
Third-Semester Retention of First-time Undergraduates, Fall 2011 to Fall 2012**

Full-Time			Part-Time		
Fall 2011 First-Time Undergraduates	Retained in Fall 2012	Retention Rate	Fall 2011 First-Time Undergraduates	Retained in Fall 2012	Retention Rate
893	787	88.1	2	1	50.0



**Faculty Characteristics**

*E. More than 450 instructors taught over 5,800 students who were enrolled in various courses during the fall 2012 semester. Over sixty-two percent of the classes were taught by full-time faculty. Among the 218 full-time faculty, 67 percent were tenured, 49 percent were female, and 75 percent were Caucasian.*

**Table II E.1**  
**Full-time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank: Fall 2012**

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
<b>White</b>						
<i>Tenured</i>						
Professors	33	38.4	25	32.1	58	35.4
Associate Prof.	22	25.6	23	29.5	45	27.4
Assistant Prof.	6	7.0	5	6.4	11	6.7
All Others	0	0.0	1	1.3	1	0.6
<i>Non-Tenured</i>						
Professors	0	0.0	0	0.0	0	0.0
Associate Prof.	4	4.7	0	0.0	4	0.0
Assistant Prof.	21	24.4	23	29.5	44	26.8
All Others	0	0.0	1	1.3	1	0.6
<b>Total White</b>	<b>86</b>	<b>100.0</b>	<b>78</b>	<b>100.0</b>	<b>164</b>	<b>100.0</b>

**Table II E.1**  
**Full-time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank: Fall 2012**  
 (continued)

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
<b>Black</b>						
<i>Tenured</i>						
Professors	2	20.0	2	28.6	4	23.5
Associate Prof.	4	40.0	1	14.3	5	29.4
Assistant Prof.	3	30.0	0	0.0	3	17.6
All others	0	0.0	0	0.0	0	0.0
<i>Non-Tenured</i>						
Professors	0	0.0	0	0.0	0	0.0
Associate Prof.	0	0.0	1	14.3	1	5.9
Assistant Prof.	1	10.0	3	42.9	4	23.5
All Others	0	0.0	0	0.0	0	0.0
<b>Total Black</b>	<b>10</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>	<b>17</b>	<b>100.0</b>

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
<b>Hispanic</b>						
<i>Tenured</i>						
Professors	0	0.0	3	27.3	3	23.1
Associate Prof.	1	50.0	4	36.4	5	38.5
Assistant Prof.	0	0.0	0	0.0	0	0.0
All Others	0	0.0	1	9.1	1	7.7
<i>Non-Tenured</i>						
Professors	0	0.0	0	0.0	0	0.0
Associate Prof.	0	0.0	1	9.1	1	7.7
Assistant Prof.	1	50.0	2	18.2	3	23.1
All Others	0	0.0	0	0.0	0	0.0
<b>Total Hispanic</b>	<b>2</b>	<b>100.0</b>	<b>11</b>	<b>100.0</b>	<b>13</b>	<b>100.0</b>

**Table II E.1**  
**Full-time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank: Fall 2012**  
 (continued)

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
<b>Asian</b>						
<i>Tenured</i>						
Professors	4	30.8	0	0.0	4	16.7
Associate Prof.	3	23.1	3	27.3	6	25.0
Assistant Prof.	0	0.0	0	0.0	0	0.0
All Others	0	0.0	0	0.0	0	0.0
<i>Non-Tenured</i>						
Professors	0	0.0	0	0.0	0	0.0
Associate Prof.	1	7.7	1	9.1	2	8.3
Assistant Prof.	5	38.5	7	63.6	12	50.0
All Others	0	0.0	0	0.0	0	0.0
<b>Total Asian</b>	<b>13</b>	<b>100.0</b>	<b>11</b>	<b>100.0</b>	<b>24</b>	<b>100.0</b>

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
<b>Total</b>						
<i>Tenured</i>						
Professors	39	35.1	30	28.0	69	31.7
Associate Prof.	30	27.0	31	29.0	61	28.0
Assistant Prof.	9	8.1	5	4.7	14	6.4
All Others	0	0.0	2	1.9	2	0.9
<i>Non-Tenured</i>						
Professors	0	0.0	0	0.0	0	0.0
Associate Prof.	5	4.5	3	2.8	8	3.7
Assistant Prof.	28	25.2	35	32.7	63	28.9
All Others	0	0.0	1	0.9	1	0.5
<b>Total</b>	<b>111</b>	<b>100.0</b>	<b>107</b>	<b>100.0</b>	<b>218</b>	<b>100.0</b>

**2. Percentage of Course Sections Taught by Full-time Faculty:**

**Table II E.2**


<b>E 2 - Percenatge of Course Sections Taught by Faculty Fall 2012</b>						
<b>**Total Number of Course Sections</b>	<b>Taught by Full-Time Faculty</b>		<b>Taught by Part-time Faculty</b>		<b>Taught by Others*</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
875	547	62.5	272	31.1	56	6.4
<b>Total Number of Credit Hours</b>						
3379	2181	64.5	1013	30.0	185	5.5

*\* Others include Full-time Administrators and Teaching Assistants.*  
*\*\* Excludes Service Learning, Co-ops, Lab, Seminars, etc.*

**3. Ratio of Full-to Part-time Faculty:**

**Table II E.3**  
**Ratio of Full-time to Part-time Faculty, Fall 2012**

	<b>Number</b>	<b>Percent</b>
<b>Total number of Full-time Faculty</b>	<b>218</b>	<b>47.4</b>
<b>Total number of Part-time Faculty</b>	<b>242</b>	<b>52.6</b>
<b>Total</b>	<b>460</b>	<b>100.0</b>

	<h2 style="margin: 0;">Characteristics of the Trustees or Governors</h2>
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**F. Characteristics of the Trustees or Governors:**

**1. Race Ethnicity and Sex (simultaneously)**

**Table II F.1  
Race/Ethnicity and Sex of Board of Trustees  
at Ramapo College of New Jersey, Fall 2012**

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
<b>White</b>	<b>8</b>	<b>80.0</b>	<b>0</b>	<b>0.0</b>	<b>8</b>	<b>80.0</b>
<b>Black</b>	<b>1</b>	<b>10.0</b>	<b>0</b>	<b>0.0</b>	<b>1</b>	<b>10.0</b>
<b>Hispanic</b>	<b>0</b>	<b>0.0</b>	<b>0</b>	<b>0.0</b>	<b>0</b>	<b>0.0</b>
<b>Asian</b>	<b>1</b>	<b>10.0</b>	<b>0</b>	<b>0.0</b>	<b>1</b>	<b>10.0</b>
<b>Total</b>	<b>10</b>	<b>100.0</b>	<b>0</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>



**2. List of Trustees/Governors with Titles and Affiliations**

**Table II F.2  
Members of the Board of Trustees, Fall 2012**

<b>Name</b>	<b>Title</b>	<b>Affiliation</b>
George C. Ruotolo Jr., Chair	Professional Fund Raising and Public Relations Executive	Ruotolo Associates
William F. Dator, Vice Chair	Real Estate Broker and Appraiser	Coldwell Banker Commercial
A. J. Sabath, Past Chair	Owner	Advocacy Group
Peter McBride	President and CEO	McBride Enterprises Inc.
Gary L. Montroy	President	Professional Code Consultants
David G. Schlussel	Founding Member	Key properties LLC.
Rev. Vernon C. Walton	Senior Pastor	Mount Cavalry Baptist Church of Englewood
Thomas A. Zelante	Attorney	
Anthony Darakjy	Student	
Kevin Ng	Student	

**3. URLs of Webpages with Information on Trustees/Governors**

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

<a href="http://www.ramapo.edu/board/">http://www.ramapo.edu/board/</a>
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**G. Profile of the Institution**

**1. Degree and Certificate Programs**

**Table II G.1  
Active Degree Programs: Fall 2012**

<u>DEGREE</u>	<u>MAJOR</u>	<u>CONCENTRATIONS</u>
<b>BACHELOR OF ARTS</b>	Africana Studies	
	American Studies	
	Communication Arts	Digital Filmmaking Visual Communication Design Global Communication and Media Writing Journalism
	Contemporary Arts	
	Economics	
	Environmental Studies	
	History	
	International Business	
	International Studies	
	Law and Society	
	Liberal Studies	
	Literature	Creative Writing
	Music	Music Industry Music Performance Music Production Music Studies
	Political Science	
	Psychology	
	Social Science	Community Mental Health Cultural Studies Ethnic Relations Gender Studies Labor Studies
	Sociology	Sociology - Criminology Sociology - Public Sociology
	Spanish Language Studies	

**Table II G.1**  
**Active Degree Programs: Fall 2012 (continued)**

<u>DEGREE</u>	<u>MAJOR</u>	<u>CONCENTRATIONS</u>
<b>BACHELOR OF ARTS</b>	Theater	Acting Directing/Stage Management Design/Technical Theater Theater Studies
	Visual Arts	Art History Art & Technology Drawing & Painting Photography Sculpture
<b>BACHELOR OF SOCIAL WORK</b>	Social Work	
<b>BACHELOR OF SCIENCE</b>	Accounting	
	Allied Health Technologies	
	Biochemistry	
	Bioinformatics	
	Biology	
	Business Administration	Finance Management Marketing
	Chemistry	
	Clinical Lab Science	
	Computer Science	
	Engineering Physics	
	Environmental Science	
	Information Technology Management	
	Integrated Science Studies	
	Mathematics	
	Medical Diagnostic Imaging Science	
	Nursing	

**Table II G.1  
Active Degree Programs: Fall 2012 (continued)**

<u>DEGREE</u>	<u>MAJOR</u>
<b>JOINT-PROGRAMS, BACHELOR OF SCIENCE</b>	
	Biology/Physicians Assistant BS/MS (with UMDNJ -School of Health Related Professions)
	Biology-Other Pre-Med Health Programs BS/MS (with various institutions)
	Biology/Physical Therapy BS/MS (with UMDNJ -School of Health Related Professions)
	Chiropractic BS/Doctor of Chiropractic (with NY Chiropractic College)
	Dentistry BS/DMD (with UMDNJ Dental School)
	Optometry BS/Doctor of Optometry (OD) (with SUNY State College of Optometry)
	Osteopathic Medicine BS/Doctor of Osteopathy (DO) (with UMDNJ School of Osteopathic Medicine School )
	Physical Therapy BS/Doctor of Physical Therapy (DPT) (with UMDNJ -School of Health Related Professions)
	Podiatric Medicine BS/Doctor of Podiatric Medicine (DPM) (with NY College of Podiatric Medicine)
<b>MASTER OF ARTS</b>	<b>MASTER OF SCIENCE</b>
Educational Leadership	Business Administration
Liberal Studies	Educational Technology
Sustainability Studies	Nursing (Education track)

<b>Certificate Programs, Fall 2012</b>
<b>Certificate of Achievement:</b> Paralegal Advanced Paralegal
<b>Pre-Baccalaureate:</b> Business Essentials Project Management Web Development
<b>Post-Master's:</b> Nursing Education Sustainability Leadership

Table II G.2

**2. Continuing Education Programs**

<b>Continuing Education Courses Offered AY 13-14 by The Center for Innovative and Professional Learning</b>
<b>Certificates / Licensure</b>  HTML5 Mobile App Development Certificate (online) ICD-10 Medical Coding and Billing (online) Microsoft Office 2010 Certification Middle School Teacher Certification PTIA Personal Trainer Certification (hosted) Real Estate Broker Pre-Licensing Real Estate Salesperson Pre-Licensing Yoga Studies Certification and Yoga Teacher Certification



## Major Research and Public Service Activities

1. Prof. Vasundhara Chakraborty presented two peer-reviewed papers entitled, “Automatic Classification of Accounting Literature” and “Effect of Industry Type and Firm Size on Pension Footnote Reporting” at the First Annual Conference on Strategic and Emerging Technologies in Accounting: Text Analytics.
2. Prof. Constance Crawford:
  - ii. Published an article entitled, “Are Initial Public Offerings a License to Steal from the Unsophisticated Investor? An Analysis of the Facebook IPO Debacle and the Class Action Lawsuit” in the *Journal of Business and Economics*. Constance also presented this at the NBEA 39<sup>th</sup> Annual Conference.
  - iii. Published an article entitled, “The Minimum Wage 2013...A Minimum Standard of Living Necessary for Health, Efficiency and General Well-Being” in the *American International Journal of Contemporary Research*.
  - iv. Presented a peer-reviewed paper entitled, “The Minimum Wage 2012: A Minimum Standard of Living Necessary for Health, efficiency and Well-Being or an Excuse to Manipulate Earnings...An Economic and Legal Analysis” at the Eastern Economic Association Annual Conference.
3. Prof. Mary Ellen presented a peer-reviewed paper entitled, “Budget Slack in the Workplace: The Effect of Employees' Ethical Ideology Predisposition” at the 2012 International Business Economics Conference.
4. Prof. Yongbum Kim presented a peer-reviewed paper entitled, “Model to Detect Potentially Fraudulent/ Abnormal Wires of an Insurance Company: An Unsupervised Rule-based Approach” at the American Accounting Association Annual Meeting, which had been published in the *Journal of Emerging Technologies in Accounting*.
5. Prof. Anita Stellenwerf presented a peer reviewed paper entitled, “Developing Critical Thinking and Presentation Skills - A Classroom Project” at the American Tax Association Annual Conference.
6. Prof. George Gonpu presented an academic paper entitled, “Governance, Budget Deficits and Financial Crises: The Role of Government in the Liberian Bank Failures” at the Liberian Studies Association 45<sup>th</sup> Annual Conference.

7. Paul Reck presented an academic paper entitled, “‘They Prod at You Til’ You Crack’: An Interactional Analysis of Mutually Reinforcing Perceptions of Black Males as ‘Threats’ in Law Enforcement and Employment Contexts” at the 2013 Annual Meeting of the Eastern Sociological Society, Sustainable Communities/Sustainable Lives: Social Change, Social Action, & Social Justice.
8. Prof. John Gronbeck-Tedesco presented a conference paper entitled:
  - i. “Revolution, Radicalism, and the Fashioning of Modern Cuban Exceptionalism” at the Radical Americas Conference.
  - ii. “Competing Cold War Exceptionalisms: Cuba, the United States, and Revolutionary Culture” at the New York University Cold War Seminar.
9. Prof. Stephen Rice Published an article entitled, “Technology and Culture” in the *Oxford Encyclopedia of American Cultural and Intellectual History*.
10. Prof. Paramjeet Bagga published an article entitled:
  - i. “Development of an undergraduate bioinformatics degree program at a liberal arts college” in *Yale J. Biol. Med.*
  - ii. “QGRS-H Predictor: A Web Server for Predicting Homologous Quadruplex forming G-Rich Sequence Motifs in Nucleotide Sequences” in *Nucleic Acids Res.*
11. Prof. Ash Stuart published an article entitled, "GCAT-SEEKquence: Genome Consortium for Active Teaching of Undergraduates through Increased Faculty Access to Next-Generation Sequencing Data” in *CBE Life Sciences Education*.
12. Prof. Eric Karlin published an article entitled, “The double allopolyploid *Spahagnum xfalcatulum*” for the *Journal of Bryology*.
13. Prof. Stephen Larson:
  - i. Published an article entitled, “Estimating the Breakeven Value of a Time Share Interval” in the *Journal of Financial and Economic Practice*.
  - ii. Presented a conference paper entitled, “How Much Life Insurance Should I Buy?” at the Eastern Economic Association Annual Meeting.
14. Prof. Desislava Budeva published an article entitled, “International Market Segmentation: Economics, National Culture and Time” in the *European Journal of Marketing*.
15. Prof. Christina Chung published an article entitled, “Applying the Technology Acceptance Model to a Two-Country study of SMS advertising” in the *Journal of Business Research*.
16. Prof. Ed Petkus:
  - i. Published an article entitled, “Value-Chain Dynamics of the West Point Foundry, 1817-1911: A Historical Case Analysis in Marketing” in *Marketing Education Review*.
  - ii. Presented a peer reviewed paper entitled, “Developing a Positive Marketing Orientation in the Marketing Curriculum” at the Conference for Positive Marketing.

17. Prof. Rikki Abzug
  - i. Presented a paper entitled, "Are Patriotic Nonprofits Really that Bad?" at the Association for Research on Nonprofit Organizations and Voluntary Action.
  - ii. Presented a paper entitled, "Extramarital Affairs as Occupational Hazard: A Structural, Ethical Model" at the Eastern Academy of Management Meeting.
  - iii. Presented a paper entitled, "Nonprofits to the Rescue? Local Educational Foundations, Race, and Inequality in New Public Education" at the International Academic Conference.
18. Prof. Susan Eisner
  - i. Published a chapter entitled, "Best Practices for Managing Generation "Y" in *Managing Human Resources from the Millennial Generation*."
  - ii. Published an article entitled, "MW Leadership: Gender and Executive Style" in the *Society for Advancement of Management Journal*.
19. Prof. Romulo Magnaye published an article entitled, "Multiobjective Optimization in Multifunction Multicapability System Development Planning" in *IEEE Transactions on Systems Man and Cybernetics: Systems*.
20. Prof. Enrique Nunez:
  - i. Published an article entitled, "The Impact of Adding Improvisation to Sequential NPD Processes on Cost" in the *Academy of Marketing Studies Journal*.
  - ii. Published 3 Encyclopedia Entries entitled, "Hispanics and Entrepreneurship," "Radical and Incremental Innovation," and "University Startups" in the *Encyclopedia of New Venture Management, Sage Reference*.
  - iii. Presented an article entitled, "The Shifting Entrepreneurial Mindset" at the Organizational Behavior Teaching Conference.
  - iv. Presented a paper entitled, "Information Literacy in the Undergraduate Management Curriculum" at the Society for Advancement of Management.
21. Thierry Rakotobe-Joel presented a paper entitled, "Stochastic Learning Curve Revisited: Optimal Continuous Quality Improvement in Presence of Adaptive Learning and Routine Processes" at the 26th European Conference on Operational Research.
22. Tammi Redd presented a paper entitled, "Towards a Sustainable Diversity Framework: Evidence from U.S. Top Diversity Performers" at the Academy of Management.
23. Rita Shea-Van Fossen presented a paper entitled, Amazon.com's Acquisition of Zappos: Can You Get Married but Still Live Apart?" at the Eastern Academy of Management Meeting.
24. Prof. Mark Skowronski:
  - i. Published an article entitled, "A Manager's Guide to Workplace Procrastination" in the *Society for Advancement of Management Advanced Management Journal*.
  - ii. Presented a paper entitled, "What Doesn't Bore You Makes You Stronger: An Exploration of the Effects of Boredom Proneness on Character Strengths" at the Canadian Psychological Association annual convention.



25. Prof. Carol Frishberg presented “STEM Enrichment for Middle School Students” at the Council for Opportunity in Education Annual Conference.
26. Prof. Tobin Addington received two screening awards at the PAGE international Screenwriting awards, including grand prize for the “Unraveled” script, and first place in the horror/thriller category.
27. Prof. Bonnie Blake presented a peer-reviewed paper entitled, “Re: It gets Worse: Fwd: History of Graphic Design” at the University and College Designers Association’s Annual Educator’s Summit.
28. Prof. Renata Gangemi produced a documentary entitled, “Argentinean Women in Politics.”
29. Prof. Patricia Keeton published a book entitled, *American War Cinema and Media since Vietnam: Politics, Ideology and Class*.
30. Prof. Jonathan Lipkin’s “Livingston County” photo series is included in the IndyBook Library catalogue, and his “Digital Photography” was placed on Oxford Art Online.
31. Prof. Neel Scott directed, edited, and wrote a short form entitled, “Cairn” and was the sound designer for the feature film entitled, “Love Hunter,” both of which will be screened at film festivals.
32. Prof. Sarah Stackhouse:
  - i. Presented a paper entitled, “Preparation Anxiety” at the 8<sup>th</sup> Annual International Arts in Society Conference.
  - ii. Created exhibitions that were shown at the Central Hall of Artists and the American Institute of Graphic Arts.
33. Prof. Lawrence D’Antonio Chaired the Consortium for Computing Sciences in Colleges.
34. Prof. Scott Frees published an article entitled, “Increased Precision for Extended Reach 3D Manipulation” for the *International Journal of Virtual Reality*.
35. Prof. Amruth Kumar presented a paper entitled:
  - i. "A Mid-Career Review of Teaching Computer Science" at the Technical Symposium on Computer Science Education.
  - ii. "The Effect of Interleaving an Alternate Task During Tutoring and Testing" at the Proceedings of Frontiers in Education Conference.
  - iii. "A Study of Stereotype Threat in Computer Science" at Proceedings of Innovation and Technology in Computer Science Education.
36. Prof. George Gonpu presented a paper entitled, “Governance, Budget Deficits and Financial” at the Liberian Studies Association Annual Conference.

37. Prof. Timothy Haase presented a paper entitled:
  - i. "Financial Constraints: an Empirical Application to U.S. Recessions" at the World Finance Conference.
  - ii. "Financial Constraints and the Response of Business Investment to Monetary Policy Shocks" at the Eastern Economic Association Annual Conference.
38. Prof. Alexandre Olbercht presented a paper entitled:
  - i. "Does Spending Your Parent's Income Keep You in School?" at the Southern Economic Association.
  - ii. "Nonprofits to the Rescue? Local Educational Foundations, Race, and Inequality in New Public Education" at the International Academic Conference.
40. Prof. Phillip Anderson published an article entitled:
  - i. "What Students and Independent Investors Need to Know about the America Invents Act" in the *Southern Law Journal*.
  - ii. "Acceptable Risk and Life and Death Decisions: A Case Study" in the *Eastern Academy of Management's The Case Journal*.
41. Prof. Emma Rainforth published "Sphaerapus," a Poorly Known Invertebrate Trace Fossil from Nonmarine Permian and Jurassic Strata of North America" in *Ichnos*.
42. Prof. Robert Atkinson published a journal article entitled, Satan in the Pulpit: Popular Christianity during the Scottish Great Awakening, 1680-1750" in the *Journal of Social History*.
43. Prof. Paul H. Elovitz presented "History, Politics, and Psychobiography in the 2012 Election: A Presidential Psych biographer's Comparative Approach" at the Psychohistory Forum's election meeting.
44. Prof. Stacie Taranto presented:
  - i. "Long Island Housewives, Third Party Politics, and the New York Right to Life Party, 1970-1980" at the 2012 Policy History Conference.
  - ii. "Feminism vs. Family Values: The Debate Over Abortion in New York State in the Seventies" at the 15<sup>th</sup> Annual Women's History Conference.
  - iii. "Goodbye to the Party of Rockefeller: A Case Study of How the GOP Abandoned Feminist Goals in the 1970's" at the Annual Meeting of the Organization of American Historians.
45. Prof. Yuan Gao presented:
  - i. "Understanding Cultural Characteristics and Attitude toward e-Business in a Collectivist Society" at the Clute Institute 2012 Orlando International Academic Conference.
  - ii. "Factors Influencing User Acceptance of e-Government Websites: An Integrative Model" at the Global Information and Management Symposium.
46. Prof. Cherie Sherman produced an article entitled, "What students and independent inventors need to know about the "America Invents Act" for the *Southern Law Journal*.

47. Prof. William Frech wrote a research paper entitled, “CSR Viability: Government, Academic and Cultural Influences in the US and EU” through the International Academy of Business and Economics.
48. Prof. Huiping Li:
- i. Published an article entitled, “User Acceptance of Software as a Service: Evidence from Customers of China’s Leading E-Commerce Company, Alibaba” in the *Journal of Systems and Software*.
  - ii. Presented “A conceptual Study on International Marketing Strategic Alliances: Short-Term Consequences and the Effect of the Environment” at the Clute Institute Conference.
49. Prof. Gladys Torres-Baumgarten wrote a research paper entitled, “Doing Business in Latin America” through the Academy of Latin American Business Management.
50. Prof. Dean Chen:
- i. Published a book entitled, *U.S. Taiwan Strait Policy* through Lynne Rienner.
  - ii. Published an article entitled, “Engaging China while Defending Taiwan” in the *Southwestern Journal of International Studies*.
  - iii. Published an article entitled, “The Strategic Implications of President Ma Ying-jeou’s One Republic of China, Two Areas Policy on Cross-Strait Relations” in the *American Journal of Chinese Studies*.
  - iv. Presented two papers entitled, “Liberal Peace Across the Taiwan Strait?” and “Pivotal Deterrence and Domestic Politics in the Clinton, Bush, and Obama Administrations” in the American Political Science Association Conference.
51. Prof. Aaron Lorenz published several articles in the Association of College and Research Libraries including:
- i. “Social Death: Racialized Rightlessness and the Criminalization of the Unprotected.”
  - ii. “Contracts in the Real World: Stories of Popular Contracts and Why They Matter.”
  - iii. “Felony Murder.”
  - iv. “Trust in Black America: Race, Discrimination, and Politics.”
52. Prof. Mihaela Serban presented a paper entitled “Housing Nationalization Petitions and the Creation of Socialist Legal Consciousness in Romania (1945-1965)” at the Culture of Grievance in Eastern Europe and Europe conference.
53. Prof. Lisa Cassidy:
- i. Presented “Doing CSI in Critical Thinking Class” at the *American Philosophical Association Midwest Conference*.
  - ii. Published an article entitled, “Thoughts on the Bioethics of Estranged Biological Kin” in *Hypatia*.

54. Prof. Rosetta D'Angelo presented:
  - i. "Il futuro della didattica italiana: media, social network, nuove tecnologie e scenari multidisciplinari" at the American University of Rome, Italy.
  - ii. "Teaching Italian Literature in Translation at the University of Strabourg, France.
55. Prof. Patricia Ard published a scholarly article entitled, "Betrayal: Jane Austen's Imaginative Use of America" in *The Jane Austen Journal: Persuasions Online*.
56. Prof. James Hoch published several poems in numerous journals including:
  - i. "Body" in the Green Mountains Review.
  - ii. "Global Studies" in the Alaska Quarterly Review.
  - iii. "Baggage "Claim" in Meade.
  - iv. "Auditory," "Mythology," and "Thumb" in the Chronicle of Higher Education.
  - v. "Moose Spectacle" and "Afghanistan" in the American Poetry Review.
57. Prof. Peter Scheckner published a book entitled, *American War Cinema and Media Since Vietnam: Politics Ideology and Class through* Palgrave/Macmillian.
58. Prof. Ed Shannon published a scholarly article entitled, "Shameful, Impure Art: Robert Crumb's Autobiographical Comics and the Confessional Poets" for *Biography*.
59. Prof. Lisa Williams published "Father," "Sky Studies," and "Before" as featured poet in *Quill and Parchment*.
60. Prof. Maxim Goldberg presented "Using a Dyadic Decomposition of the Time until Diffusion Densities Overlap to Define a New Diffusion Distance" at the AMS-MAA Joint Meetings.
61. Prof. Ken McMurdy presented "A New Algorithm for Computing Endomorphism Rings of Supersingular Elliptic Curves" at the AMS-MAA Joint Meetings.
62. Prof. Mack Brandon directed a choral performance at the Tumon Bay Music Festival.
63. Prof. Seth Cluett: composed and Performed "Cloud to Air" at the 2013 MATA Festival for which he won the competition.
64. Prof. Ben Niell:
  - i. Produced a video ITSOFOMO (In the Shadow of Forward Motion), which was screened at the Armand Hammer Museum at UCLA.
  - ii. Performed a duo with David Rothberg at the TedX Long Dock Conference.
65. Prof. Kathleen Burke:
  - i. Published "Generational Differences and Learning Style Preferences in Nurses from a Large Metropolitan Medical Center" in the *Journal of Nursing and Staff Development*.
  - ii. Was presented the HRET community Outreach Award from the Age Wise Team of St. Joseph's Regional Medical Center at the NJHA 94<sup>th</sup> Annual Meeting.

66. Prof. Andrea Centrella-Nigro:
  - i. Published an article entitled, “Collaborative Testing as Post-Test Review” in *Nursing Education Perspectives*.
  - ii. Along with colleague Donna Flynn, published an article entitled, “Teaching Evidence-Based Practice Using a Mock Trial” in the *Journal of Continuing Education in Nursing*.
67. Prof. Julia Fitzgerald was awarded Nurse of the Year from the Occupational Health and Ambulatory Care of the New Jersey March of Dimes.
68. Gwyneth Patterson published an article entitled, “How Technology is Changing the Nursing Classroom: Embrace It” in the *National Black Nurses Association Publication*.
69. Prof. Dean Chenn:
  - i. Published a book entitled, *US Taiwan Strait Policy: The Origins of Strategic Ambiguity* through Lynne Rienner.
  - ii. Published an article entitled, “Engaging China while Defending Taiwan: Strategic Ambiguity under the Clinton, Bush, and Obama administrations” in the *Southwestern Journal of International Studies*.
  - iii. Presented “Pivotal Deterrence and Domestic Politics in the Clinton, Bush, and Obama Administrations” at the American Political Science Association Conference.
70. Prof. Jeremy Teigen published an article entitled, “Military Experience in Elections and Perceptions of Issue Competence: An Experimental Study with Television Ads” in *Armed Forces and Society*.
71. Prof. Emily Abbey published a journal article entitled, “Mataconceptual Frameworks and the Study of Human Infant Category Construction” in *Integrative Psychological and Behavioral Science*.
72. Prof. Gordon Bear presented a paper entitled, “Broad Face Co-Occurs with Ankle Morphology Good for Speedy Sprinting; Narrow Face Signals Efficiency in Long-Distance Running” at the annual meeting of the Human Behavior and Evolution Society.
73. Prof. Naseem Choudhury presented, “Moving Beyond the ERP: Event-Related and Spontaneous Oscillations in Young Infants,” at the Biennial Meeting of the Society for Research in Child Development.
74. Prof. Shaziela Ishak presented “Teaching Writing Skills to Psychology Students” at the Teaching of Psychology: Ideas and Innovations conference.
75. Prof. Lysandra Perez-Strumolo presented two papers entitled, “Intellectual Engagement in the Classroom: A Sample of Successful Activities for Enhancing Learning” and “Integrated Research Methods and Data Analysis Courses: Promoting Student Learning through Authentic Experiences” at the 27th annual conference on the Teaching of Psychology: Ideas and Innovations.

76. Prof. Nicholas Salter:
- i. Published a journal article entitled, “Studying Individual Identities is Good, but Examining Intersectionality is Better” for *Industrial and Organizational Psychology: Perspectives on Science and Practice*.
  - ii. Presented “Positive Perceptions of Gay Male and Lesbian Leaders” at the annual Society of Industrial and Organizational Psychology conference.
77. Prof. Leah Warner published an article entitled, “The Intersections of sexuality, gender, and race: Identity Research at the Crossroads” for the peer-reviewed journal *Sex Roles*.
78. Mitchell Kahn presented “Transitioning to a Competency Development Approach” to the Council on Social Work Education in Washington D.C.
79. Prof. Eileen Klein and Prof. Stephanie Serabia:
- i. Presented “How to Provide Effective Care to Individuals Dually Diagnosed with a Mental Illness and Substance Abuse Disorder” at the Network for Social Work management’s 24<sup>th</sup> annual conference.
  - ii. Presented “The Social Work Role in the Provision of Integrated Treatment for Dually Diagnosed Clients Identified through Evidenced Based Practice and Policy Advocacy” to the National Association of Social Work.
80. Prof. Henry Lustiger Thaler:
- i. Published a journal article entitled, “History and Memory: The Bergen-Belsen Displaced Persons Camp” for *Holocaust and Genocide Studies*.
  - ii. Published a journal article entitled, “Memory Redux” for *Current Sociology*
81. Prof. Behzad Yaghmaian was a guest for several interviews with CNN International in relation to Iran’s sanctions, nuclear program, and currency crises.
82. Prof. Iraida Lopez published an article entitled:
- i. “Ana Mendieta, Treinta Años Después: al Rescate de la Memoria” in the *La Gaceta de Cuba*.
  - ii. “The Intersection of Latino/a Studies and Latin American Studies in U.S. Colleges and universities” in *Journal of the Instituto de Latinoamérica de la Academia*.
83. Prof. Mary Ellen Allison was the stage manager for *Vita and Virginia* at Luna Stage in New Jersey.
84. Prof. Rachel Budin did lighting design for *A Bright Room Called Day* and *Pullman, WA and Church* at the Kennedy Center American College Theater Festival.
85. Prof. Peter Cambell directed *Pullman, WA and Church* at Sharp Theater in Berrie Center and at the Kennedy Center American College Theater Festival.
86. Prof. Terra Vandergaw directed *Beauty in Prison Time* at the Lion and Unicorn Theater in London, as well as *A Bright Room Called Day* at Adler Theater in Berrie Center.

87. Prof. Jackie Skrzynski presented “Do You Want the Good News or the Bad News? Reframing the Purpose of the Group Critique” at the Foundations in Art: Theory and Education Biennial Conference.
88. Prof. Jay Wholley’s sculpture were exhibited at Curles-Nelson Gallery in Buffalo, NY, at LewAllen Contemporary Art Gallery in Sante Fe, NM, and at the Grand Palais in Paris, France this past year.



**I. Major Capital Projects Underway in Fiscal Year 2013**

**FACILITIES PROJECTS, FY 2013**

G-Wing Renovation, and Adler Center for Nursing Excellence Addition

Re-Roofing and Solar Panel Installations

Site Utility Survey of All Underground Utilities

Library Renovations & Center for Reading and Writing

Interior Signage - Academic Buildings

Cogeneration Public/Private Partnership Project

Phase II Student Housing Exterior Renovation/Heating/Cooling System Replacement

Renovation of E-Wing for Teacher Education

Renovation of A & B Wings for Salameno School of American and International Studies

Facilities Master Plan

New Scoreboard at Outside Multipurpose Field

Academic Commons (study and recommendations for relocation of the print/copy center to provide additional facility for dining, socializing and meeting space)