



2022 ANNUAL INSTITUTIONAL PROFILE



Submitted to
The New Jersey Office of the Secretary of Higher Education
by
The Office of Institutional Research
September 2022

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

September 30, 2022

Date

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I. PROFILE OF RAMAPO COLLEGE OF NEW JERSEY

Noteworthy accolades* for academic year 2021-2022:

- Ramapo College earned a top 10 ranking as a Top Public School in the region in the 2022 *U.S. News & World Report Best Colleges*. Most notable this year was Ramapo's first-time listing as an Innovative School. Ramapo College also placed 10th for Best Colleges for Veteran Students.
- Ramapo College's residence halls are ranked #1 among all public and private colleges and universities in New Jersey by Niche in its announcement of the 2022 *Best College Dorms in America*. Nationally, Ramapo maintained its ranking in the top 2 percent, earning the #29 spot out of 1,390 institutions.
- Ramapo College is ranked one of the top "Best Value Colleges and Universities" in 2022 by *College Consensus*. Offering below average tuition, coupled with an above average four-year graduation rate, Ramapo College was commended for providing an affordable and high-quality education with a strong return on investment.
- Ramapo College was honored by *Money* magazine on its 2022 Best College for Your Money rankings list. *Money* analyzed quality of education, affordability, and outcomes to find the country's top higher education values offering a well-rounded collegiate education.
- The Master of Science in Data Science program at Ramapo College has been nationally ranked a Top 30 master's in Data Science program by *Fortune Magazine*, making it the #1 graduate-level data science program in New Jersey.
- Ramapo College of New Jersey proudly offers one of the Top 20 MBA programs in New Jersey, as rated by *NJ Biz* for 2022. The Anisfield School of Business is one of the select institutions worldwide that is accredited by the Association to Advance Collegiate Schools of Business.
- Ramapo College earned the gold award as a military-friendly school and is ranked a military spouse-friendly school by 2022-2023 *Military Friendly® Schools*.

***For a more comprehensive list, please visit**
<https://www.ramapo.edu/accolades>

Ramapo College of New Jersey (RCNJ) develops ethical leaders who serve as change agents across all sectors. Ramapo's unique interdisciplinary academic structure, its liberal arts core, its size (approximately 6,000 students), and its setting in the foothills of the Ramapo Mountains on the New Jersey/New York border provide an optimal environment for individualized, student-centered learning and development. RCNJ's designation as "New Jersey's Public Liberal Arts College" by the State legislature advances the College's commitment to an accessible and transformative undergraduate and graduate education.

Leadership. Following a year-long national search for the College's fifth president, in March 2021, the Ramapo College Board of Trustees announced the appointment of Cindy R. Jebb, Ph.D. Dr. Jebb began serving as president in July 2021, succeeding President Peter P. Mercer, who began his tenure in July 2005 and announced his retirement from the College in September 2019. Dr. Jebb joined Ramapo College following her retirement from the U.S. Army that summer with the rank of Brigadier General after 39 years of service to the nation. Dr. Jebb served as Professor and Head of the Department of Social Sciences at the U.S. Military Academy at West Point before assuming the duties as Dean of the Academic Board there. She earned a Ph.D. in Political Science from Duke University, a M.A. in Political Science from Duke, an M.A. in National Security and Strategic Studies from the Naval War College, and a B.S. from the United States Military Academy at West Point. Author and co-author of three books, a recipient of an honorary doctorate in humane letters from Bard College, and a member of the Council on Foreign Relations, Dr. Jebb has taught courses in Comparative Politics, International Security, International Relations, Cultural Anthropology, Terrorism and Counterterrorism, and Officership. Additionally, Dr. Jebb has served in command and staff positions at home and abroad, conducted human security research in Africa, and completed study projects in Iraq and Afghanistan.

College of choice. On average, over 91% of the incoming new students in Fall 2021 indicated that Ramapo was their first or second choice school. For the Fall 2021 semester, almost 70% of first-year applicants were accepted. The College became an SAT-optional school, though the average combined SAT score (critical reading and math) for regular-admit degree-seeking first-year students who submitted their scores was 1193. The average combined SAT score for all degree-seeking first-year students who enrolled at Ramapo College was 1189.

Offerings. Ramapo College's mission is focused on developing ethical leaders by providing students with individualized attention and ensuring that international, intercultural, interdisciplinary and experiential learning are hallmarks of the student's curricular and co-curricular experiences. Organized into five schools offering 52 undergraduate and graduate degree programs and 1 doctoral program (as of Fall 2021), the College's academic programs are complemented by guest lectures, performances, service-learning and a range of 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. Nine programs were offered in Academic Year 2021-2022, which lead to a Master's degree [i.e., Master of Arts in Educational Leadership (MAEL), Master of Arts in Special Education (MASE), Master of Fine Arts in Creative Music Technology (MCMT), Master of Business Administration (MBA), Masters of Social Work (MSW), Master of Science in Accounting (MSAC), Master of Science in Data Science (MSDS), Master of Science in Contemporary Instructional Design (MCID) (originally the MS in Educational Technology), and Master of Science in Nursing (MSN)]. Since Fall 2020, Ramapo has been delivering its first doctoral program, a Doctor of Nursing Practice (DNP). The College offers joint degree programs with Rutgers University Biomedical and Health Sciences-School of Health-Related Programs in Clinical Laboratory Science and Medical Imaging Science and maintains articulation agreements with other participating institutions with programs in Chiropractic, Dentistry, Optometry, Osteopathic Medicine, Pharmacy, Physical Therapy, and Podiatric Medicine.

Partnerships. 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, international presentations, numerous prestigious awards, and major grants from the National Science Foundation, the National Endowment for the Arts, and the National Endowment for the Humanities. The College is the proud home of the Jane Addams Papers Project, the American History Textbook Project, a community partner with the Ramapo Munsee Lenape Nation, and more.

Campus Environment. Ramapo College of New Jersey is located in Mahwah Township in northwestern Bergen County. The 300 plus-acre campus boasts a pastoral location in the foothills of the Ramapo Mountains while being only a 30-minute ride into New York City. Recently named by *CondeNast Traveler* as one of

the 50 Most Beautiful College Campuses in America, the institution continues to make capital investments in its physical plant with a special emphasis on instructional spaces. The barrier-free campus was designated “Stigma Free” by the National Alliance on Mental Illness. Facilities include general and specialized classrooms and laboratories, a state-of-the-art Learning Commons, a center for fine and performing arts, a sports and recreation center, a student center, a sustainability center, athletic fields, dining halls, and student apartments and residence halls.

Capital Investment. In Fall 2021, the College opened the doors to the Peter P. Mercer Learning Commons, which houses the newly renovated George T. Potter Library. The Learning Commons provides a variety of flexible learning environments and high-quality experiences for both individual and group study while co-locating library, information technology, learning centers, and academic support services. The Learning Commons also features a makerspace, expanded Special Collections, and enhanced spaces for Reference and Research Services.

In addition to two informational literacy classrooms, the Learning Commons also added over 20 technology-rich group study rooms to be used for screening films, conducting group presentations, one-button studio recording, video conferences, and remote learning.

Construction on the Learning Commons facility began in early Spring 2020, when a groundbreaking ceremony attended by a range of internal and external stakeholders was held. The original building went through a thorough replacement and contemporizing of its aging systems, including upgrades to the building envelope to address thermal performance and water infiltration issues and to increase access to daylight and picturesque views, while maintaining the building’s slate panel facade, which is an iconic feature of the campus’ historic core buildings. The new Learning Commons enhances the College’s exceptional academic curriculum and it also serves as an awesome and inviting destination for community and campus engagement.

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 PLANNING

With the arrival of the College’s fifth president in July 2021, the Ramapo College Board of Trustees took action to extend the existing Strategic Plan, which had been slated to conclude that summer. With the extension, the four strategic goals listed below continue to guide institutional decision-making, assessment, and prioritization.

In Fall 2021, under the leadership of President Cindy Jebb, the institution embarked on a campus-wide strategic planning process, which featured a master planning process, a needs statement process, and a series of college-wide dynamic summits (“*The Future Series*”) that set the conditions for the disciplined work ahead. Each summit featured broad participation by students, faculty, and staff. In addition, the summits included pre-readings and resources, a keynote address, facilitated activities, and opportunities for reflection that were designed to help the College community arrive at understandings and generate ideas that positioned Ramapo’s liberal arts mission and public good as a state college as both guide and ballast.

The learnings from *The Future Series* led to the development of the College’s Strategic Posture Statement (provided below). The Posture Statement identifies what the College learned about itself and where it is headed – it outlines the Ramapo College story, strengths, context, opportunity, and trajectory. The Posture Statement serves as the foundation from which the Strategic Plan Writing Team will craft Ramapo’s next strategic plan in Academic Year 2022-2023.

Four Goals of Ramapo College Extended Strategic Plan

- Goal 1: Increase Student Success and Student Engagement
- Goal 2: Cultivate and Support Equity, Diversity, and Inclusion
- Goal 3: Advance Innovation as the College's Promise and Obligation to its Students, Community, and the State of New Jersey
- Goal 4: Improve Long-Term Financial Strength

Ramapo College Strategic Posture Statement

I. Our Story

Ramapo College was founded as a state school in 1969. Early on, the College pioneered experimental pedagogies and was among the first higher education institutions in the country to be ADA friendly and welcoming to veterans. Over time, the bucolic 300 plus-acre campus has grown more residential, and has been home to an innovative and relatively small community that takes great pride in the accomplishments of our students and alumni.

Ramapo has long espoused the importance of intercultural and international understanding and experiential and interdisciplinary learning in the student experience; and Ramapo has long identified the lasting power of the liberal arts, which cuts across STEM, social sciences, and the humanities, and meaningful mentorship as essential to our purpose.

II. Our Strengths

Situated along the Ramapo Mountains, Ramapo College's essential strength is the integration of the liberal arts throughout all of our curriculum and co-curriculum. This integration, alongside mentorship, hands-on learning, and individualized attention set the conditions for our students' success. Our strengths are made possible through the collaborative efforts of talented faculty and staff who are committed to serving the public good through the delivery of a highly student-centered, academically rigorous, and inclusive collegiate experience.

III. Our Context

As the world has become more complex, Ramapo has launched new programs, student services, and partnerships while exploring ways to become more competitive, affordable, inclusive, connected, and equitable.

Ramapo continues to learn and change as a result of external factors including the COVID-19 pandemic, demographic shifts, and economic, social, and political trends, and as such:

- we are growing even more attuned to the lived experiences of our community members,
- we are capitalizing on technology and multimodal collaboration, and
- we are reaffirming the power of in-person human engagement.

IV. Our Opportunity

Health crises, global conflict, accelerated climate change, racial injustice, dehumanizing rhetoric, social inequality, and educational deficits put our liberal arts mission in sharp focus. The Ramapo College student experience is inclusive of programs such as nursing, data science, social work, special education, the creative arts, international and business studies, and many others. In addition, the student experience provides opportunities for service, team building, and leadership development. These programs and opportunities have a direct impact on addressing the many challenges of our times.

Our democratic society has reached an inflection point, and it requires ethical, empathetic, inclusive, and diverse leaders, who are equipped to model civil discourse, build and lead diverse teams across all sectors, and advance sustainable communities. These leaders must be prepared to serve as the change agents necessary to innovate, problem solve, and elevate the human condition in New Jersey and beyond.

Ramapo College graduates are these change agents. Our alumni will be the confident, intellectually curious, self-aware, and humble people who will be highly sought after. Equipped with the benefits of a well-rounded education founded on the liberal arts, our alumni will make a positive difference at local, national, and global levels because they will be uniquely able to:

- ensure equity,
- thrive in a changing world,
- think critically,
- posit a world-view,
- serve with inclusivity and humility, and
- lead with empathy and kindness.

V. Our Trajectory

Uniquely bordering New York and nestled in the foothills of the Ramapo Mountains with easy access to New York City, Ramapo College has a geographic and mission-centric advantage to make a distinctive impact that can grow nationally and internationally.

Ramapo College of New Jersey can be the national exemplar for public liberal arts higher education, investing in the future of our democracy, our industries, and our communities one student at a time. To make this bold impact together, we must commit unapologetically to an all-hands-on-deck strategy that will:

- further academic excellence and student success,
- secure long-term fiscal sustainability,
- reinvigorate a culture of interdisciplinarity,
- grow a service-oriented ethos,
- embrace accountability as a resource for growth,
- prioritize community well-being: elevate traditionally underrepresented voices, embrace diversity, foster a culture of trust and a sense of belonging, and
- raise our visibility and generate collaborations and partnerships.

As we learn, we are beginning to more fully present ourselves as a dynamic, distinctive, highly impactful, and empowering learning community; and we must ensure the transformative power of a Ramapo College education is as known as it is revered.

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), 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801.

PROFESSIONAL ACCREDITATIONS

- 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 accrediting body, the American Chemical Society (ACS) approves the College's undergraduate Biochemistry and Chemistry programs.

B. NUMBER OF STUDENTS SERVED

Ramapo College served over 6,700 students during fiscal year 2021. In Fall 2021, 5,732 students were enrolled, while in Spring 2022 5,203 students were enrolled at Ramapo College.

In Fall 2021, 6,930 applications were submitted by prospective first-year students, and 70% (4,858) were admitted to the College. Of those admitted, roughly 19% (900) subsequently enrolled.



**Table II.B.1
Undergraduate Enrollment by Attendance Status: Fall 2021**

Full Time		Part Time		Total
Number	Percent	Number	Percent	
4,459	86.7	686	13.3	5,145

**Table II.B.2
Graduate Enrollment by Attendance Status: Fall 2021**

Full Time		Part Time		Total
Number	Percent	Number	Percent	
219	37.3	368	62.7	587

**Table II.B.4
Unduplicated Enrollment: FY 2021**

	Number	Credit Hours	FTE
Undergraduate	5,959	163,328	5,444
Graduate	800	13,271	553
Doctoral Nursing Practice	7	84	4
Total	6,766	176,683	6,001

C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

Approximately 84% of the 900 new students enrolled in Fall 2021 were regular admits, approximately 8% were Educational Opportunity Fund (EOF) students, and approximately 8% were special admit students.

The Ramapo College admissions process became test-optional for most programs starting in Fall 2021.



MEAN SAT SCORES

Table II.C.1
Mean Math and Evidence-Based Reading & Writing (ERW) SAT Scores
for First-Year Students by Admission Status: Fall 2021

Admission Status	Math		Reading & Writing	
	SAT Score	N	SAT Score	N
FULL-TIME STUDENTS				
Regular Admits	596	240	596	240
EOF Admits	562	13	564	13
Special Admits	601	17	587	17
All Admits	595	270	594	270
<i>Math and Reading & Writing scores were not available for 601 full-time students.</i>				
Admission Status	Math		Reading & Writing	
	SAT Score	N	SAT Score	N
PART-TIME STUDENTS				
Regular Admits	645	2	740	2
EOF Admits	0	0	0	0
Special Admits	0	0	0	0
All Admits	645	2	740	2
<i>Math and Reading & Writing scores were not available for 5 part-time students.</i>				

ENROLLMENT IN REMEDIATION COURSES

Table II.C.2a
Total Undergraduate Enrollment in Remediation Courses:
Fall 2021

Total Undergrads	Undergrads in 1+ Remediation Courses	Percent of Total
5,145	361	7.0

Table II.C.2b
Total First-Time, Full-Time Student Enrollment in Remediation Courses:
Fall 2021

Total FTFT Students	FTFT Students in 1+ Remediation Courses	Percent of Total
893	326	36.5

Table II.C.2c
First-Time, Full-Time Enrollment in Remediation Courses
by Subject Area:
Fall 2021

Subject Area	Number of FTFT Enrolled	Percent of FTFT Enrolled
Computation	227	25.4
Algebra	26	2.9
Reading	109	12.2
Writing	58	6.5

DEMOGRAPHICS

In Fall 2021, 5,732 students enrolled at Ramapo College of New Jersey. Of those, almost 90% (5,145) were undergraduates. Eighty-seven percent (4,459) of undergraduates were enrolled full-time. Fifty-eight percent (2,990) of undergraduates were female. Among the undergraduates who provided information regarding race/ethnicity, approximately 59% (2,819) were White Non-Hispanic. In fact, minorities accounted for almost 41% of the population. Eighty-seven percent (4,463) of all undergraduates were between the ages of 18 and 24. A large proportion of undergraduates [i.e., 95% (4,874)] were from New Jersey, 45% of whom were from Bergen County.

Table II.C.3a
Undergraduate Enrollment by Race/Ethnicity and Attendance Status:
Fall 2021

Race/Ethnicity	Full-Time		Part-Time		Total	
	N	Percent	N	Percent	N	Percent
White	2,553	57.3	266	38.8	2,819	54.8
Black	291	6.5	34	5.0	325	6.3
Hispanic	963	21.6	86	12.5	1,049	20.4
Asian*	446	10.0	42	6.1	488	9.5
American Indian	16	0.4	1	0.1	17	0.3
Alien	53	1.2	3	0.4	56	1.1
Unknown**	137	3.1	254	37.0	391	7.6
Total	4,459	100.0	686	100.0	5,145	100.0

* Asian includes Pacific Islanders.

** Unknown includes two or more races.

Table II.C.3b
Undergraduate Enrollment by Sex and Attendance Status:
Fall 2021

Sex	Full-Time		Part-Time		Total	
	N	Percent	N	Percent	N	Percent
Male	1,877	42.1	278	40.5	2,155	41.9
Female	2,582	57.9	408	59.5	2,990	58.1
Total	4,459	100.0	686	100.0	5,145	100.0

Table II.C.3c
Undergraduate Enrollment by Age and Attendance Status:
Fall 2021

Age	Full-Time		Part-Time		Total	
	N	Percent	N	Percent	N	Percent
<18	2	0.0	150	21.9	152	3.0
18-19	1,525	34.2	73	10.6	1,598	31.1
20-21	1,861	41.7	46	6.7	1,907	37.1
22-24	808	18.1	150	21.9	958	18.6
25-29	192	4.3	111	16.2	303	5.9
30-34	35	0.8	42	6.1	77	1.5
35-39	14	0.3	18	2.6	32	0.6
40-49	14	0.3	37	5.4	51	1.0
50-64	8	0.2	33	4.8	41	0.8
65+	0	0.0	26	3.8	26	0.5
Unknown	0	0.0	0	0.0	0	0.0
Total	4,459	100.0	686	100.0	5,145	100.0

STUDENTS RECEIVING FINANCIAL ASSISTANCE FROM VARIOUS SOURCES

During FY 2021, undergraduates at Ramapo received financial aid from a variety of Federal, State, and institutional programs. Almost two-thirds of the aid awarded (i.e., 62%) came from Federal sources.

**Table II.C.4
Students Receiving Financial Aid from Federal-, State-, and Institution-Funded Programs: AY 2020-21**

Program	# of Recipients	Dollars (\$)	\$/Recipient
FEDERAL PROGRAMS			
Pell Grants	1,488	7,318,000	4,918.01
College Work Study	148	197,000	1,331.08
Perkins Loans	0	0	--
SEOG	148	245,000	1,655.41
PLUS Loans	298	4,103,000	13,768.46
Stafford Loans (Subsidized)	1,612	6,434,000	3,991.32
Stafford Loans (Unsubsidized)	298	7,597,000	25,493.29
SMART & ACG or other	0	0	--
CARES Act- HEERF Student Aid	3,529	3,078,000	872.20
STATE PROGRAMS			
Tuition Aid Grants (TAG)	1,163	6,966,000	5,989.68
Educational Opportunity Fund (EOF)	336	580,000	1,726.19
Other State Programs (OSRP, NJ-GIVS, WTC, etc.)	50	268,000	5,360.00
Distinguished Scholars	0	0	--
Urban Scholars	5	5,000	1,000.00
NJ STARS	21	46,000	2,190.48
NJCLASS Loans	76	902,000	11,868.42
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	1,210	9,314,000	7,697.52
Loans	n/a	n/a	n/a

NEW JERSEY RESIDENTS

**Table II.C.5a
First-Time Undergraduate Enrollment of New Jersey Residents:
Fall 2021**

State Residents	Non-State Residents	Total	% State Residents
866	34	900	96.2

Table II.C.5b
Total Undergraduate Enrollment of New Jersey State Residents:
Fall 2021

State Residents	Non-State Residents	Total	% State Residents
4,874	271	5,145	94.8

D. STUDENT OUTCOMES

The one-year retention rate for the first-time, full-time degree seeking cohort of Fall 2015 was about 87%. The six-year graduation rate for the first time, full time, degree-seeking cohort of Fall 2015 was about 72%. The one-year retention rate for the first time, full time, degree-seeking cohort of Fall 2020 was roughly 87%.



Table II.D.1
Four-, Five-, and Six-Year Graduation Rates by Race/Ethnicity:
Fall 2015 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	378	61.7	443	72.3	451	73.6
Black	42	18	42.9	22	52.4	23	54.8
Hispanic	97	48	49.5	66	68.0	69	71.1
Asian	84	45	53.6	58	69.0	60	71.4
Alien	25	17	68.0	17	68.0	17	68.0
Other*	66	33	51.5	41	62.1	45	68.2
Total	927	539	58.1	647	69.8	665	71.7

* 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 2020 to Fall 2021

FULL-TIME			PART-TIME		
First-Time Undergrads	Number Retained	Percent Retained	First-Time Undergrads	Number Retained	Percent Retained
995	865	86.9	2	2	100.0

E. FACULTY CHARACTERISTICS

In Fall 2021, 207 full-time faculty and 293 adjuncts and part-time faculty (i.e., staff) who taught a course) taught 5,732 students at Ramapo College. Of the 207 full-time faculty members, approximately 79% were tenured, 54% were female, and 65% were White Non-Hispanic. Almost 92% of full-time faculty members possess a doctorate or a terminal degree. The student-faculty ratio is 15 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 2021**

Race/Ethnicity	Tenure Status	Rank	Male		Female		Total			
			N	Percent	N	Percent	N	Percent		
White, Non-Hispanic	Tenured	Professors	27	40.3	23	34.3	50	37.3		
		Associate Professors	28	41.8	30	44.8	58	43.3		
		Assistant Professors	2	3.0	1	1.5	3	2.2		
		All Others	0	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	10	14.9	12	17.9	22	16.4		
		All Others	0	0.0	1	1.5	1	0.7		
		Total, White, Non-Hispanic			67	100.0	67	100.0	134	100.0

Race/Ethnicity	Tenure Status	Rank	Male		Female		Total	
			N	Percent	N	Percent	N	Percent
Black, Non-Hispanic	Tenured	Professors	2	25.0	1	11.1	3	17.6
		Associate Professors	1	12.5	1	11.1	2	11.8
		Assistant Professors	2	25.0	2	22.2	4	23.5
		All Others	0	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	1	11.1	1	5.9
		Assistant Professors	3	37.5	4	44.4	7	41.2
		All Others	0	0.0	0	0.0	0	0.0
Total, Black Non-Hispanic			8	100.0	9	100.0	17	100.0
Hispanic	Tenured	Professors	0	0.0	4	33.3	4	26.7
		Associate Professors	2	66.7	7	58.3	9	60.0
		Assistant Professors	0	0.0	0	0.0	0	0.0
		All Others	0	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	1	33.3	1	8.3	2	13.3
		All Others	0	0.0	0	0.0	0	0.0
Total Hispanic			3	100.0	12	100.0	15	100.0

Race/Ethnicity	Tenure Status	Rank	Male		Female		Total	
			N	Percent	N	Percent	N	Percent
Asian/Pacific Islanders	Tenured	Professors	5	33.3	5	27.8	10	30.3
		Associate Professors	6	40.0	7	38.9	13	39.4
		Assistant Professors	2	13.3	0	0.0	2	6.1
		All Others	0	0.0	0	0.0	0	0.0
	Non-Tenured*	Professors	0	0.0	0	0.0	0	0.0
		Associate Professors	1	6.7	0	0.0	1	3.0
		Assistant Professors	1	6.7	6	33.3	7	21.2
		All Others	0	0.0	0	0.0	0	0.0
Total Asian/Pacific Islander			15	100.0	18	100.0	33	100.0
Aliens	Tenured	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
	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	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

Race/Ethnicity	Tenure Status	Rank	Male		Female		Total	
			N	Percent	N	Percent	N	Percent
Two- or more races	Tenured	Professors	1	50.0	1	50.0	2	50.0
		Associate Professors	1	50.0	1	50.0	2	50.0
		Assistant Professors	0	0.0	0	0.0	0	0.0
		All Others	0	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	0	0.0	0	0.0	0	0.0
		All Others	0	0.0	0	0.0	0	0.0
Total 2 or more races			2	100.0	2	100.0	4	100.0
Unknown	Tenured	Professors	0	0.0	0	0.0	0	0.0
		Associate Professors	0	0.0	0	0.0	0	60.0
		Assistant Professors	0	0.0	0	0.0	0	0.0
		All Others	0	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	1	100.0	1	100.0	2	100.0
		All Others	0	0.0	0	0.0	0	0.0
Total Unknown			1	100.0	1	100.0	2	100.0
GRAND TOTAL			96	46.4	111	53.6	207	100.0

*Non-Tenured includes Temp Faculty with Faculty with Tenure-Track position.

Table II.E.2
Percentage of Course Sections Taught by Full-Time Faculty:
Fall 2021

Total Number of Course Sections	Courses Taught By Full-Time Faculty		Courses Taught By Adjunct Faculty		Courses Taught By Others*	
	N	Percent	N	Percent	N	Percent
1102	617	56.0	392	35.6	93	8.4

* Others includes full-time administrators.

Table II.E.3
Ratio of Full-Time to Part-Time Faculty:
Fall 2021

Full-Time		Part-Time*		Total	
N	Percent	N	Percent	N	Percent
207	44.2	261	55.8	468	100.0

* Excludes 32 full-time administrators who taught a course..

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 2021

Race/Ethnicity	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
White	8	100.0	3	75.0	11	91.7
Black	0	0.0	0	0.0	0	0.0
Hispanic	0	0.0	1	25.0	1	8.3
Asian	0	0.0	0	0.0	0	0.0
Unknown	0	0.0	0	0.0	0	0.0
Total	8	100.0	4	100.0	12	100.0

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

Table II.F.2
List of Trustees/Governors with Titles and Affiliations: Fall 2021

Name	Title	Affiliation
Susan A. Vallario, Chair		Retired Manufacturing Executive
Vincent Colman, Vice Chair	New York Metro Vice Chairman	Pricewaterhouse Coopers
William F. Dator, Immediate Past Chair	Broker Associate	Coldwell Banker Commercial
Gary L. Montroy, Treasurer		Retired Construction/Code Official
Sharlene S. Vichness, Secretary and EOF Liaison	Founder and President	Language Directions LLC
George C. Ruotolo, Jr., CFRE	Chairman and CEO	Ruotolo Associates Inc.
Adam J. Sabath	Owner	Advocacy & Management Group
David G. Schlussel	Founding Member	Key Properties LLC
Charles H. Shotmeyer	President	Shotmeyer Brothers Inc.
Bartholomew J. Talamini		Retired Public Educator
Dr. Cindy R. Jebb, Ex Officio	President	Ramapo College of New Jersey
Alexis Meneses	Student Trustee	Ramapo College of New Jersey
Jakub S. Zak	Alternate Student Trustee	Ramapo College of New Jersey
Vacant		

Table II.F.3
URL of Webpage with Information on Trustees/Governors:
<http://www.ramapo.edu/board>

G. PROFILE OF THE INSTITUTION

DEGREE AND CERTIFICATE PROGRAMS

Table II.G.1
Degree and Certificate Programs: Spring 2022

Degree	Major	Concentration	
Bachelor of Arts	Africana Studies		
	American Studies		
	Communication Arts	Digital Filmmaking	
		Global Communication & Media	
		Digital Journalism and Writing	
		Visual Communication Design	
	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		

Bachelor of Arts (continued)	Sociology	Criminology Social Inequality	
	Spanish Language Studies		
	Sustainability		
	Theater	Acting	
		Design/Technical Theater	
		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 Fine Arts	Creative Music Technology (MFA)		

Master of Business Administration	Business Administration (MBA)	
Master of Science	Accounting	
Degree	Major	Concentration
Master of Science (continued)	Contemporary Instructional Design (formerly MS in Educational Technology)	
	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)
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
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 207 full-time faculty members employed by Ramapo College in Academic Year 2021-2022 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 2022

Major Accomplishment	Number
Published Books and Book Chapters	7
Published Works	33
Performances and Exhibitions	5
Presentations	41
Demonstrated Leadership	104
Received Awards	12

HIGHLIGHTS OF FACULTY ACCOMPLISHMENTS

Abzug, Rikki

- i. Published a peer reviewed journal article entitled "Using Conditional Inference Trees to (Re)Explore Nonprofit Board Composition," co-authored with J.S. Simonoff. Published online in *Nonprofit and Voluntary Sector Quarterly* in April 2022. <https://journals.sagepub.com/doi/10.1177/08997640221089259>
<https://doi.org/10.1177/08997640221089259>
- ii. Designed and delivered a learning module on "Network-related Resilience Strategy" at the National Center for Nonprofit Enterprise in January 2022.

Anderson, Stephen

Published an article in *the Journal of Undergraduate Chemistry Research (JUCR)* entitled "Using RuCl₂(PPh₃)₃ and Isopropanol to Reduce Unsaturated Organic Compounds Via Transfer Hydrogenation." The paper was co-authored with Diana Matasker, and Dylan Tapp. Published in August 2022. JUCR, 2022, 21 (3) 70

Augis, Erin

Presented a paper entitled "Reverend John Bennington Mahan's Anti-Slavery Sermons and Letters: The Influence of the Second Great Awakening on Early Human Rights Activism in the Midwest" at the Association for the Sociology of Religion annual meeting in Los Angeles, CA. July 2022.

Barnes, Todd

Gave a guest lecture at Texas Tech University. I delivered a guest lecture to PhD students on my recent research. The talk was on interdisciplinary work in general and my book specifically. October 2021.

Beecher, Amanda

- i. Served as Chair-elect of Mathematical Association of America NJ Section, MAA NJ Section meeting, Virtual, October 2021.

- ii. Served as Director of the Interdisciplinary Contest in Modeling at COMAP, Inc. I organized undergraduate international contest with 28,000 student participants. January 2021.
- iii. Served as Chair-elect of Mathematical Association of America NJ Section at the MAA NJ Section virtual meeting. April 2021.
- iv. Organized special sessions at the AMS Special Session on COMAP's Mathematical Modeling Contests: "Become An Advisor" and "Prepare Your Team," sponsored by the American Mathematical Society and COMAP at the virtual Joint Mathematics Meetings. January 2021.
- v. Served as invited panelist at the Alternative Post-Secondary Mathematics Pathways, Association for Women in Mathematics Panel, MathFest, Philadelphia, PA. August 2022.
- vi. Served as Director of the Interdisciplinary Contest in Modeling, COMAP, Inc. Organized undergraduate international contest with 35,000 student participants. Integrating Math Modeling and Interdisciplinarity into Your Classroom, MathFest, Philadelphia, PA. August 2022.
- vii. Served as Chair of the Mathematical Association of America NJ Section (MAA NJ) virtual meeting. April 2022.
- viii. Organized special sessions for the COMAP Special Session on COMAP's Mathematical Modeling Contests: Sharing Experiences and Benefits, JMM, virtual, April 2022.
- ix. Published a non-peer reviewed article entitled "Results of the 2021 Interdisciplinary Contest in Modeling" in *UMAP Journal 42 (3) (2021) 191-216*. June 2021.
- x. Co-authored a non-peer reviewed article with C. Arney, and E. Panagakou entitled "Making Good Music by Writing a Top-40 Network Modeling Problem". Published in *UMAP Journal 42 (3) (2021) 263-269*. June 2021.
- xi. Co-authored a non-peer reviewed journal article with C. Arney, and J. Libertini entitled "What is Math Modeling? It's a Noun! It's a Verb! It's a Mindset?" in *Consortium, 120, Spring/Summer 2021, 1-2*.
- xii. Gave a presentation about "Want More Women in Math? Here Are Some Ideas" at the Mathematical Association of America NJ Section, Virtual Meeting, April 2021.
- xiii. Contributed leadership to "the Network Science: Problem D of the Interdisciplinary Contest in Modeling" at the Network Science and Education Symposium Satellite of Networks 2021 Virtual meeting. June 2021.

- xiv. Invited to talk at the “ICM Director's Overview of the Interdisciplinary Contest in Modeling: Sharing Our Experiences and Benefits” at the virtual Joint Mathematics Meeting. April 2022.
- xv. Gave a professional conference presentation entitled “ICM Director's Overview of the Interdisciplinary Contest in Modeling: What Advisors Need to Know” at the virtual Joint Mathematics Meeting, sponsored by the American Mathematical Society. January 2021.
- xvi. Published a book chapter entitled “Chapter 8. Measuring Sustainability” in *Mathematical Themes in a First-Year Seminar in MAA Notes, 91*. Published by the Mathematical Association of America. Edited by J. Bowen, M. Kozek, P. Pierce, and J. Schaefer. May 2021.
<https://www.maa.org/sites/default/files/pdf/pubs/books/members/NTE91.pdf>

Budin, Rachael

Created the Lighting Design for a production of *Buyer and Cellar* in the Lake George region at the Charles R. Wood Theatre in Glens Falls, NY. July 2021.

Burke, Kathleen

- i. Certified as a Professional in HealthCare Quality by the Association of HealthCare Quality. January 2021.
- ii. Provided leadership, accompanied by L. Bognar, for the NJ Council of Magnet Organizations to assist with new nurses and transition to practice programs post COVID's “What can we do to help?” program. Sponsored by N.J. Council of Magnet Organizations. July 2021.
- iii. Published a book, co-authored with K. Motacki, entitled *Nursing Delegation and Management of Patient Care, 3rd edition*. St Louis, MO: Mosby/Elsevier Publisher. January 2022. <https://www.elsevier.com/books/nursing-delegation-and-management-of-patient-care/978-0-323-62546-3>
- iv. Published a peer reviewed journal article, co-authored with K.M. Vandiver, E. Erdei, A. Mayer, C. Ricciardi, M. O'Leary, & J. Zelikoff, entitled “Building Environmental Health and Genomics Literacy among Healthcare Providers Serving Vulnerable Communities: An Innovative Educational Framework” in *the International Journal of Environmental Research and Public Health*. 19, 929. January 14, 2022.
- v. Provided leadership for an IRB-approved research study at St. Joseph's Health entitled “Emotional Well-Being of Healthcare workers post COVID Surge during 2021-22.” March 2022.

- vi. Served as a content reviewer in 2022 for *Policy and Politics in Nursing and Health Care, 8th edition*. Edited by D. Mason, D. Gardner, F. Outlaw, and E. O'Grady.

Carreon, Jay

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

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 agencies: Italian Cultural Institute, the Consulate and the Office of Foreign Affairs in Rome.
- v. Serve as a volunteer Instructor, East Brunswick Adult and Community School. 1993 to present.
- vi. Assistant for the Columbians of New Jersey in their effort to promote culture and education in Italo-American community, through scholarships and Italian language.
- vii. Arrange lectures and cultural events (the Italian Club) from the world of Italian politics, cinema, art and literature. Our guests have included the renowned artist Ivo David and Ingrid Rossellini.
- 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.
- x. Guest speaker at the Columbians of New Jersey. Fall and Spring of every year.

D'Antonio, Lawrence

- i. Serve as Associate Editor for *Convergence*, 2014 to present.

- ii. Serve as Reviewer for *Math Reviews*, 2013 to present.
- iii. Serve as Secretary and Treasurer for History of Mathematics Special Interest Group (HOMSIGMAA), 2014 to present.
- iv. Serve as Vice-Chair for Speakers, Mathematical Association of America- New Jersey Section, 1994-96, and 2013 to present.
- v. Serve as member of the Executive Board, Mathematics Association of America, New Jersey Section, 1994 to present.
- vi. Serve as Board Member, Consortium for Computing Sciences in Colleges - Northeast (CCSCNE), 1999 to present.
- vii. Serve as Chair of the Consortium for Computing Sciences in Colleges - Northeast (CCSCNE), 2004 to present.
- viii. Serve as Regional Representative from CCSCNE to National CCSC Board, 2004 to present.

Dutta, Sourav

- i. Presented proceedings at the IEEE International Conference on Big Data (google scholar rank#7 in data mining and analysis). Collaborative Filtering (CF) methods are widely used in recommender systems. However, due to the high computational complexity of CF, the existing algorithms do not scale well when the number of users and items grow. In this paper, we develop a new user-based collaborative filtering method using the MapReduce framework to recommend top-k items for each user in a given dataset. Our proposed method requires a dataset that contains item numbers, user ids, and ratings. We applied our proposed method to recommend movies using the MovieLens dataset. We implement our proposed algorithms on Apache Spark running on Amazon Web Services (AWS) clusters. We perform experiments on different cluster sizes to demonstrate the scalability of our proposed method. The experimental results show that the proposed method is highly scalable and exhibits near-linear speed-up when we increase the number of clusters. December 2021.
- ii. Published a peer-reviewed journal article about IEEE Transactions on Parallel and Distributed Systems (google scholar rank#6 in computing systems). The ideal benefit of parallelizing/ multithreading a program is diminished in practice by several factors such as hardware scaling, memory bandwidth, power constraints, and synchronization due to critical sections. Several models have been proposed in the past to estimate the resulting performance and extend the traditional Amdahl's law. In this work, we focus on the effect of synchronization, and develop a model for the execution time estimation of multithreaded programs under the presence of critical sections. The proposed model is applicable to multiple different critical sections and generalizes and improves previously proposed models. Experimental results on simulated, synthetic and

benchmark examples show that the proposed model provides accurate approximations. January 2022.

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.

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. Serve as Educational Opportunity Fund Mentor, Fall 2017 to present.
- vi. Serve as Computer Science Tutoring Coordinator, Fall 2017 to present.
- vii. Serve as Ramapo College Sigma Xi Vice President, Fall 2016 to present.

Fitzgerald, Julia

Reviewer for Sigma Theta Tau NJ Chapter Awards. Member of a committee that reviewed applications for a nursing mentorship award and contributions to the nursing profession. July 2022.

Flatekval, Ann Marie

- i. Gave a conference poster presentation at the Nurse Think for Nurse Educator's conference *Next Gen Learning: Fundamentals, NCLEX, and Beyond*. The topic was about "A Student Success Program to Increase Retention in a BSN Program." (J. Fitzgerald, A. Flatekval, D. Andronaco). February 2021.
- ii. Gave a conference poster presentation at the Nurse Think for Nurse Educator's conference *Next Gen Learning: Fundamentals, NCLEX, and Beyond*. The topic was about "Mindfulness and Its Impact on Nursing Students." (A. Flatekval, J. Fitzgerald). February 2021.

Gidal, Marc

- i. Served as a juried roundtable organizer and presenter at the "Brazilian Musicians in Six Countries Navigating the COVID-19 Crisis (Brazil, Portugal, Germany, England, U.S.A., Canada)," sponsored by the Latin American Studies Association, Virtual Congress. May 2021.
- ii. Gave a professional conference presentation entitled "Multiple Swing Feels in Hybrid Music: Evaluating Microtimings of Brazilian and North American Swing Feels in Brazilian Jazz," sponsored by the Society for American Music, Annual Conference (virtual). June 2021.
- iii. Invited to give a symposium presentation entitled "Musical Fusion as Contextualized Boundary-Play: Samba Jazz in New York City," at the American Music Research Center, University of Colorado, Boulder. October 2021.
- iv. Gave a professional conference presentation (Juried) entitled "Trinational Musical Circulations: Professional Musicians between Japan, Israel, Brazil, and the United States," at the LASA/Asia Virtual Congress, Latin American Studies Association and East Asian Network of Latin American Studies. February 2022.
- v. Gave a professional conference presentation (Juried) entitled "Ruth Finnegan's "Pathways" Globalized: Interpreting Professional Musicians in Contemporary New York City," at the British Forum for Ethnomusicology, Annual Conference (hybrid), Open University in Milton Keynes, UK. April 2022.
- vi. Gave a professional conference presentation (Juried) entitled "When multiple swing feels comingle: Alternations, adjustments, hints, and overlaps of samba and jazz swing feels in Brazilian jazz played in New York City," at the Analytical Approaches to World Music, Annual Conference (hybrid), University of Sheffield, UK. June 2022.

Gillespie, James

- i. Published a peer-reviewed journal article entitled “Canonical resolutions in hereditary abelian model categories,” which was accepted for publication in *the Pacific Journal of Mathematics*. May 2021.
- ii. Served as a Mathematics Seminar Speaker at Verona and Padua Universities - moduli, algebre, anelli (MALGA) joint Seminario of Padua - Verona online zoom talk titled Canonical resolutions in hereditary abelian model categories. April 2021.
- iii. Published a peer-reviewed journal article entitled “FG-purity and FG-flat modules” in *the Journal of Algebra and its Applications*. May 2021.
<https://doi.org/10.1142/S0219498822501675>

Golberg-Rugalev, Maxim

Published a peer reviewed journal article, co-authored with Seonja Kim, entitled “An Explicit Characterization of The Domain of The Infinitesimal Generator of A Symmetric Diffusion Semigroup on L_p of A Complete Positive Sigma-finite Measure Space,” in *Real Analysis Exchange, Real Anal. Exchange* 46(2), 345-358, (2021). November 2021.

Gonsalves, Sandra

- i. Sole author of \$1.05 million funded on EHS/HS Grant, Clinton Hill Community and Early Childhood Center, Inc., Newark, New Jersey. March 2021.
- ii. Serve as a reviewer of *APHA Abstract* for 2021 Conference. April 2021.
- iii. Serve as a reviewer of *New Edition Proposal for 4th edition, Cross-Cultural Psychology: Research and Applications*, published by Cambridge University Press. May 2021.
- iv. Published a book chapter entitled “On Teaching Black Psychology in a Predominantly White Institution: Meta-Reflections,” in *Diversity, Equity and Race in Twenty-first Century America*. Published by Lanham: Maryland: Lexington Books. Edited by Emily Williams. July 2021.
- v. Visiting Professor at John Cabot University, Rome, Italy. Presented “Special Topics in Psychology: Multicultural Psychology.” July - August, 2021.
- vi. Published a book entitled *Alliterative Animals: A to Z*. Published by Dorrance Publishing Company, Pittsburgh, PA. September 2021.

Gronbeck-Tedesco, John

- i. Published an article in *The Hill* on the Biden administration's approach to US-Cuban politics. February 2021.

- ii. Published an article in *Talking Points Memo* on the constitutional possibilities of living wage economics. March 2021.
- iii. Received quarter finals award of the ScreenCraft Screenwriting Fellowship for my screenplay “The Two Rivers.” March 2021.
- iv. Contributed to a class discussion, via ZOOM, about the film *Balseros* (about Cuban refugees) with students from the Chadwick School in South Korea. May 2021.
- v. Served on the elections committee for the Cuban Section of the Latin American Studies Association. Over two election cycles, I helped steer the elections process for the officers of the Cuban Section of the Latin American Studies Association. 2020-2022.
- vi. Published a piece in *The Hill* on Cuban social turbulence during July of 2021.
- vii. Received an award for my screenplay “The Two Rivers,” which made it to the semi-finals round of the Tirota/Finish Line Screenplay Competition. August 2021.

Hecht, Jason

Awarded the Beta Gamma Sigma Teacher of the Year Award. April 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.

Kisor, Yvette

- i. Gave a professional conference presentation with abstract entitled “Romance and Sexuality in Tolkien's Lost Chaucer” at the Fifty-sixth International Congress on Medieval Studies Conference held at Western Michigan University. May 2021.
- ii. Published a book chapter, Lines 582b-600, in *Beowulf by All: A Community Translation and Workbook* with ARC-Humanities Press. June 2021.
- iii. Gave a professional conference presentation with abstract at the International Medieval Congress at the University of Leeds, England and served as moderator for “Tolkien and Diversity: A Round Table Discussion.” July 2021.

Kumar, Amruth

- i. Served as co-chair of the decennial Computer Science curriculum revision effort undertaken by the two Computer Science professional bodies: The Association for Computing Machinery (ACM) and IEEE-Computer Society. Leading a Steering

Committee made up of members from academia and industry, both domestic and international (China, Egypt, India, Ireland, and Brazil). January 2021.

- ii.* Presented proceedings “Solvelets: Tutors to Practice the Process of Programming,” a paper published and presented at the Innovation and Technology in Computer Science Education (ITiCSE) 2022 conference in Dublin, Ireland. July 2022.
- iii.* Presented proceedings for “Helping Academically Talented STEM Students with Financial Need Succeed,” published with several co-authors at Frontiers in Education Conference (FIE 2021), Lincoln, NE. October 2021.
- iv.* Awarded a grant from the National Science Foundation for “Using a Tutoring System to Teach High-Quality Coding Practices.” The three-year \$300,000 grant will be used to develop intelligent tutors to improve code quality among Computer Science students. January 2022.
- v.* Presented proceedings “Interpreting the ABET Computer Science Criteria Using Competencies,” published and presented with co-authors at SIGCSE 2022 conference, Providence, RI. May 2022.
- vi.* Awarded a grant from the National Science Foundation for “Promoting Professional Behaviors among Students in Undergraduate Computing Courses.” The two-year \$123,450 grant will be used to collaborate with the University of New Hampshire, The College of Charleston and St. John's University to study the development of professional dispositions among computing students. July 2022.

Leathers, Lillian

- i.* Gave a virtual professional conference presentation entitled “Counternarratives of racial literacy within teacher education.” The panel discussion was held at the 1st Annual Teacher Educator Convening, sponsored by the Institute for Teachers of Color. January 2021.
- ii.* Serve as Faculty Advisor for Ramapo College of New Jersey's Kappa Delta Pi Greek Letter Organization. 2019 to present.
- iii.* Serve as a K-12 Teacher Mentor. 2006 to present.
- iv.* Serve as Co-Chair of the Teacher Educator Convening Committee, Teacher Educator Convening Institute for Teachers of Color, University of California-Riverside, Riverside, CA. 2021.

Leung, Rebeca

- i. Serve as a judge (photojournalism - professional) for 2022 Journalism Education Association National Student Media Contests, sponsored by the Journalism Education Association and National Scholastic Press Association. November 2021. The Journalism Education Association (JEA)/National Scholastic Press Association (NSPA) promotes the standards and ethics of good journalism as accepted and practiced by print, broadcast and digital media in the United States.
- ii. Invited to serve as a peer reviewer (Manuscripts) for three academic peer-reviewed journals: *Journal of Communication Inquiry*, *Journalism Practice*, and *Women's Studies International Forum*. 2021 to 2022. I reviewed several manuscripts for *Journal of Communication Inquiry*, published by the University of Iowa School of Journalism and Mass Communication. It is the official journal of the Critical/Cultural Studies Division of the Association for Education in Journalism & Mass Communication (AEJMC), which is recognized as the nation's premier journalism organization for media educators and professionals. *Journalism Practice* analyzes and explores issues of practice and professional relevance in the field of journalism and digital media. *Women's Studies International Forum* is a bimonthly peer-reviewed academic journal covering feminist research in the area of women's studies and other disciplines.
- iii. Served as a judge (photojournalism - professional) for 2022 Journalism Education Association National Student Media Contests. The Journalism Education Association (JEA)/National Scholastic Press Association (NSPA) promotes the standards and ethics of good journalism as accepted and practiced by print, broadcast and digital media in the United States. April 2022.
- iv. Earned certification in the Google News Initiative for the 2022 Digital Reporting Intensive Training Certificate: Asian American Journalists Association, sponsored by Google News Initiative. INFO: This digital skills intensive program provides a foundation of battle-tested skills, tips and tricks for reporting digitally, from geolocating photos and finding removed content, to scraping data and automatically filing FOIA requests in batches. February 2022.

Martinez, Colleen

- i. Gave a professional conference presentation with abstract entitled "Relational approaches to engaging online learners" at NYU Faculty Resource Network Teach Share, virtual. January 2022.
- ii. Gave a professional conference presentation with abstract entitled "Helping children to cope and recover: Using play therapy to connect and to heal." Virtual presentation delivered at the Latino Mental Health Association of New Jersey's Annual Conference. February 2022.
- iii. Gave a virtual presentation entitled "The Importance of Play in Children's Social and Emotional Development" at the NASW NJ Monmouth Ocean Unit. March 2022.

- iv. Gave a professional conference presentation with abstract entitled “Using Principles of Relational Pedagogy for Online Course Success” at Lindenwood University Feed Your Mind Friday, virtual. April 2022.
- v. Published an article entitled “Play as a fundamental human right for children” on the *Scholars Strategy Network*. <https://scholars.org/scholar/colleen-martinez> May 2022.

McMurdy, Kenneth

Published a peer reviewed article entitled “Elliptic curves with non-abelian entanglements,” in *the New York Journal of Mathematics*. (Volume 28, pp. 182-229). This was joint work with Nathan Jones from the University of Illinois at Chicago. January 2022. <https://nyjm.albany.edu/j/2022/28-9.html>

Miller, Carrie

Co-authored a publication, with S. Brooks, A. Riscassi, K. Lowe, J. Dickson, and G. Schwartz, entitled “Increasing Temperature and Flow Management Alter Mercury Dynamics in East Fork Poplar Creek” in *Hydrological Processes*. August 2021. Available online. DOI 10.1002/hyp.14344

Morley, 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. Invited speaker at Boston College. I presented Phenomenology and psychedelics at the Graduate seminar Phenomenology at the edge. Philosophy Department, Boston College. April 2021.
- vi. Published a peer reviewed journal article entitled “Bitbol's Radical Renewal of the Neurophenomenology Project” in *Constructivist Foundations*. Vol 16, 2, 151-153. June 2021. <https://constructivist.info/16/2>
- vii. Published a peer reviewed journal article, co-authored with Scott Churchill and Christopher Aanstoos, entitled “The emergence of phenomenological psychology in the United States,” in *the Journal of Phenomenological Psychology*. Vol. 52.2. June 2021.

- viii. Invited speaker on subject of “Phenomenological Psychology,” recorded in *Philosophie Psychologie Podcast Digitales Kolloquium*, Heidelberg, Germany. August 2021. <https://www.phi-psy.de/digitales-kolloquium-mit-james-morley/>
- ix. Co-authored an article with Magnus Englander entitled “Phenomenological Psychology and Qualitative Research” in *Phenomenology and Cognitive Science*. September 2021. <https://link.springer.com/article/10.1007/s11097-021-09781-8>
- x. Invited panelist at Boston College, Department of Philosophy. I presented “Ecology and Phenomenological Psychology” at the Guestbook symposium on “Hosting the Earth.” April 2022
- xi. Visiting graduate instructor at the University of Copenhagen, Department of Psychology. I presented a three day graduate seminar on phenomenological psychological methodology, in the Department of Psychology, University of Copenhagen, Denmark. May 2022.
- xii. Keynote speaker at the University of Cyprus. I presented my abstract “Meditation and the phenomenology of daydreaming” at the Conference on Phenomenology and Mindfulness. University of Cyprus, Republic of Cyprus. May 2022.
- xiii. Serve as the Editor-in-Chief of *the Journal of Phenomenological Psychology*. This is an international, interdisciplinary, double-blind peer review journal. Articles are from both psychologists and philosophers who are conducting theoretical and empirical research within the field of phenomenological psychology. We publish 2 volumes per year. 2014 to present. <https://brill.com/view/journals/jpp/jpp-overview.xml>

Norflus-Good, Julie

- i. Serve as a member of the New Jersey Inclusive Education Technical Assistance (NJETA) project in efforts to join the Inclusion Leadership Development Group (ILDG). 2020 to present.
- ii. 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.
- iii. Serve as a member of the NJDOE Perkins V Stakeholder Engagement Symposium - William Paterson University. 2019 to present.
- iv. Serve as the coordinator of NJCEC Webinars. Offered Live Wednesday Sessions and recorded Thursdays. May 2020 to present.
- v. Serve on the Journal Review Committee – Association of Math Teachers New Jersey. March 2021 to present.
- vi. Serve on both the Scholarship Committee and the Scholarship Renewal Committee for the Association of Math Teachers New Jersey. July 2020 to present.

- vii. Serve as a Bergen Academies 2024 Class Parent. 2020 to present.
- viii. Serve as an Academy of Engineering Parent Volunteer – (AEDT). 2020 to present.
- ix. Serve as a member of the Lifelong Learning Sub-Committee. 2020 to present.
- x. Serve as a Sisterhood Co-Membership Chairperson at Barnert Temple. 2019 to present.

Nunez, Enrique

- i. Journal Editor for the *International Journal of Sustainability in Higher Education* during 2020-21.
- ii. Certified as a Google Digital Marketing & E-commerce Professional by Google/Coursera. June 2022.

Oh, David

- i. Published a book chapter entitled “Disciplining transnational popular culture's counter-flows on Family Guy” in the *Routledge Handbook of Digital Media and Globalization*. 2021.
- ii. Published a peer reviewed journal article entitled “Feminists really are crazy: The Isu Station incident and the creation of androcentric, misogynistic community on YouTube” in *the Journal of International and Intercultural Communication*. 2021.
- iii. Published a *Pacific Affairs* book review of “Jungmin Kwon's Straight Korean Female Fans and Their Gay Fantasies.” 2021.
- iv. Invited to deliver a keynote presentation at Rice University entitled “Anthrocategorism in South Korean media culture.” 2021.
- v. Serve as a member of the IDEA standing committee (Inclusion, Diversity, Equity, and Access) in the International Communication Association. 2021.
- vi. Serve in a governance position at the National Communication's Resolutions Committee and NCA's Legislative Assembly. 2021.
- vii. Serve as the Chair of the Critical Cultural Studies Division of NCA. 2021.
- viii. Serve as a member of the Fulbright National Screening Committee. 2021.

Olbrecht, Alexandre

- i. Published a peer reviewed journal article entitled “Human Suffering and Natural Experiments: How Empirical Economics can unmask the devastation of Covid-19” in *the Eastern Economic Journal*, 47 (4): 461-463. September 2021.
- ii. Certified as a USSF Referee by the US Soccer Federation in November 2021.

- iii. Co-authored an online article with J. Rosen & A. Schatz entitled “A statistical look at this year’s quarterback class” in *QBase 2.0*.
https://www.espn.com/nfl/insider/draft2022/insider/story/_/id/33699306/nfl-draft-2022-quarterbacks-projections-rankings-kenny-pickett-malik-willis-matt-coral-desmond-ridder-sam-howell-carson-strong
- iv. Co-authored an online article with J. Rosen & A. Schatz entitled “Pickett, Coral, lead lukewarm quarterback class“ in *Footballoutsiders.com*.
<https://www.footballoutsiders.com/stat-analysis/2022/qbase-pickett-coral-lead-lukewarm-quarterback-class>
- v. Published an online article entitled “Why so many draft trades this year?” in *Footballoutsiders.com*. <https://www.footballoutsiders.com/nfl-draft/2022/why-so-many-draft-trades-year>

Padhy, Sanghamitra

Published a book review about *Animal Intimacies* by Radhika Govindrajan, published in 2018 by the University of Chicago Press. January 2021. <https://allegralaboratory.net/book-review-animal-intimacies/>

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. Created new alliances for Ramapo with organizations in New Jersey, New York, and Long Island for student work in community via partnership with Service Learning. Fall 2004 to present.
- vi. Published an article entitled “What’s in a Name: Creating a supportive environment in the classroom for students.” This is an informative and advisory document provided to all Ramapo college faculty for inclusive practices via name and pronoun usage in classrooms. 2021.

Ray, Kathleen

- i. Gave a professional conference presentation with abstract, co-presented with L. Shklarski, entitled “The abrupt transition to distance social work teaching and learning: Lessons learned in the age of COVID-19 pandemic” at the Global Social Work Symposium, Mahwah, NJ. April 2021.

- ii. Co-authored a peer reviewed journal article with L. Shklarski entitled “The impact of the transition from in-person to virtual learning for MSW students due to COVID-19 pandemic” in the *Journal of Teaching in Social Work*, 41:5, 550-562. October 2021. DOI:10.1080/08841233.2021.1991548
- iii. Co-authored a peer reviewed journal article with L. Shklarski entitled “The abrupt transition to distance social work teaching: Lessons learned in the age of COVID-19” in the *Journal of Teaching in Social Work*. 41:5, 505-519. October 2021. DOI: 10.1080/0884 1233.2021. 1988032
- iv. Gave a virtual conference poster/presentation, co-presented with L. Shklarski, entitled “A comparison study on the impact of the transition from in-person social work education to remote delivery for masters social work students and social work instructors as a result of the COVID-19 pandemic” at the SWWR 2022 Annual Conference: Social Work Science for Racial, Social, and Political Justice in Washington, DC. January 2022.
- v. Gave a professional conference presentation with abstract, co-presented with L. Shklarski, entitled “Higher education post-COVID: An investigation into the transition to remote learning” at the 2022 APS Annual Convention in Chicago, IL. May 2022.
- vi. Serve as the Ramapo Representative, New Jersey University and College Alliance for Prevention of Suicide (UCAPS). 2018 to present.
- vii. Serve as a manuscript reviewer for the *Clinical Social Work Journal*. 2015 to present.
- viii. Serve as a manuscript reviewer for *Health and Social Work*. 2014 to present.
- ix. Serve as a manuscript reviewer for the *Journal of Social Work*. 2013 to present.
- x. Serve on the NJ MSW Program Director Group, as a founding member. 2019 to present.
- xi. Serve as a Board Member on the Human Services Advisory Council (HSAC), Bergen County department of Human Services. 2018 to present.
- xii. Serve as a Social Service Advisory Board member on OASIS, A Haven for Women and Children. 2017 to present.
- xiii. Serve as a proposal reviewer for Military Track on the Council on Social Work Education (CSWE) Annual Program Meeting. 2017 to present.

Reali, Christopher

- i. Gave a professional conference presentation with abstract entitled “Learning the Music Industry and YouTube University” at the Music and Entertainment Industry Educators Association (MEIEA) Summit. May 2022.
- ii. Published a book, my monograph, *Music and Mystique in Muscle Shoals*, at the University of Illinois Press (UIP). July 2022.
- iii. Serve as the chair for the Best Essay award for the Pop Music Studies Group of the American Musicological Society (AMS-PMSG). August 2022.

Reck, Paul

Published a peer reviewed journal article in *the Journal of Ethnicity in Criminal Justice* entitled “Why we should stop using the term Black-on-Black crime: an analysis across disciplines.” August 2021.

Sacristan, Dolly

Published a paper entitled “Social Work Field Instruction: A Relational Model that Promotes a Positive Professional Identity for Social Work Students.” My Paper was accepted 10/1/2021 and published on 9/8/2022 in *the Journal of Teaching in Social Work*, Volume 42, 2022 - Issue 4. <https://doi.org/10.1080/08841233.2022.2103228>

Sarabia, Stephanie

Published a peer reviewed journal article entitled “Policy transfer model: Can the U.S. borrow from Portugal's successful drug policy?” in *Urban Social Work*, 5(3), 227-242. June 2021.

Sen, Ruma

Serve as reviewer of the *Atlantic Journal of Communication*, 2005 to present.

Serban, Mihaela

- i. Gave a professional conference presentation with Monica Ciobanu entitled “Legitimation Crisis, Memory, and United States Exceptionalism: Lessons from Post-Communist Eastern Europe” at the “Suspended Present: Downloading the Past and Gaming the Future in a Time of Pandemic” Conference, held at The New School for Social Research in April 2021.
- ii. Invited to present “Law, Democracy and Society in Times of Illiberalism” at Montclair State University, New Jersey. May 2021.
- iii. Gave a professional conference presentation entitled “Law and Liberation: Legal Consciousness and Legal Mobilization in Post-Communist Europe” at the Law and Society Association Annual Conference (virtual) in Chicago, IL. May 2021.

- iv. Served as the chair and discussant for the panel “Everyday Legality and Legal Consciousness in Times of Crisis” at the Law and Society Association Annual Conference (virtual) in Chicago, IL. May 2021.

Shannon, Edward

- i. Published a peer reviewed journal article entitled “Trash of the Veriest Sort: Huck Finn's Missing Sex Life” in *the Mark Twain Annual*. Vol. 19. 2021. 176-194. January 2021.
- ii. Gave a professional conference presentation with abstract entitled “Bessie or Becky? Becky Thatcher's Literary Half-life” at the Modern Language Association Annual Meeting (virtual) in Toronto, CN. January 2021.

Skrzynski, Jacquelyn

- i. Curated a four person show for the Woodstock Art Association and Museum. It was an outdoor banner exhibition with art reproduced on large banners because museum was closed for COVID. The exhibit was shown during September 2020 to January 2021.
- ii. Displayed my artwork “(s)mother 2.0: Care in (a time of) Crisis” in a multidisciplinary exhibition of art by the (s)mother art collective, of which I am a member. The exhibition was sponsored by the Bethany Arts Community. My work was featured on the exhibition announcement. I also led a nature/art walk for families during the exhibition and participated in online sessions relating to mothering, grief, and care. The exhibit was on display May 2021.
- iii. Awarded Artist-in-Residence at Black Rock Forest. During the spring of 2021 while on sabbatical, I conducted research and created paintings based on invasive species and hardy native plants common to the Hudson Valley. January 2021 to June 2021.
- iv. Gave an artist's talk based on my activities during my residency at Black Rock Forest, which included images of several paintings I had made and information about various other activities I led during that time. June 2021.
- v. I led monthly Silent Walks through the Black Rock Forest starting at sunset and ending after dark. These were immersive, meditative, aesthetically conscious walks through the darkening woods without speaking. The immersive outdoor art experience was held during March 2021 to June 2021.
- vi. Received First Place recognition for my artwork displayed at a regional showcase art exhibition sponsored by the Orange County Arts Council during July 2021 to August 2021.

Teigen, Jeremy

Gave a professional conference presentation entitled “De-Racializing the Ranks? Racial Attitudes among Veterans in the Trump Era,” co-authored with David L. Leal, at the Inter-University Seminar on Armed Forces and Society in Reston, VA. October 2021.

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 for the 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.

Yuster, Debbie

- i.* Featured guest interviewed on the Data Science Education Podcast. April 2021 <https://datascienceeducation.substack.com/p/data-science-education-podcast-episode-8d0#details>.
- ii.* Co-led the breakout session “Tidy Up Your Models” at the US Conference on Teaching Statistics. June 2021.

I. MAJOR CAPITAL PROJECTS UNDERWAY IN FISCAL YEAR 2022



**Table II.I.1
Capital Projects: FY 2022**

- Data Science Computer Lab/Classroom in Anisfield School of Business Room 420
- Completion of the Peter P. Mercer Learning Commons & Renovation of the George T. Potter Library
- Campus-Wide Residence Hall Lock Replacement Phase 2
- Ongoing Refurbishments in The Lodge, C-Wing, Anisfield School of Business Room 123, and College Park Apartments Ambulance/EMS Building
- Anisfield School of Business Emergency Generator Replacement
- Academic Building Uninterruptible Power Replacement
- Recovery Housing Renovation work of Redwood Building in the College Park Apartments
- Facilities Complex Emergency Generator Replacement

**Table II.H.2
Research and Development Expenditures, FY 2022**

Expenditure	Amount
Federally Financed Academic R&D Expenditures	\$150,000.00
Institutionally Financed Academic R&D Expenditures	\$86,520.00
Total Academic R&D Expenditures	\$236,520.00