



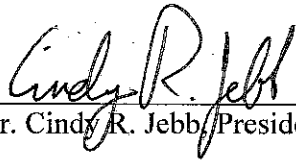
2021 ANNUAL INSTITUTIONAL PROFILE



Submitted to
The New Jersey Office of the Secretary of Higher Education
by
The Office of Institutional Research
September 2021

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.



Dr. Cindy R. Jebb, President

17 Sept 2021
Date

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I. PROFILE OF RAMAPO COLLEGE OF NEW JERSEY

Important accolades for academic year 2020-2021

- Ramapo College of New Jersey is named among the top in *College Choice*'s ranking of the "20 Best Colleges in New Jersey," as of June 2021. Ramapo ranks as #1 among the nine public colleges in New Jersey and is ranked #3 overall, with Princeton University and Stevens Institute of Technology in the top two spots.
- Ramapo ranked sixth in the 2020-2021 edition of the *U.S. News & World Report* among public colleges and was #34 among all institutions in the Regional Universities North category.
- *Kiplinger's* Personal Finance list included Ramapo College in its top 100 "Best Values in Education" list in 2019-2020.
- Ramapo College was determined by *Buffalo Business First* to be in the top 100 in the nation in its 2020 rankings of the country's best public colleges.
- Ramapo College of New Jersey was included by *The Princeton Review* as one of 224 colleges in the 2020 "Best in the Northeast."
- Ramapo College was designated as a Bronze "Military Friendly School" by the 2020-2021 *Guide to Military Friendly Schools*.
- *Money Magazine* listed Ramapo College as seventh in the state in its 2020 "Best Colleges Value for Your Money" rankings.
- *CondéNast Traveler* named Ramapo College as one of the 50 Most Beautiful College Campuses in America in July 2020.
- Ramapo College ranked #1 among all public and private colleges and universities in New Jersey by Niche in its announcement of the 2021 Best College Dorms in America. Nationally, Ramapo advanced in its ranking to the top 2%.

Ramapo College of New Jersey is often mistaken for a private college. This is, in part, due to its unique interdisciplinary academic structure; its size (i.e., Ramapo enrolled 6,042 students in Fall 2020); 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 advances the College's commitment to affordable undergraduate and graduate liberal arts education.

Ramapo College is located in Mahwah Township in northwestern Bergen County. The barrier-free campus occupies 300 acres. It was designated "Stigma Free" by the National Alliance on

Mental Illness in 2016. Facilities include general classrooms, laboratories, academic buildings, an administration building, a library, a Learning Commons Center, a center for fine and performing arts, a sports and recreation center, campus life buildings, a spiritual center, athletic fields, dining halls, student apartments, and residence halls.

On average over 91% of the incoming new students in the last five years indicated that Ramapo was either their first or second choice school. For the Fall 2020 semester, almost 67% of first-year applicants were accepted. The average combined SAT score (critical reading and math) for regular-admit degree-seeking first-year students was 1149. The average combined SAT score for all degree-seeking first-year students who enrolled, including Educational Opportunity Fund and special admit students, was 1134.

Ramapo College's mission is focused on its four "pillars" of education: international, intercultural, interdisciplinary and experiential learning, all of which are incorporated throughout the curriculum and co-curricular activities. Organized into five schools offering 50 undergraduate and graduate degree programs and 1 doctoral program, the College's offerings are complemented by lectures, performances, and off-campus experiences. The College offers Bachelor's 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. Eight programs were offered in Academic Year 2020-2021, which lead to a Master's degree: Master of Arts in Educational Leadership (MAEL), Master of Science in Accounting (MSAC), Master of Science in Contemporary Instructional Design (MCID) (originally the MS in Educational Technology (MSET)), Master of Science in Nursing (MSN), Master of Business Administration (MBA), Master of Arts in Special Education (MASE), Master of Social Work (MSW), and Master of Science in Data Science (MSDS). In Fall 2020, Ramapo offered its first doctoral program, i.e., Doctor of Nursing Practice (DNP). The College has joint degree programs with Rutgers Biomedical and Health Sciences – School of Health-Related Programs in Clinical Laboratory Science and Medical Imaging Science. The College maintains articulation agreements with other participating institutions with programs in Biomedical Informatics, Chiropractic, Dentistry, Optometry, Osteopathic Medicine, Pharmacy, Physical Therapy, Physician Assistant, and Podiatric Medicine.

An important key to the College's strategy has been the building of partnerships with members of the surrounding communities, the State, high schools, other colleges, and domestic and international corporations. Faculty and staff have been successful in obtaining major grants from State, national, and international sources to support scholarship, partnerships, curricular 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.

Library Rehabilitation and Learning Commons Addition

One of the major projects, for which planning began in Spring 2018, was the transformation of the existing George T. Potter Library into a vibrant “Learning Commons.” This project was initiated based on the expectation that students will learn and study more effectively by incorporating new technologies and methods of creating scholarship.

A successful Learning Commons is expected to provide a variety of flexible learning environments and high-quality experiences for both individual and group study while co-locating library, information technology, and other academic support expertise. To satisfy these expressed needs, the library renovation and addition will include spaces on all floors for both individual and collaborative learning and feature several new student and faculty-orientated services, including the College’s Information Technology Services, a newly-created makerspace, an expanded Special Collections, and enhanced space for Reference and Research Services.

In addition to two informational literacy classrooms, the Learning Commons will add over twenty technology-rich group study rooms to be used for screening films, conducting group presentations, one-button studio recording, video conferences, and remote learning. Since library users are often immersed in their work for hours on end, a wide variety of comfortable seating options will address user preferences for lounge, study, and computer-intensive activity.

Construction on the newly named Peter P. Mercer Learning Commons facility began early Spring 2020 with a groundbreaking ceremony that was attended by Board of Trustee members, members of the President’s Cabinet, faculty, staff, and students. The original building was to get a thorough replacement and contemporizing of its aging systems, including upgrades to the building envelope to address thermal performance and water infiltration issues and increase access to daylight and views, while maintaining the building’s slate panel facade, which is an iconic feature of the campus’ historic core buildings. The demolition of the existing library building took place in January 2020, and the library is expected to open in Fall 2021. The Learning Commons will not only enhance the College’s current exceptional academic curriculum but will be a featured component of the College’s educational mission for many decades.

While awaiting the completion of the Learning Commons, the existing library was temporarily relocated on the first and second floors of Linden Hall as of January 2019. Almost all regular services are provided in the temporary location, including circulation, reference services, microfilm reading, interlibrary loan and more. Furthermore, the main features of the temporary library include the following:

- approximately 270 study seats including group study rooms;
- reading room seating;

- two computer classrooms;
- excellent wi-fi and availability of loaner laptops;
- access to online resources such as databases, journals, e-books, and newspapers;
- information literacy instruction sessions with librarians;
- all research help services offered in person, as well as by phone, email, chat, or text;
- all circulation desk services including checkout and course reserves;
- a 10,500-volume core book collection;
- best sellers collection and new books display;
- current periodicals; and
- the ability to request books from interlibrary loan and to request archival materials.

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.

VALUES STATEMENT

Ramapo College is the Public Liberal Arts College of the State of New Jersey. The work of the College and its members is conducted with integrity. Our values are as follows:

- Teaching, learning, and mentoring – we are actively engaged in and out of the classroom.
- Developing the whole person – we are scholars, we are creators, we are local and global citizens, and we are individuals.
- Respecting each other and our environment – we are an open, inclusive, supportive, and

sustainable community.

STRATEGIC PLAN GOALS AND OBJECTIVES

GOAL 1 - INCREASE STUDENT SUCCESS AND STUDENT ENGAGEMENT

- Objective 1.1: To enroll diverse students who actively contribute to campus life.
- Objective 1.2: To increase the enrollment of residential first-year students.
- Objective 1.3: To increase the number of students transferring from partner institutions.
- Objective 1.4: To increase the four-year graduation rate.
- Objective 1.5: To increase the six-year graduation rate.
- Objective 1.6: To increase its first-year retention rate.
- Objective 1.7: 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 1.8: To facilitate student success, in terms of completion and employment, via experiential learning.
- Objective 1.9: To demonstrate the value of a Ramapo College degree through metrics associated with employment and educational attainment.
- Objective 1.10: To increase students' academic, personal, social, and civic engagement through enhanced curricular, co-curricular, and extra-curricular programming.

GOAL 2 - CULTIVATE AND SUPPORT EQUITY, DIVERSITY, AND INCLUSION

- Objective 2.1: To deliver and promote curricular, co-curricular, extra-curricular, and development programs that strive to eliminate stereotypes and negative biases, demonstrate a commitment to diversity and promote self-awareness, an examination of multiple perspectives, and respect for others.
- Objective 2.2: To close the achievement gap by increasing retention and graduation rates of students by student type and race/ethnicity.
- Objective 2.3: To recruit employees who reflect and are committed to diversity and inclusiveness.

- Objective 2.4: To foster collegiality and collaboration by advancing recommendations of the 2017 Report of the Task Force on Shared Governance.

GOAL 3 - ADVANCE INNOVATION AS THE COLLEGE'S PROMISE AND OBLIGATION TO ITS STUDENTS, COMMUNITY, AND THE STATE OF NEW JERSEY

- Objective 3.1: To facilitate curricular innovation and to ensure that curriculum remains founded in the liberal arts, relevant, attuned to students' needs, and responsive to the economic environment.
- Objective 3.2: To strengthen mutually beneficial partnerships with alumni, parents, friends, business, professional organizations, as well as community and government agencies.
- Objective 3.3: To optimize technology and software to automate functions and expand the capacity of existing systems for reporting and assessment.
- Objective 3.4: To cultivate the next generation of higher education leaders through the delivery of an internal Leadership, Development and Performance (LDP) program.

GOAL 4 - IMPROVE LONG-TERM FINANCIAL STRENGTH

- Objective 4.1: To address systemic long-term deficits created by the reliance on State funding and practical limitations of increasing tuition.
- Objective 4.2: To strengthen the College's presence in Trenton to ensure it receives due consideration in decisions affecting higher education.
- Objective 4.3: To address space allocation, its optimization, and deferred maintenance, in light of enrollment and economic trends.
- Objective 4.4: To publicly position the College through advocacy, marketing, and public relations as the premier public college in the region.
- Objective 4.5: To leverage relationships with alumni, parents, corporations, and friends to advance the College's visibility.
- Objective 4.6: To enhance financial strength through increasing support from the Foundation.
- Objective 4.7: To align fundraising efforts for capital, operations, student access, and grant initiatives with annual College priorities.

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, 2nd Floor West, Philadelphia, PA 19104.

PROFESSIONAL ACCREDITATION

Accreditation Commission for Education in Nursing (ACEN)

Association to Advance Collegiate Schools of Business (AACSB)

Council for the Accreditation of Educator Preparation (CAEP)

Council on Social Work Education (CSWE)

And, although it is not an accreditation, the American Chemical Society (ACS) approves programs.

B. NUMBER OF STUDENTS SERVED

Ramapo College served almost 7,000 students during fiscal year 2020. In Fall 2020, 6,042 students were enrolled, while in Spring 2021 5,622 students were enrolled at Ramapo College.

In Fall 2020, 7,980 applications were submitted by prospective first-year students, and almost 67% (5,334) were admitted to the College. Of those admitted, roughly 19% (997) subsequently enrolled.



**Table II.B.1
Undergraduate Enrollment by Attendance Status: Fall 2020**

Full Time		Part Time		Total
Number	Percent	Number	Percent	
4,720	87.2	692	12.8	5,412

**Table II.B.2
Graduate Enrollment by Attendance Status: Fall 2020**

Full Time		Part Time		Total
Number	Percent	Number	Percent	
244	38.7	386	61.3	630

**Table II.B.4
Unduplicated Enrollment: FY 2020**

	Number	Credit Hours	FTE
Undergraduate	6,225	168,567	5,619
Graduate	688	11,280	470
Total	6,913	179,847	6,089

C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

Over 88% of the 997 new students enrolled in Fall 2020 were regular admit, while almost 10% were Educational Opportunity Fund (EOF) students.

Undergraduates were tested using the Accuplacer to determine if they needed any remediation in the areas of computation, algebra, writing or reading. Overall, 7% of all undergraduate students were enrolled in at least one remedial course. Among the new full-time students, 33% required remediation in at least one area. The need for remediation was higher for computation (21%) than for writing (almost 10%), algebra (over 4%), and reading (almost 6%).



MEAN SAT SCORES

**Table II.C.1
Mean Math and Evidence-Based Reading & Writing (ERW) SAT Scores
for First-Time First-Year Students by Admission Status: Fall 2020**

Admission Status	Math		Reading & Writing	
	SAT Score	N	SAT Score	N
FULL-TIME STUDENTS				
Regular Admits	572.7	772	573.6	772
EOF Admits	512.2	94	515.4	94
Special Admits	488.3	12	495.8	12
All Admits	565.1	878	566.3	878
<i>Math and Reading & Writing scores were not available for 99 students.</i>				
<i>Please note that, because of small numbers (one part-time first-time first-year student), results are not shared here.</i>				

ENROLLMENT IN REMEDIATION COURSES

Table II.C.2a
Total Undergraduate Enrollment in Remediation Courses: Fall 2020

Total Undergrads	Undergrads in 1+ Remediation Courses	Percent of Total
5,412	380	7.0

Table II.C.2b
Total First-Time, Full-Time Student Enrollment in Remediation Courses: Fall 2020

Total FTFT Students	FTFT Students in 1+ Remediation Courses	Percent of Total
995	328	33.0

Table II.C.2c
First-Time, Full-Time Enrollment in Remediation Courses by Subject Area: Fall 2020

Subject Area	Number of FTFT Enrolled	Percent of FTFT Enrolled
Computation	209	21.0
Algebra	44	4.4
Reading	58	5.8
Writing	98	9.8

DEMOGRAPHICS

In Fall 2020, 6,042 students enrolled at Ramapo College of New Jersey. Of those, almost 90% (5,412) were undergraduates. Over 87% of undergraduates were enrolled full-time. Almost 58% of undergraduates were female and, among those who provided information regarding race/ethnicity, approximately 58% were White Non-Hispanic. In fact, minorities accounted for almost 39% of the population, and 87% of all undergraduates were between the ages of 18 and 24. A large proportion of undergraduates (over 94%) were from New Jersey, almost 44% of whom were from Bergen County.

Table II.C.3a
Undergraduate Enrollment by Race/Ethnicity and Attendance Status: Fall 2020

Race/Ethnicity	Full-Time		Part-Time		Total	
	N	Percent	N	Percent	N	Percent
White	2,751	58.3	330	47.7	3,081	56.9
Black	314	6.7	28	4.0	342	6.3
Hispanic	956	20.3	98	14.2	1,054	19.5
Asian*	444	9.4	38	5.5	482	8.9
American Indian	15	0.3	2	0.3	17	0.3
Alien	65	1.4	2	0.3	67	1.2
Unknown**	175	3.7	194	28.0	369	6.8
Total	4,720	100.0	692	100.0	5,412	100.0

* Asian includes Pacific Islanders.

** Unknown includes two or more races.

Table II.C.3b
Undergraduate Enrollment by Sex and Attendance Status: Fall 2020

Sex	Full-Time		Part-Time		Total	
	N	Percent	N	Percent	N	Percent
Male	2,007	42.5	284	41.0	2,291	42.3
Female	2,713	57.5	408	59.0	3,121	57.7
Total	4,720	100.0	692	100.0	5,412	100.0

Table II.C.3c
Undergraduate Enrollment by Age and Attendance Status: Fall 2020

Age	Full-Time		Part-Time		Total	
	N	Percent	N	Percent	N	Percent
<18	10	0.2	123	17.8	133	2.5
18-19	1,671	35.4	50	7.2	1,721	31.8
20-21	1,898	40.2	59	8.5	1,957	36.2
22-24	862	18.3	167	24.1	1,029	19.0
25-29	198	4.2	116	16.8	314	5.8
30-34	45	1.0	45	6.5	90	1.7
35-39	11	0.2	23	3.3	34	0.6
40-49	16	0.3	49	7.1	65	1.2
50-64	9	0.2	33	4.8	42	0.8
65+	0	0.0	27	3.9	27	0.5
Unknown	0	0.0	0	0.0	0	0.0
Total	4,720	100.0	692	100.0	5,412	100.0

STUDENTS RECEIVING FINANCIAL ASSISTANCE FROM VARIOUS SOURCES

During FY 2020, undergraduates at Ramapo received financial aid from a variety of Federal, State, and institutional programs. Almost two-thirds of the aid (i.e., 64%) came from Federal sources.

**Table II.C.4
Students Receiving Financial Aid from Federal-, State-, and Institution-Funded Programs: AY 2019-20**

Program	# of Recipients	Dollars (\$)	\$/Recipient
FEDERAL PROGRAMS			
Pell Grants	1,498	7,366,000	4,917.22
College Work Study	155	212,000	1,367.74
Perkins Loans	0	0	--
SEOG	185	222,000	1,200.00
PLUS Loans	491	7,859,000	16,006.11
Stafford Loans (Subsidized)	2,105	8,488,000	4,032.30
Stafford Loans (Unsubsidized)	2,448	9,394,000	3,837.42
SMART & ACG or other	0	0	--
CARES Act- HEERF Student Aid	1,213	1,255,000	1,034.62
STATE PROGRAMS			
Tuition Aid Grants (TAG)	1,087	6,467,000	5,949.40
Educational Opportunity Fund (EOF)	320	505,000	1,578.13
Other State Programs (OSRP, NJ-GIVS, WTC, etc.)	15	157,000	10,466.67
Distinguished Scholars	0	0	--
Urban Scholars	6	6,000	1,000.00
NJ STARS	16	36,000	2,250.00
NJCLASS Loans	161	2,633,000	16,354.04
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	1,239	9,997,000	8,068.60
Loans	0	0	--

NEW JERSEY RESIDENTS

**Table II.C.5a
First-Time Undergraduate Enrollment of New Jersey Residents: Fall 2020**

State Residents	Non-State Residents	Total	% State Residents
962	35	997	96.5

Table II.C.5b
Total Undergraduate Enrollment of New Jersey State Residents: Fall 2020

State Residents	Non-State Residents	Total	% State Residents
5,098	314	5,412	94.2

D. STUDENT OUTCOMES

The six-year graduation rate for the Fall 2014 cohort was 72% (72% of first-time, full-time, degree-seeking students who initially enrolled in 2014 graduated by August 2020). The one-year retention rate (“third-semester retention rate”) for the Fall 2019 cohort is about 85% (85% of first-time, full-time, degree-seeking students who initially enrolled in Fall 2019 re-enrolled in Fall 2020).



Table II.D.1
Four-, Five-, and Six-Year Graduation Rates by Race/Ethnicity: Fall 2014
Cohort of First-Time, Full-Time Degree/Certificate-Seeking Students

Race/ Ethnicity	Cohort Size	Four-Year Graduation Rate		Five-Year Graduation Rate		Six-Year Graduation Rate	
		N	Percent	N	Percent	N	Percent
White	613	408	66.6	462	75.4	468	76.3
Black	67	24	35.8	31	46.3	33	49.3
Hispanic	108	48	44.4	66	61.1	71	65.7
Asian	80	51	63.8	59	73.8	61	76.3
Alien	19	15	78.9	15	78.9	15	78.9
Other*	89	44	49.4	53	59.6	56	62.9
Total	976	590	60.5	686	70.3	704	72.1

* Other includes American Indians, Native Hawaiian and Pacific Islanders, 2 or More Races, and Unknown.

Table II.D.2
Third-Semester Retention Rates of First-Time Undergraduates by
Attendance Status: Fall 2019 to Fall 2020

FULL-TIME			PART-TIME		
First-Time Undergrads	Number Retained	Percent Retained	First-Time Undergrads	Number Retained	Percent Retained
1,029	879	85.4	1	1	100.0

E. FACULTY CHARACTERISTICS

In Fall 2020, 215 full-time faculty and 284 part-time and adjunct faculty taught 6,042 students at Ramapo College. Of the 215 full-time faculty members, approximately 95% were tenured, 53% were female, and almost 66% were White Non-Hispanic. Almost 94% of full-time faculty members possess a doctorate or a terminal degree. The student-faculty ratio is 16 to 1, and the average undergraduate class size is about 21.



Table II.E.1
Full-Time Faculty by Race/Ethnicity, Sex, and Tenure Status: Fall 2020

Race/Ethnicity	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Tenure Status						
White Non-Hispanic						
Tenured and Tenure-Track						
Professors	27	37.5	22	31.9	49	34.8
Associate Professors	30	41.7	33	47.8	63	44.7
Assistant Professors	10	13.9	11	15.9	21	14.9
All Others	0	0.0	0	0.0	0	0
Non-Tenured						
Professors	0	0.0	0	0.0	0	0.0
Associate Professors	0	0.0	0	0.0	0	0.0
Assistant Professors	5	6.9	2	2.9	7	5.0
All Others	0	0.0	1	1.4	1	0.7
Total White	72	100.0	69	100.0	141	100.0

**Table II.E.1
Full-Time Faculty by Race/Ethnicity, Sex, and Tenure Status: Fall 2020
(continued)**

Race/Ethnicity	Male		Female		Total	
<i>Tenure Status</i>	N	Percent	N	Percent	N	Percent
Black						
<i>Tenured and Tenure-Track</i>						
Professors	2	25.0	2	20.0	4	22.2
Associate Professors	1	12.5	2	20.0	3	16.7
Assistant Professors	5	62.5	6	60.0	11	61.1
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 Professors	0	0.0	0	0.0	0	0.0
Assistant Professors	0	0.0	0	0.0	0	0.0
All Others	0	0.0	0	0.0	0	0
Total Black	8	100.0	10	100.0	18	100.0
Hispanic						
<i>Tenured and Tenure-Track</i>						
Professors	0	0.0	4	33.3	4	25.0
Associate Professors	3	75.0	7	58.3	10	62.5
Assistant Professors	1	25.0	1	8.3	2	12.5
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 Professors	0	0.0	0	0.0	0	0.0
Assistant Professors	0	0.0	0	0.0	0	0.0
All Others	0	0.0	0	0.0	0	0.0
Total Hispanic	4	100.0	12	100.0	16	100.0
Asian*						
<i>Tenured and Tenure-Track</i>						
Professors	4	26.7	4	22.2	8	24.2
Associate Professors	7	46.7	5	27.8	12	36.4
Assistant Professors	4	26.7	7	38.9	11	33.3
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 Professors	0	0.0	0	0.0	0	0.0
Assistant Professors	0	0.0	2	11.1	2	6.1
All Others	0	0.0	0	0.0	0	0.0
Total Asian*	15	100.0	18	100.0	33	100.0

* Asian includes Pacific Islanders.

Table II.E.1
Full-Time Faculty by Race/Ethnicity, Sex, and Tenure Status: Fall 2020
(continued)

Race/Ethnicity	Male		Female		Total	
Tenure Status	N	Percent	N	Percent	N	Percent
Alien						
<i>Tenured and Tenure-Track</i>						
Professors	0	0.0	0	0.0	0	0.0
Associate Professors	0	0.0	2	100.0	2	100.0
Assistant Professors	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 Professors	0	0.0	0	0.0	0	0.0
Assistant Professors	0	0.0	0	0.0	0	0.0
All Others	0	0.0	0	0.0	0	0.0
Total Alien	0	0.0	2	100.0	2	100.0
Two or More Races						
<i>Tenured and Tenure-Track</i>						
Professors	1	100.0	1	50.0	2	66.7
Associate Professors	0	0.0	1	50.0	1	33.3
Assistant Professors	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 Professors	0	0.0	0	0.0	0	0.0
Assistant Professors	0	0.0	0	0.0	0	0.0
All Others	0	0.0	0	0.0	0	0.0
Total Two or More Races	1	100.0	2	100.0	3	100.0
Unknown						
<i>Tenured and Tenure-Track</i>						
Professors	0	0.0	0	0.0	0	0.0
Associate Professors	0	0.0	0	0.0	0	0.0
Assistant Professors	1	100.0	1	100.0	2	100.0
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 Professors	0	0.0	0	0.0	0	0.0
Assistant Professors	0	0.0	0	0.0	0	0.0
All Others	0	0.0	0	0.0	0	0.0
Total Unknown	1	100.0	1	100.0	2	100.0

Table II.E.1
Full-Time Faculty by Race/Ethnicity, Sex, and Tenure Status: Fall 2020
 (continued)

Race/Ethnicity	Male		Female		Total	
<i>Tenure Status</i>	N	Percent	N	Percent	N	Percent
GRAND TOTAL (COMBINED TOTAL OF ALL RACE/ETHNICITIES)						
<i>Tenured and Tenure-Track</i>						
Professors	34	33.7	33	28.9	67	31.2
Associate Professors	41	40.6	50	43.9	91	42.3
Assistant Professors	21	20.8	26	22.8	47	21.9
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 Professors	0	0.0	0	0.0	0	0.0
Assistant Professors	5	5.0	4	3.5	9	4.2
All Others	0	0.0	1	0.9	1	0.5
GRAND TOTAL	101	100.0	114	100.0	215	100.0

Table II.E.2
Percentage of Course Sections Taught by Full-Time Faculty: Fall 2020

Total Number of Course Sections	Courses Taught By Full-Time Faculty		Courses Taught By Part-Time Faculty		Courses Taught By Others*	
	N	Percent	N	Percent	N	Percent
1052	625	59.4	363	34.5	64	6.1

* Others includes full-time administrators and teaching assistants.

Table II.E.3
Ratio of Full-Time to Part-Time Faculty: Fall 2020

Full-Time		Part-Time		Total	
N	Percent	N	Percent	N	Percent
215	43.1	284	56.9	499	100.0

F. CHARACTERISTICS OF TRUSTEES OR GOVERNORS

Per New Jersey statute, the members of the Board of Trustees are appointed by the Governor with the advice and consent of the Senate. The Board of Trustees recommends potential new members to the Governor in accord with its Bylaws and Committee Charter, which state in pertinent part, “The Public Members shall be recommended for the expertise and experience which they can contribute to the mission of the College and should be representative of the diversity of the state,” and “In carrying out this responsibility, the Nominations and Governance Committee of the Board of Trustees shall seek individuals with skills complementary to the range of expertise among existing members. Potential members shall be of diverse backgrounds.”



**Table II.F.1
Race/Ethnicity and Sex of Trustees*: Fall 2020**

Race/Ethnicity	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
White	9	100.0	2	66.7	11	91.7
Black	0	0.0	1	33.3	1	8.3
Hispanic	0	0.0	0	0.00	0	00
Asian	0	0.0	0	0.0	0	0.0
Unknown	0	0.0	0	0.0	0	0.0
Total	9	100.0	3	100.0	12	100.0

**Race/Ethnicity of the alternate student trustee is not included in the table above.*

**Table II.F.2
List of Trustees/Governors with Titles and Affiliations: Fall 2020**

Name	Title	Affiliation
William F. Dator, Chair	Broker Associate	Coldwell Banker Commercial
Susan A. Vallario, Vice Chair		Retired Manufacturing Executive
George C. Ruotolo, Jr., Immediate Past Chair	Chairman and CEO	Ruotolo Associates Inc.
David G. Schlusssel, Treasurer	Founding Member	Key Properties LLC
Gary L. Montroy, Secretary		Retired Construction/Code Official
Adam J. Sabath	Owner	Advocacy & Management Group
Vincent Colman	New York Metro Vice Chairman	Pricewaterhouse Coopers
Charles H. Shotmeyer	President	Shotmeyer Brothers Inc.
Bartholomew J. Talamini		Retired Public Educator
Sharlene S. Vichness	Founder and President	Language Directions LLC
Dr. Peter P. Mercer, Ex Officio	President	Ramapo College of New Jersey
Breanna Douglas	Student Trustee	Ramapo College of New Jersey
Alexis Meneses (sworn in by BOT on 1/25/21)	Alternate Student Trustee	Ramapo College of New Jersey

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

<i>http://www.ramapo.edu/board</i>
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G. PROFILE OF THE INSTITUTION

DEGREE AND CERTIFICATE PROGRAMS

**Table II.G.1
Degree and Certificate Programs: Spring 2021**

Degree	Major	Concentration	
Bachelor of Arts	Africana Studies		
	American Studies		
	Communication Arts	Digital Filmmaking	
		Global Communication & Media	
		Journalism	
		Visual Communication Design	
		Writing	
	Contemporary Arts		
	Economics		
	English & Literary Studies	Creative Writing	
		Specialized Studies	
	Environmental Studies		
	History		
	Humanities & Global Studies (formerly Liberal Studies)		
	International Business		
	International Studies		
	Law & Society		
	Music	Music Education	
		Music Industry	
		Music Performance	
		Music Production	
		Music Studies	
	Philosophy		
	Political Science		
	Psychology		
	Social Science	Community Mental Health	
		Education Studies	
		Ethnicity & Race Studies	
		Gender & Sexuality Studies	
		Labor, Work & Organization	
Society & Culture			
Sociology	Criminology		
	Social Inequality		
Spanish Language Studies			
Sustainability			
Theater	Acting		
	Design/Technical Theater		

Degree	Major	Concentration
Bachelor of Arts (continued)	Theater (continued)	Directing/Stage Management
		Theater Studies
	Visual Arts	Art History
		Drawing & Painting
		Electronic Art & Animation
		Photography
Sculpture		
Bachelor of Science	Accounting	
	Biochemistry	
	Bioinformatics	
	Biology	
	Chemistry	
	Clinical Lab Science	
	Computer Science	
	Data Science	
	Elementary Education	
	Engineering Physics	
	Environmental Science	
	Finance	
	Information Technology Management	
	Integrated Science Studies	Business Studies
		Public Policy Administration
		Science and Society
		Science Journalism
	Management	
Marketing		
Mathematics		
Medical Diagnostic Imaging Science		
Bachelor of Science in Nursing	Nursing (BSN)	
Bachelor of Social Work	Social Work (BSW)	
Master of Arts	Educational Leadership	
	Special Education	
Master of Business Administration	Business Administration (MBA)	
Master of Science	Accounting	
	Contemporary Instructional Design (formerly MS in Educational Technology)	

Degree	Major	Concentration
Master of Science (continued)	Data Science	
	Nursing (Education Track) (MSN)	
Master of Social Work	Social Work (MSW)	
Doctorate	Nursing Practice (DNP)	
Post-Baccalaureate Certificate	Elementary Education (Teacher Certification)	
	Middle School Education (Teacher Certification)	
Post-Master's Certificate	Nursing Education	
Articulation Agreements in the Health Professions		
<i>Degree(s)</i>	<i>Major</i>	<i>Affiliated School</i>
BS/MS	Bioinformatics/Biomedical Informatics	Rutgers – School of Health-Related Professions
BS/MS	Physician Assistant	Rutgers – School of Health-Related Professions
BS/DC	Chiropractic	NY Chiropractic College
BS/DPT	Clinical Doctorate in Physical Therapy	Rutgers – School of Health-Related Professions
BS/DMD	Dental Medicine	Lake Erie College of Medicine
	Dentistry	Rutgers – School of Dental Medicine
BS/OD	Optometry	SUNY State College of Optometry
BS/DO	Osteopathic Medicine	Lake Erie College of Medicine
BS/PharmD	Pharmacy	Lake Erie College of Medicine
	Pharmacy	Touro College of Pharmacy
BS/DPM	Podiatric Medicine	NY College of Podiatric Medicine
Combined Degree Programs		
<i>Degree</i>	<i>Major</i>	<i>Affiliated School</i>
BA	Drawing & Painting/Art Therapy	Caldwell University
BA	Sculpture/Art Therapy	Caldwell University
Joint Bachelor of Science Degree Programs in the Pre-Medical and Pre-Health Professions Offered in Conjunction with Rutgers Biomedical and Health Sciences Schools & Units		
Clinical Laboratory Science (Cytotechnology, Medical Lab Science)		
Medical Imaging Science (MSMIS) with specialization in Cardiac and Vascular Sonography and Diagnostic Medical Sonography		

**Table II.G.2
Continuing Education: Academic Year 2021-2022
Certification Programs Offered**

Business
Business Essentials Certificate (Academic Certificate)
Professional Certificate in Blockchain
Project Management Certificate (PMP) with Agile (Scrum)
Web Development Certificate (Academic Certificate)
Education
Middle School Teacher Certificate (Academic Certificate)
Yoga Teacher Certificate Programs (200-Hour Yoga Teacher Certificate & Children’s Yoga Teacher Certification)
Fitness/Well-Being
PTIA Personal Trainer Certificate
Yoga Teacher Certificate Programs (200-Hour Yoga Teacher Certificate & Children’s Yoga Teacher Certification)
Healthcare
Spanish for Healthcare & Human Services Professionals (Academic Certificate)

H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

The 215 full-time faculty members employed by Ramapo College in Academic Year 2020-2021 gave several presentations or performances at various events and conferences around the world. In addition, faculty members demonstrated leadership by serving on a board or as a member of an elite group, performing as a reviewer for a journal, participating in a training, and organizing an event.



**Table II.H.1
Number of Major Accomplishments: Fiscal Year 2021**

Major Accomplishment	Number
Published Books and Book Chapters	6
Published Works	6
Performances and Exhibitions	1
Presentations	25
Demonstrated Leadership	74
Received Awards	2

FACULTY ACCOMPLISHMENTS

Carreon, Jay

Serve as Vice-President of the Sigma Xi, The Scientific Research Society, during 2011, 2012, 2015 to present.

Ciba, Daniel

i. Served as Conference Planner, ATHE Theory and Criticism Focus Group, August 2017-August 2021.

ii. Book Review Editor for *Theatre Annual*. 2020-2023.

D'Angelo, Rosetta

i. Serve as a member of the Advisory Board for Italian Studies at Clemson University, 1997 to present.

ii. Member of the Society of Columbus Committee. The committee organizes art exhibits of the work of renowned sculptor, Giacometti along with a dedication at the site of the sail of Columbus in Liberty State Park, Approved by the NY-NJ governors.

iii. Executive President of AIAE (Association of Italian American Educators), 2003 to present.

iv. At the present time, I am directly involved with charter schools in the New York and New Jersey area which will promote the learning of Italian as "heritage language." I coordinate cultural events for the Italian American community. I also serve as a liaison between the community and the Italian government Italian Cultural Institute, the Consulate.

vi. Serve as a volunteer Instructor, East Brunswick Adult and Community School, 1993 to present.

- vii. Assistant for the Columbians of New Jersey in their effort to promote culture and education in Italo-American community, through scholarships and Italian language.
- viii. Chair of the Columbian Scholarship Committee. Responsible for reading over 200 essays annually and selecting the five top winning essays. I attend their monthly meetings and I co-chair a committee in charge of selecting cultural and art books for the Bergen County libraries and public schools.
- ix. Member of the New Jersey Italian American Heritage Commission, 2003 to present.

D'Antonio, Lawrence

- i. Invited to talk about “Newton and his Fudge Factors” at PASHoM, held online, December 10, 2020.
- ii. Serve as Associate Editor for *Convergence*, 2014 to present.
- iii. Serve as Reviewer for *Math Reviews*, 2013 to present.
- iv. Serve as Secretary and Treasurer for History of Mathematics Special Interest Group (HOMSIGMAA), 2014 to present.
- v. Serve as Vice-Chair for Speakers, Mathematical Association of America- New Jersey Section, 1994-96, and 2013 to present.
- vi. Serve as member of the Executive Board, Mathematics Association of America, New Jersey Section, 1994 to present.
- vii. Serve as Board Member, Consortium for Computing Sciences in Colleges - Northeast (CCSCNE), 1999 to present.
- viii. Serve as Chair of the Consortium for Computing Sciences in Colleges - Northeast (CCSCNE), 2004 to present.
- ix. Serve as Regional Representative from CCSCNE to National CCSC Board, 2004 to present.

Edelstein, Michael

- i. Serve as a Manuscript Reviewer for:
MIT Press, Westview Press, University of California Press, Columbia University Press, University of Arizona Press, American Psychologist, Environment and Behavior, Journal of Health Psychology, Environmental Design Research Association, Impact Assessment Bulletin, Journal of Social Psychology, Research in Social Problems, Public Policy, Social Science and Medicine, Qualitative Sociology, Social Forces, Sociological Inquiry, Social Science Research, Journal of Environmental Psychology,

Journal of Community Psychology, Human Organization, Political Ecology and for various authors.

- ii. Serve as a Consultant and Liaison on the Reed Next Generation Project to develop a sustainable context for supporting adults with autism, from 2015 to present. Project development and funding as well as building a Ramapo College partnership.
- iii. Serve as a Consultant and Liaison for the Ramapo Mountain Guardian Project, involving a partnership between the Ramapough Indians, Ramapo College and various community groups to create an ongoing stewardship program for the Ramapo Mountain region. Grant writing and oversight of development and testing of model "Upstream/Downstream Curriculum." 2014 to present.
- iv. Serve as a Consultant to Uzbekistan on various Aral Sea, environmental contamination and sustainability issues, 2012 to present.
- v. Prepared and delivered testimony on the Psycho Social Impacts to Kanaka Maoli from harm to "iwi kupuna" (native burial sites) on behalf of Malama Kakanilua and Clare Apana, interveners into the permitting of ASH, before the Bureau of Land and Natural Resources on September 24, 2020.

Fine, Benjamin

- i. Serve as a NSF Computer Science Scholarship Advisory Member and Mentor, Fall 2018 to present.
- ii. Serve as a member of Computer Science Futures Advisory Committee for Passaic County, Spring 2018 to present.
- iii. Serve as Reviewer and Poster Judge for CCSCNE, Spring 2018 to present.
- iv. Serve as Advisor for the Association for Computing Machinery (ACM) Competition Team, Fall 2006 to present.
- v. Served as an Honors Thesis Committee Member and collaborated with Prabal Chhatkuli, who researched "Spatial-Temporal Ticking Application" during academic year 2020 - 2021.

Gonsalves, Sandra

- i. Served as a Reviewer of *APHA Abstract* for the 2021 Conference.

- ii. Published a book chapter entitled “On Teaching Black Psychology in a Predominantly White Institution: Meta-Reflections” in Emily Williams (ed.) in *Diversity, Equity and Race in Twenty-first Century America*. Lanhan: Maryland: Lexington Books. 2021.
- iii. Served as a Visiting Professor at John Cabot University, Rome, Italy, Summer 2021 Special Topics in Psychology: Multicultural Psychology (July 5-August 7, 2021).
- iv. Sole author of a \$1.05 million funded on EHS/HS Grant, Clinton Hill Community and Early Childhood Center, Inc., Newark, New Jersey. March 17, 2021.
- v. Served as a Reviewer, “New Edition” Proposal for 4th edition, *Cross-Cultural Psychology: Research and Applications*, Cambridge University Press. May 2021.
- vi. Gave a Virtual Conference Poster/Presentation, "On Teaching Black Psychology in a Predominantly White Institution: Meta-reflections and Students' Comments" at the New England Psychological Association. October 24, 2021.
- vii. Published a book chapter entitled "Yemonja Braidings in Obeah Practices in Anglophone Caribbean" in Simpson-Wilkey, Smith-McKoy and Bridges (editors) *Recovering the African Feminine Divine in Literature, the Arts, and Practice: Yemonja Awakening*. Lanhan, Maryland: Lexington Books. Fall 2020.

Gorewitz, Shalom

Produced two videos in September 2020 that are featured in the online publication, *Damaged Visions* (1991) is a documentary about my visit (with colleague Warner Wada) to concentration camps and other resonant places in East Europe shortly after the fall of the iron curtain. *Blue Swee (Some Thoughts on the US Invasion of Granada)* 1986, was recorded with the help of Ramapo students and others during my residency at the Bronx Museum. I mixed images of kids dancing and practicing karate with archival footage of marching soldiers.

Gurney, David

Presented, by invitation, “Wrongful Execution: The Case of Cameron Todd Willingham” to a Philosophy of Law class, Arizona State University, October 23, 2020.

Kaiden, Ellen

Presented "Peer Writing Review in a General Education Class: A Win for Students and Faculty Alike" at the Association Of Literacy Educators and Researchers (ALER). Hilton Head, SC. November 2021.

Kim, Seon Mi

- i. Serve as a member of the Cooperative Solution Working Group, NYC. 2020 to present.
- ii. Serve as a correspondent of the United Nations for Korean Women's Associations United. 2015 to present.
- iii. Serve as a member of the International Collaboration Committee of Korean Women's Associations United, 2013 to present.
- iv. Co-authored a book chapter with J.M. Mandiberg entitled "A Matrix Form of Multi-Organizational Hybridity in a Cooperative-Union Venture" in *Organizational Imaginaries: Tempering Capitalism and Tending to Communities through Cooperatives and Collectivist Democracy*. Emerald Publishing Limited, Bingley, pp. 141-162. 2021. <https://doi.org/10.1108/S0733-558X20210000072006>

Kowal, Katarzyna

Serve as the Center Director of Math Kangaroo Olympiad for grades 1-12, Nicholas Copernicus Polish School, Mahwah, NJ. Fall 2017 to present.

Leathers, Lillian

- i. Gave a conference presentation, with R. Cheruvu, entitled "The Racial Literacy Project: Sustaining and Supporting Teachers of Color Within a Community of Teacher Education and K-12 Professionals." Paper presented at the 10th Annual Conference on Education and Social Justice, virtual presentation. December 2020.
- ii. Serve as a K-12 Teacher Mentor. 2006 to present.
- iii. Serve as a Co-Chair of the Teacher Educator Convening Committee, Teacher Educator Convening Institute for Teachers of Color, University of California-Riverside, Riverside, CA. 2021.
- iv. Conducted a virtual presentation and panel discussion entitled "Counter-narratives of Racial Literacy Within Teacher Education" at the 1st Annual Teacher Educator Convening, Institute for Teachers of Color. January 2021.

Martinez, Colleen

Published a book chapter entitled "Latrice's Story" in *Grief and Loss Across the Lifespan* (pp.71-75). J.L.M. McCoyd, J.M. Koller & C.A. Walter (editors). Springer. 2021.

Morely, James

- i. Serve as a Reviewer for the *International Journal of Qualitative Methods*. Ongoing commitment.

- ii. Serve as Guest Editor and member of the Editorial Board for *Phenomenology and Cognitive Science*. 2001 to present.
- iii. Serve as an Advisory Board Member for the International Merleau-Ponty Circle. Ongoing commitment.
- iv. Serve as a Founding Member of the Interdisciplinary Coalition of North American Phenomenologists. Currently serving as President, 2018 - 2021.
- v. Gave the Keynote address at a conference on First Person Science, held at Witten Herdecke University, Germany. May 6-7, 2021.

Norflus-Good, Julie

- i. Received \$52,600 worth of on-line Reading Diagnostic kits from Sunday Learning to supplement the reading clinic assessment lab for the MASE program.
- ii. Served on the New Jersey Department of Education SEAC Transition Sub Committee. April 2021.
- iii. Invited to be a Virtual Science Fair Judge, Tri-County / Science & Technology Fair. Spring 2021.
- iv. Serve as a member of the New Jersey Inclusive Education Technical Assistance (NJIETA) project in efforts to join the Inclusion Leadership Development Group (ILDG). 2020 to present.
- v. Serve as a planner with the NJDOE to create guidance which will assist teachers of children with exceptionalities during a school crisis such as lock-down, evacuation, shelter in place, and fire drills. 2019 to present.
- vi. Serve as a member of the NJDOE Perkins V Stakeholder Engagement Symposium - William Paterson University. 2019 to present.
- vii. Serve as the coordinator of NJCEC Webinars. Offered Live Wednesday Sessions and recorded Thursdays. May 2020 to present.
- viii. Serve on the Journal Review Committee – Association of Math Teachers New Jersey. March 2021 to present.
- ix. Serve on both the Scholarship Committee and the Scholarship Renewal Committee for the Association of Math Teachers New Jersey. July 2020 to present.

- x. Serve as a Bergen Academies 2024 Class Parent. 2020 to present.
- xi. Serve as an Academy of Engineering Parent Volunteer – (AEDT). 2020 to present.
- xii. Serve as a member of the Lifelong Learning Sub-Committee. 2020 to present.
- xiii. Serve as a Sisterhood Co-Membership Chairperson, Barnert Temple. 2019 to present.
- xiv. Served as a Stake Holder - Member of the NJ Child (New Jersey Collaborative Home of Interdisciplinary Leaders in Development). April 2021.
- xv. Collaborated with student Benjamin Lipton to create "Autobiography of the effects of Traumatic Brain Injury - From Coma To College." April 2021.
- xvi. Invited to be a Blind reviewer for the *Journal for the Association of Math Teachers of New Jersey (AMTNJ)* in Spring 2021.
- xvii. Gave a presentation entitled "We Are All In It Together" to participants at the Association of Math Teachers of New Jersey (AMTNJ) virtual webinar. January 2021.
- xviii. Gave a presentation entitled "Career Development Day; My Life as an Educator" at Ramapo Indian Hills Regional School District. Also presented "Transition Planning for College" at Ramapo Indian Hills Regional School District Special Education Parent Association, Oakland, NJ. May 2021.
- xix. Gave a presentation entitled "Mandatory - 2 Hour Learning Disabilities Training" to participants at the Burlington County Special Services department, Burlington, NJ. September 2020.
- xx. Published a peer-reviewed journal article entitled "Let It Go" in *AMTNJ News XLIII*, 2. August 2021.
- xxi. Published a peer-reviewed journal article entitled "Out of The Box!" in *AMTNJ News XLIII*, 1. Spring 2021.
- xxii. Published a peer-reviewed journal article entitled "Staying Focused During Covid-19!" in *AMTNJ News XLIII*, 1. Fall 2020.

Odgers, Kaneez

Volunteer to administer COVID-19 vaccines, Passaic County, NJ. December 2020 to present.

Oh, David

- i. Gave a presentation entitled “Transnational Popular Culture’s Counter-flows on Family Guy” at the National Communication Association convention (Refereed). Fall 2020.
- ii. Gave a presentation entitled “White Survival in Southeast Asia: No Escape and The Impossible” at the National Communication Association convention (Refereed). Fall 2020.
- iii. Gave a presentation entitled “Scholars at the Crossroads: Mentoring, Networking, and Building Community as Asian/Pacific American Scholars” at the National Communication Association convention (Invited panel). Fall 2020.
- iv. Gave a presentation entitled “Whitewashing Anime Remakes: Ghost in the Shell and Dragonball: Evolution” at the Association for Asian American Studies conference (Refereed). Spring 2021.
- v. Gave a presentation, with O. Omotayo and N. Jennings, entitled “Whose Voices Count?: Sourcing U.S. American Television News About the World” at the International Communication Association conference (Refereed). Spring 2021.
- vi. Invited to speak at George Mason University on the topic of “Korean Wave in North America.” January 2021.

Poran, Maya

- i. Serve in partnerships with numerous local organizations and institutions for community work for fieldwork with adolescent’s class. 2005 to present.
- ii. Serve as a Reviewer for multiple professional journals in Psychology and related fields. 2004 to present.
- iii. Serve as a Reviewer for *Psychology of Women Quarterly*. 2012 to present.
- iv. Serve as a Reviewer for *Sex Roles: A Journal of Research*. 1999 to present.
- v. Published various literary works in 2021 including: "Three Eggs," "He Saw a Horse," "Inkling," "Ever," "The Eyelash," "Ripe Fruit," "Precious Relic," "Tragedy of Perspective," "Light House," "Jewel," "Forgetting," "Friends in a Brook," and "When I Was My Grandmother (in short)."

Ray, Kathleen

- i. Serve as the Ramapo Representative, New Jersey University and College Alliance for Prevention of Suicide (UCAPS). 2018 to present.

- ii. Serve as a manuscript reviewer for the *Clinical Social Work Journal*. 2015 to present.
- iii. Serve as a manuscript reviewer for *Health and Social Work*. 2014 to present.
- iv. Serve as a manuscript reviewer for the *Journal of Social Work*. 2013 to present.
- v. Serve on the NJ MSW Program Director Group, as a founding member. 2019 to present.
- vi. Serve as a Board Member on the Human Services Advisory Council (HSAC), Bergen County department of Human Services. 2018 to present.
- vii. Serve as a Social Service Advisory Board member on OASIS, A Haven for Women and Children. 2017 to present.
- viii. Serve as a proposal reviewer for Military Track on the Council on Social Work Education (CSWE) Annual Program Meeting. 2017 to present.
- ix. Gave an invited presentation entitled "A Trauma-Informed Approach to Working with Military Families" at the University of Buffalo. Buffalo, NY. October 2020.

Sabrin, Murray

Published a book entitled "Universal Medical Care from Conception to End of Life: The Case for A Single-Payer System." Page Publishing, Inc. July 19, 2021.

Sen, Ruma

Serve as Reviewer for the *Atlantic Journal of Communication*. 2005 to present.

Shklarski, Liat

- i. Published a peer-reviewed journal article entitled "Navigating Changes in the Physical and Psychological Spaces of Psychotherapists During Covid-19: When Home Becomes the Office" in *Practice Innovations, 2021, Volume 6, Issue 1 (Mar)*. J. Zimmerman (editor). The article was co-authored with A. Abrams and E. Bakst. <https://doi.org/10.1037/pri0000138>
- ii. Published a peer-reviewed journal article entitled "Will We Ever Again Conduct In Person Psychotherapy Sessions? Factors Associated with the Decision to Provide In Person Therapy In The Age of COVID- 19." The article was published in the *Journal of Contemporary Psychotherapy*, and co-authored with A. Abrams and E. Bakst. 2021.
- iii. Gave an oral presentation, with R. Adler, entitled "Social Work and the Orthodox Jews: Mediating Challenges During MSW Studies" at the Society of Social Work Research (SSWR) virtual conference. January 19-22, 2021.

- iv. Gave a poster presentation, with L. Kalogridis, about "Prevention of Perinatal Mental Health: Collaborative Initiatives Between Social Workers and Doulas" at the Society of Social Work Research (SSWR) virtual conference. January 19-22, 2021.
- v. Gave a poster presentation, with A. Abrams, about "Effective Clinical Supervision: A Systematic Review of the Supervisee's Perspective" at the Society of Social Work Research (SSWR) virtual conference. January 19-22, 2021.
- vi. Published a book, co-authored with A. Abrams, entitled "A Contemporary Approach to Clinical Supervision: The Supervisee Perspective." Routledge, UK. Pre-order online available 6/2021.
- vii. Gave a poster presentation, with R. Adler, about "Social Work and the Orthodox Jews: Mediating Challenges During MSW Studies" at the 66th Annual Program Meeting, Council on Social Work Education, Denver CO. November 12-15, 2020.
- viii. Gave a poster presentation, with L. Kalogridis, about "Prevention of Perinatal Mental Health: Collaborative Initiatives Between Social Workers and Doulas" at the 66th Annual Program Meeting, Council on Social Work Education, Denver CO. November 12-15, 2020.

Vasishth, Ashwani

- i. Serve as a Judge for the ICM Math Modeling Contest. 2015 to present.
- ii. Serve as President of the New Jersey Higher Education Partnership for Sustainability (NJHEPS). 2016 to present.
- iii. Serve on the Board of Directors, Association for the Advancement of Sustainability in Higher Education (AASHE). 2019 to present.
- iv. Serve as Founding Advisor of Sustainable Jersey City, NJ. 2010 to present.

Warner, Leah

Serve as Consulting Editor for two journals: *Sex Roles*, and *Psychology of Women Quarterly*. 2021.

Yuster, Debbie

- i. Gave a presentation about "Stopping Terrorists, Saving the Environment, and Keeping Network Traffic Flowing: Undergraduate Research Using Industry-supplied Problems" at the Joint Mathematics Meetings. 2021.
- ii. Gave a presentation about "Teaching Introduction to Data Science Courses in Python and R Using OER Materials" at the 2020 Academic Data Science Alliance Annual Meeting. October 2020.

I. MAJOR CAPITAL PROJECTS UNDERWAY IN FISCAL YEAR 2020



**Table II.I.1
Capital Projects: FY 2021**

- Construction of Learning Commons
- Campus-Wide Residence Hall Lock Replacement
- Refurbishments in The Lodge, C-Wing, ASB and CPA Ambulance Building
- ASB Emergency Generator Replacement
- CPA Lodge Courts Renovation
- CPA Transformer Replacements
- Recovery Housing/Renovation of White House
- Athletic Field Sports Lighting

**Table II.H.2
Research and Development Expenditures, FY 2021**

Expenditure	Amount
Federally Financed Academic R&D Expenditures	\$125,000.00
Institutionally Financed Academic R&D Expenditures	\$71,654.00
Total Academic R&D Expenditures	\$196,654.00