



2020 ANNUAL INSTITUTIONAL PROFILE



Submitted to
The New Jersey Office of the Secretary of Higher Education
by
The Office of Institutional Research
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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. Peter P. Mercer, President

9-18-2020

Date

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I. PROFILE OF RAMAPO COLLEGE OF NEW JERSEY

- Ramapo College of New Jersey is named among the top in *College Choice*'s ranking of the "20 Best Colleges in New Jersey." 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 seventh in the 2019-2020 edition of the *U.S. News & World Report* among public colleges and was #32 among all institutions in the specified 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 *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 2019-2020 "Best in the Northeast."
- Ramapo College was identified as one of the best small colleges in the nation – and the only New Jersey institution – for students on the Autism Spectrum, according to *AppliedBehaviorAnalysisPrograms.com*.
- Ramapo College was designated a "Military Friendly School" by the 2019-2020 *Guide to Military Friendly Schools*.
- Ramapo was honored nationwide for excellence in student-focused higher education on the 2019-2020 list of top schools on *CollegesofDistinction.com*.
- *Money Magazine* listed Ramapo College as fifth in the state in its 2019-2020 "Best Colleges for Your Money" rankings.
- *Forbes Magazine* named Ramapo College as one of "America's Top Colleges" in 2019.
- Ramapo was ranked #3 with a 93.1% rating of its students' chances of obtaining employment after graduation according to *Zippia.com*.
- *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 6,142 students in Fall

2019); 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 center for visual and performing arts, a sports and recreation center, campus life buildings, a spiritual center, athletic fields, dining halls, student apartments, and residence halls.

According to the Fall 2019 Beginning College Survey of Student Engagement (BCSSE), over 71% of the incoming new students selected Ramapo as their first choice school. For the Fall 2019 semester, 65.6% of first-year applicants were accepted. The average combined SAT score (critical reading and math) for regular-admit degree-seeking first-year students was 1,158. The average combined SAT score for all degree-seeking first-year students who enrolled, including Educational Opportunity Fund and special admit students, was 1,146.

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 49 undergraduate and graduate degree programs, 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. Seven programs were offered in Academic Year 2019-2020, which lead to a Master's degree: Master of Arts in Educational Leadership (MAEL), Master of Science in Accounting (MSAC), Master of Science in Educational Technology (MSET), Master of Science in Nursing (MSN), Master of Business Administration (MBA), Master of Arts in Special Education (MASE), and Master of Social Work (MSW). 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, 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 new Learning Commons facility began early Fall 2019 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 2019, and the project is expected to be completed 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 has been 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;
- reliable and accessible wi-fi;
- 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)

American Chemical Society (ACS) (approved)

Association to Advance Collegiate Schools of Business (AACSB)

Teacher Education Accreditation Council (TEAC)

Council on Social Work Education (CSWE)

B. NUMBER OF STUDENTS SERVED

In Fall 2019, 6,142 students were enrolled (i.e., 5,574 at the undergraduate level and 568 at the graduate level). During FY19, Ramapo College served almost 7,000 students during fiscal year 2019.

In Fall 2019, 7,331 applications were submitted by prospective first-year students, and almost 66% (i.e., 4,808) were admitted to the College. Of those admitted, roughly 21% (i.e., 1,030 students) subsequently enrolled.



**Table II.B.1
Undergraduate Enrollment by Attendance Status: Fall 2019**

Full Time		Part Time		Total
Number	Percent	Number	Percent	
4,870	87.4	704	12.6	5,574

**Table II.B.2
Graduate Enrollment by Attendance Status: Fall 2019**

Full Time		Part Time		Total
Number	Percent	Number	Percent	
174	30.6	394	69.4	568

**Table II.B.4
Unduplicated Enrollment: FY 2019**

	Number	Credit Hours	FTE
Undergraduate	6,256	165,835	5,528
Graduate	726	11,165	465
Total	6,982	177,000	5,993

C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

Over 90% of the 1,030 new students enrolled in Fall 2019 were regular admit, while over 8% 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, less than 6% of all undergraduate students were enrolled in at least one remedial course. Among the new full-time students, over 25% required remediation in at least one area.



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 2019**

Admission Status	Math		Reading & Writing	
	SAT Score	N	SAT Score	N
FULL-TIME STUDENTS				
Regular Admits	571.5	813	573.9	813
EOF Admits	519.8	83	527.0	83
Special Admits	495.3	17	505.9	17
All Admits	565.4	913	568.3	913
<i>Math and Reading & Writing scores were not available for 89 students.</i>				
<i>Please note that, because of small numbers (two part-time first-time first-year students), results are not shared here.</i>				

ENROLLMENT IN REMEDIATION COURSES

**Table II.C.2a
Total Undergraduate Enrollment in Remediation Courses: Fall 2019**

Total Undergrads	Undergrads in 1+ Remediation Courses	Percent of Total
5,574	319	5.7

**Table II.C.2b
Total First-Time, Full-Time Student Enrollment in Remediation Courses: Fall 2019**

Total FTFT Students	FTFT Students in 1+ Remediation Courses	Percent of Total
1,029	262	25.5

**Table II.C.2c
First-Time, Full-Time Enrollment in Remediation Courses
by Subject Area: Fall 2019**

Subject Area	Number of FTFT Enrolled	Percent of FTFT Enrolled
Computation	139	13.5
Algebra	36	3.5
Reading	48	4.7
Writing	84	8.2

DEMOGRAPHICS

In Fall 2019, 6,142 students enrolled at Ramapo College of New Jersey. Of those, almost 91% (i.e., 5,574) were undergraduates. Over 87% of undergraduates were enrolled full-time. More than 56% of undergraduates were female and, among those who provided information regarding race/ethnicity, approximately 60% were White Non-Hispanic. Minorities accounted for about 37% of the population, and 87% of all undergraduates were between the ages of 18 and 24. A large proportion of undergraduates – over 93% – were from New Jersey, approximately 42% of whom were from Bergen County.

Table II.C.3a
Undergraduate Enrollment by Race/Ethnicity and Attendance Status: Fall 2019

Race/Ethnicity	Full-Time		Part-Time		Total	
	N	Percent	N	Percent	N	Percent
White	2,931	60.2	391	55.5	3,322	59.6
Black	282	5.8	30	4.3	312	5.6
Hispanic	950	19.5	101	14.3	1,051	18.9
Asian*	401	3.2	54	7.7	455	8.2
American Indian	27	0.6	4	0.6	31	0.6
Alien	99	2.0	17	2.4	116	2.1
Unknown**	180	3.7	107	15.2	287	5.1
Total	4,870	100.0	704	100.0	5,574	100.0

* Asian includes Pacific Islanders.

** Unknown includes two or more races.

Table II.C.3b
Undergraduate Enrollment by Sex and Attendance Status: Fall 2019

Sex	Full-Time		Part-Time		Total	
	N	Percent	N	Percent	N	Percent
Male	2,151	44.2	275	39.1	2,426	43.5
Female	2,719	55.8	429	60.9	3,148	56.5
Total	4,870	100.0	704	100.0	5,574	100.0

Table II.C.3c
Undergraduate Enrollment by Age and Attendance Status: Fall 2019

Age	Full-Time		Part-Time		Total	
	N	Percent	N	Percent	N	Percent
<18	8	0.2	121	17.2	129	2.3
18-19	1,652	33.9	55	7.8	1,707	30.6
20-21	1,985	40.8	41	5.8	2,026	36.3
22-24	935	19.2	158	22.4	1,093	19.6
25-29	203	4.2	108	15.3	311	5.6
30-34	56	1.1	56	8.0	112	2.0
35-39	13	0.3	25	3.6	38	0.7
40-49	17	0.3	53	7.5	70	1.3
50-64	1	0.0	50	7.1	51	0.9
65+	0	0.0	37	5.3	37	0.7
Unknown	0	0.0	0	0.0	0	0.0
Total	4,870	100.0	704	100.0	5,574	100.0

STUDENTS RECEIVING FINANCIAL ASSISTANCE FROM VARIOUS SOURCES

During FY 2019, undergraduates at Ramapo received financial aid from a variety of Federal, State, and institutional programs. Roughly two-thirds of the aid (i.e., 66%) came from Federal sources. It is important to note that, over the last five years, the number of students receiving Pell Grants has increased by about 3%.

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

Program	# of Recipients	Dollars (\$)	\$/Recipient
FEDERAL PROGRAMS			
Pell Grants	1,540	7,118,000	4,622.08
College Work Study	143	278,000	1,944.06
Perkins Loans	0	0	--
SEOG	188	273,000	1,452.13
PLUS Loans	516	7,951,000	15,408.91
Stafford Loans (Subsidized)	2,497	10,218,000	4,092.11
Stafford Loans (Unsubsidized)	3,007	11,367,000	3,780.18
SMART & ACG or other	0	0	--
STATE PROGRAMS			
Tuition Aid Grants (TAG)	1,128	6,463,000	5,729.61
Educational Opportunity Fund (EOF)	318	466,000	1,465.41
Outstanding Scholars (OSRP) or	66	336,000	5,090.91
Distinguished Scholars	0	0	--
Urban Scholars	9	9,000	1,000.00
NJ STARS	19	38,000	2,000.00
NJCLASS Loans	143	2,046,000	14,307.69
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	1,147	9,809,000	8,551.87
Loans	0	0	--

NEW JERSEY RESIDENTS

**Table II.C.5a
First-Time Undergraduate Enrollment of New Jersey Residents: Fall 2019**

State Residents	Non-State Residents*	Total	% State Residents
985	45	1,030	95.6

**Table II.C.5b
Total Undergraduate Enrollment of New Jersey State Residents: Fall 2019**

State Residents	Non-State Residents*	Total	% State Residents
5,208	361	5,569	93.5

* Data is not available for five students.

D. STUDENT OUTCOMES

The six-year graduation rate for the Fall 2013 cohort was 72% (i.e., 72% of first-time, full-time, degree-seeking students who initially enrolled in 2013 graduated by August 2019). The one-year retention rate (“third-semester retention rate”) for the Fall 2018 cohort is about 85% (i.e., 85% of first-time, full-time, degree-seeking students who initially enrolled in Fall 2018 re-enrolled in Fall 2019).

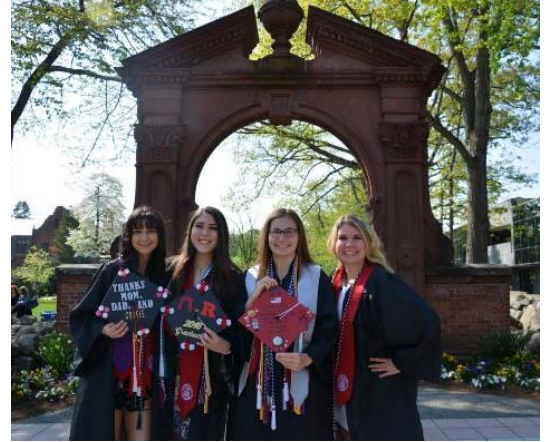


Table II.D.1
Four-, Five-, and Six-Year Graduation Rates by Race/Ethnicity: Fall 2013
Cohort of First-Time, Full-Time Degree/Certificate-Seeking Students

Race/ Ethnicity	Cohort Size	Four-Year Graduation Rate		Five-Year Graduation Rate		Six-Year Graduation Rate	
		N	Percent	N	Percent	N	Percent
White	559	349	62.4	417	74.7	426	76.2
Black	64	38	59.4	40	62.5	42	65.6
Hispanic	128	69	53.9	86	67.2	88	68.8
Asian	62	32	51.6	39	62.9	39	62.9
Alien	24	13	54.2	14	58.3	15	62.5
Other*	64	33	51.6	37	57.8	38	59.4
Total	901	534	59.3	633	70.3	648	71.9

* 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 2018 to Fall 2019

FULL-TIME			PART-TIME		
First-Time Undergrads	Number Retained	Percent Retained	First-Time Undergrads	Number Retained	Percent Retained
944	799	84.6	2	1	50.0

E. FACULTY CHARACTERISTICS

In Fall 2019, 220 full-time faculty and 267 part-time and adjunct faculty taught 6,142 students at Ramapo College. Of the 220 full-time faculty members, approximately 79% were tenured, more than 52% were female, and over 67% were White Non-Hispanic. Almost 93% of full-time faculty members possess a doctorate or a terminal degree. The student-faculty ratio is 16 to 1, and the average class size is about 21.



**Table II.E.1
Full-Time Faculty by Race/Ethnicity, Sex, and Tenure Status: Fall 2019**

Race/Ethnicity	Male		Female		Total	
<i>Tenure Status</i>	N	Percent	N	Percent	N	Percent
White Non-Hispanic						
<i>Tenured and Tenure-Track</i>						
Professors	30	40.0	23	32.4	53	36.3
Associate Professors	30	40.0	34	47.9	64	43.8
Assistant Professors	9	12.0	9	12.7	18	12.3
All Others	0	0.0	1	1.4	1	0.7
<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	6	8.0	3	4.2	9	6.2
All Others	0	0.0	1	1.4	1	0.7
Total White	75	100.0	71	100.0	146	100.0

Table II.E.1
Full-Time Faculty by Race/Ethnicity, Sex, and Tenure Status: Fall 2019 (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	28.6	2	22.2	4	25.0
Associate Professors	1	14.3	4	44.4	5	31.3
Assistant Professors	4	57.1	3	33.3	7	43.8
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 Black	7	100.0	9	100.0	16	100.0
Hispanic						
<i>Tenured and Tenure-Track</i>						
Professors	1	20.0	4	30.8	5	27.8
Associate Professors	3	60.0	8	61.5	11	61.1
Assistant Professors	1	20.0	1	7.7	2	11.1
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	0.0
Total Hispanic	5	100.0	13	100.0	18	100.0
Asian*						
<i>Tenured and Tenure-Track</i>						
Professors	5	31.3	4	22.2	9	26.5
Associate Professors	7	43.8	5	27.8	12	35.3
Assistant Professors	4	25.0	5	27.8	9	26.5
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	4	22.2	4	11.8
All Others	0	0.0	0	0.0	0	0.0
Total Asian*	16	100.0	18	100.0	34	100.0
* Asian includes Pacific Islanders.						

Table II.E.1

Full-Time Faculty by Race/Ethnicity, Sex, and Tenure Status: Fall 2019 (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	0	0.0	1	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	0	100.0	1	100.0

Table II.E.1

Full-Time Faculty by Race/Ethnicity, Sex, and Tenure Status: Fall 2019 (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	39	37.1	34	29.6	73	33.2
Associate Professors	41	39.0	54	47.0	95	43.2
Assistant Professors	19	18.1	18	15.7	37	16.8
All Others	0	0.0	1	0.9	1	0.5
<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	6	5.7	7	6.1	13	5.9
All Others	0	0.0	1	0.9	1	0.5
GRAND TOTAL	105	100.0	115	100.0	220	100.0

Table II.E.2

Percentage of Course Sections Taught by Full-Time Faculty: Fall 2019

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
1,052	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 2019

Full-Time		Part-Time		Total	
N	Percent	N	Percent	N	Percent
220	41.3	313	58.7	533	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 2019**

Race/Ethnicity	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
White	10	100.0	3	100.0	13	100.0
Black	0	0.0	0	0.0	0	0.0
Hispanic	0	0.0	0	0.0	0	0.0
Asian	0	0.0	0	0.0	0	0.0
Unknown	0	0.0	0	0.0	0	0.0
Total	10	100.0	3	100.0	13	100.0

**Table II.F.2
List of Trustees/Governors with Titles and Affiliations: Fall 2019**

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. Schluskel, 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
Thomas A. Zelante, Esq.	Attorney	Public Practice
Dr. Peter P. Mercer, Ex Officio	President	Ramapo College of New Jersey
Mariella Zijdel	Student Trustee	Ramapo College of New Jersey
vacant	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 2020**

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
	Environmental Studies	
	History	
	International Business	
	International Studies	
	Law & Society	
	Liberal Studies	
	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 Studies
	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	
	Business Administration	
	Chemistry	
	Clinical Lab Science	
	Computer Science	
	Elementary Education	
	Engineering Physics	
	Environmental Science	
	Finance	
	Information Technology Management	
	Integrated Science Studies	
	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	
	Educational Technology	
	Nursing (Education Track) (MSN)	
Master of Social Work	Social Work (MSW)	
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	Biology/Physician Assistant	Rutgers – School of Health-Related Professions
BS/Doctor of Chiropractic	Chiropractic	NY Chiropractic College
BS/DMD	Dental Medicine	Lake Erie College of Medicine

		Rutgers – School of Dental Medicine
BS/Doctor of Optometry (OD)	Optometry	SUNY State College of Optometry
BS/Doctor of Osteopathic Medicine	Osteopathic Medicine	Lake Erie College of Medicine
BS/Doctor of Pharmacy	Pharmacy	Lake Erie College of Medicine
		Touro College of Pharmacy
BS/Doctor of Podiatric Medicine (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 (BSMIS) with a specialization in Cardiac and Vascular Sonography or Diagnostic Medical Sonography		

**Table II.G.2
Continuing Education: Academic Year 2019-2020
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)
Yoga Teacher Certificate Programs (200-Hour Yoga Teacher Certificate & Children’s Yoga Teacher Certification)

H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

The 220 full-time faculty members employed by Ramapo College in Academic Year 2019-2020 gave 69 presentations or performances at various events and conferences around the world. In addition, faculty members demonstrated leadership a total of 46 times. Leadership roles include but are not limited to 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 2020**

Major Accomplishment	Number
Published Books and Book Chapters	21
Published Works	67
Performances and Exhibitions	17
Presentations	52
Demonstrated Leadership	46
Received Awards	12

DETAILED LIST OF FACULTY ACHIEVEMENTS

Abbey, Emily

Published a peer-reviewed journal article entitled “Against the social imprisonment of meaning: Ambiguity, ambivalence and poetic moments of freedom” in the *Journal of Integrated Social Sciences*, 9(1), 102-115. 2019.

Abdelfattah, Eman

- i. Presented four papers at IEEE Ubiquitous Computing, Electronics and Mobile Communication conference. October 2019.
 - a. “Comparison of Machine Learning Models to Predict Twitter Buzz,” co-authored with Yash Parikh.
 - b. “Performance of Classification Models on Various Types of Character Data,” co-authored with Vanesa Getseva and Salil Maharjan.
 - c. “Machine Learning Meteorologist: Can Predict Rain?” co-authored with Brandan Quinn.
 - d. “Machine Learning Models to Predict Multiclass Protein Classifications,” co-authored with Yash Parikh.

- ii. Published a peer-reviewed journal article entitled “Efficient Detection of Phishing Websites Using Multilayer Perceptron,” co-authored with Ammar Odeh and Ismail Keshta in *International Journal of Interactive Mobile Technologies*, 14 (11): 22. July 2020.

Abzug, Rikki

- i. Published a peer-reviewed journal article entitled “Who Supports PRME Implementation? An Analysis of Influences on Individual Faculty Commitment to PRME,” co-authored with Rakotobe-Joel, T., & Woodley, J. A., in *the Journal of Higher Education Theory and Practice*, 19 (8), 100-113. (2019).
- ii. Two professional conference presentations at the Association for Research on Nonprofit Organizations and Voluntary Action Conference, San Diego, CA. November 2019.
 - a. “A Meta-Analysis of US Nonprofit Use of the Internet”
 - b. “More Alike than Different?: Does Franchising Bridge a Blue/Red Gap in Leadership and Financial Health of US Nonprofits?”
- iii. Published a peer-reviewed journal article entitled “The Walls Project: Making Management Relevant by Rethinking Disciplinary Boundaries,” co-authored with Adeyinka, A., Andre, R., Derfus, P., Hedges, P., & Yuliya, Shymko, in the *Journal of Management Education*. June 2020.

Andronaco, Diane

Published a peer-reviewed journal article entitled “Congenital Cytomegalovirus and Hearing Loss” in the *Journal of Obstetric, Gynecologic, & Neonatal Nursing JOGNN*, 49, 293–304. May 2020.
<https://doi.org/10.1016/j.jogn.2020.02.005>

Barnes, Todd

- i. Published a peer-reviewed journal article entitled "Aesthetic Borderlands in Peter Greenaway's *Prospero's Books*" in *Symbolism: An International Annual of Critical Aesthetics 19 (2019), special issue, Beyond Mind*, edited by Natasha Lushetich. De Gruyter (refereed journal). December 2019.
- ii. Published a book entitled “Shakespearean Charity and the Perils of Redemptive Performance” with Cambridge University Press. April 2020.
- iii. Peer reviewed a book for Cambridge University Press’ Elements: Shakespeare Performance series editorial board. June 2020.

Blake, Bonnie

- i. Received an award for Honorable Mention at the University and College Designers Association (UCDA) for a journal article, "Typography, Appropriation, and Culture" (Special Publications - Arts and Culture category). Article published in *LIVD*, published by Portland State University. July 2020.

- ii. Presented a paper with abstract entitled “Live Journey Mapping: A Lesson in Trust, Empathy, Creativity and Spontaneity” at the University and Design Educators Association (UCDA) conference, hosted by Drake University, Des Moines, IA. Virtual. July 2020.

Bowman, Carol

Published a book chapter entitled “The Education Portfolio as Instrument of Assessment: A Tool for Equitable Assessment for Excellence in STEAM Learning” in *Human Variance and Assessment for Learning* by Eleanor Armour-Thomas, Cynthia McCallister, A. Wade Boykin and Edmund W. Gordon. Third World Press. 2019.

Burke, Kathleen

- i. Appointed to the Board of Trustees of New Bridge Medical Center.
- ii. Published peer-reviewed article entitled “A three-way challenge facing patients living with diabetic foot ulcer at the Komfro Anokye Teaching Hospital in Ghana: A Qualitative study,” co-authored with Ajaratu Lampinley, Hayford Isaac Budu, Williams Agyemang-Duah, Abigail KusiAmponsah Diji, Alberta Yemotsoo Lomotey, Olivia Nyarko Mensah, and Collins Kwadwo Ahoto in *BMC Public Health*. May 2020.

Cabrera, Juan

Published a peer-reviewed journal article entitled “The Dynamics of Short Sales Constraints and Market Quality: An Experimental Approach,” co-authored with E. Gousgounis in *Journal of Financial Markets*. April 2020.

Campbell, Peter

- i. Published a book chapter entitled “Atsumori by Zeami Motokiyo” in *How to Teach a Play: Essential Exercises for Popular Plays*. Eds. Miriam Chirico and Kelly Younger. Bloomsbury Press. Refereed. January 2020.
- ii. Published a peer-reviewed journal article entitled “Learning to Read: Katie Mitchell and Dr. Seuss’s *The Cat in the Hat*” in *Contemporary Theatre Review*. 30.2. 2020. Refereed. March 2020.
- iii. Published a reviewed journal article entitled "Book review: Diversifying Greek Tragedy on the Contemporary US Stage and Contemporary Adaptations of Greek Tragedy: Auteurship and Directorial Visions” in *PAJ: A Journal of Performance and Art*. Volume 41, No. 3. 2019. March 2020.

Centrella-Nigro, Andrea

- i. Invited as a blind reviewer for *Australian Journal of Critical Care*, manuscript reviewed with suggestions for improvement and accepted for publication November 2019.
- ii. Invited as a blind reviewer for *Nursing Education Perspectives*, manuscript reviewed with suggestions for improvement and accepted for publication November 2019.

Chen, Dean

Published a book chapter entitled “In the Shadow of Great-Power Rivalry” in Kharis Templeman, Yun-han Chu, and Larry Diamond (Eds.), *The Dynamics of Democracy in Taiwan: The Ma Ying-jeou Era*. Boulder, CO: Lynne Rienner Publishers, pp. 361-384. August 2020.

Chinni, Brian

Organized, promoted, facilitated and supported the delivery of over 30 workshops/events for pre- and in-service educators (during the academic year 2019-2020). Most all of these programs were offered in collaboration with prominent educators and educational organizations such as TMI Education and the New Jersey Principals and Supervisors Association.

Chiu, Tiffany

- i. Published a peer-reviewed article entitled “The Automation of Financial Statement Fraud Detection: A Framework Using Process Mining,” co-authored with Wang, Y. & Vasarhelyi, M. A., in the *Journal of Forensic and Investigative Accounting (JFIA)*, 12, 86-108. 2020.
- ii. Published a peer-reviewed article entitled “Determining Optimal Uptime Considering an Unreliable Machine, A Maximum Permitted Backorder Level, A Multi-Delivery Plan, and Disposal/Rework of Imperfect Items,” co-authored with Chiu, Y. P., Li, Y., & Chiu, S. W., in the *Journal of King Saud University – Engineering Sciences*, 32 (1), 69-77. January 2020.
- iii. Published a peer-reviewed journal article entitled “Process Mining of Event Logs: A Case Study Evaluating Internal Control Effectiveness,” co-authored with Jans, M. J. in *Accounting Horizons*, 33 (3), 141-156. September 2019.
- iv. Published a peer-reviewed journal article entitled “Redesigning Business Process to Comply with the New Revenue Recognition Standard using Process Mining,” co-authored with Wang, Y. & Chiu, V., in the *Journal of Emerging Technologies in Accounting* 17 (1): 149–163. March 2020.
- v. Published a peer-reviewed journal article entitled “A Classroom Exercise on Building Auditors' Interview Skills,” co-authored with Wang, Y., Wang T.D., & Debreceeny, R., in the *Journal of Emerging Technologies in Accounting*. Online. August 2020.

Chung, Christina

Published peer-reviewed article entitled “The Effects of Self-Construal on Brand-Page Connection: A Study of Young American and Chinese Fans,” co-authored with A. Muk in the *International Journal of Business & Applied Science*, 9(1), 1-12. 2020.

Ciba, Daniel

- i. Published a journal article entitled “Williams’s Queer Fan Mail and Collective Memory” in the *Tennessee Williams Annual Review, Volume 19*. 2020.

- ii. Published a journal article entitled “The Case of The Case of the Crushed Petunias: Looking at Tennessee Williams through Lavender-Colored Glasses” in the *New England Theatre Journal*, Volume 30. 2019.
- iii. Gave a professional conference presentation entitled “Beyond the Sublime and the Grotesque—Hugo’s romanticism after Cromwell” at the Association for Theatre in Higher Education. Online. August 2020.
- iv. Gave a professional conference presentation entitled “So Geese: Devised Performance, Social Change, and the Eco-Imperative” at the Philadelphia Theatre Research Symposium. Online. April 2020.
- v. Gave a professional conference presentation entitled “Re-memory, Dr. Esther Merle Jackson, and the Queer Archive” at the Mid-Atlantic Theater Conference. Chicago, IL. March 2020.

Crawley, Donna

- i. Presented a poster entitled “Who is Lying? Physical Comfort and Detecting Deception,” co-authored with Kimberly Perez-Lucero and Karhala Andre, at the annual meeting of the Eastern Psychological Association. March 2020.
- ii. Published a non-peer reviewed journal article entitled “Personal circumstance and service” in *Clio’s Psyche*. Spring 2020.

Daffron, Benjamin

Published a peer-reviewed journal article entitled “Transatlantic Terror: James Hammond’s Circulating Library and the Minerva Press Gothic Novel” in *Romantic Textualities: Literature and Print Culture, 1780-1840*, vol. 23. Summer 2020. http://www.romtext.org.uk/articles/rt23_n07/.

D’Antonio, Lawrence

Gave a professional conference presentation with abstract entitled “Noether in Cambridge” for the Mathematical Association of America. January 2020.

Dasgupta, Satarupa

- i. Published the following peer-reviewed journal articles:
 - a. “The impact of violence on condom compliance among commercial female sex workers in India” in *Violence Against Women*. 2020.
 - b. “Challenging stereotypes among commercial sex workers in India,” co-authored with Azhar, S., Karandikar, S., & Sinha, S., in *Sexuality and Culture*. 2020.
 - c. “Participation as a sustainable approach towards HIV/AIDS prevention and development: Examining the Sonagachi Project, a peer outreach based initiative among sex workers in Calcutta, India” in the *Atlantic Journal of Communication*. 2019.
- ii. Published the following book chapters:
 - a. “Community mobilization as an effective health communication strategy among commercial female sex workers in a red light district in Eastern India” in Routledge

- Handbook of Communication and Media in the Global South. New York: Routledge. 2020.
- b. “Why doesn’t anybody ask us?” Voices of commercial female sex workers from a red light district in India” in *Sex Work: Global Prevalence, Gender Perspectives and Health Risks*. New York: Routledge. 2020.
 - c. “Combating stigma and marginality: Community based health communication as a strategy for change among commercial sex workers” in *The Palgrave Handbook of Global Social Change*. New York: Palgrave McMillan. 2020.
- iii. Gave the following academic (peer-reviewed) conference presentations:
- a. “Contextualization of Sexual Health Behavior among Commercial Female Sex Workers: A Study in India on the Impact of Violence” presented (virtually) at the Annual Kentucky Conference on Health Communication, Lexington, KY. April 2020.
 - b. “Exploring Sexual Health Seeking Behavior of Male and Transgender Sex Workers in Red Light Districts of Eastern India” presented at the Society for Social Work and Research Annual Conference, Washington, DC. January 2020.
 - c. “Survival and marginality: Cases from South Asia and its diasporas,” co-authored with Sen, R., Pant, S., Haydari, N. & Ram, A.. Presented at the annual conference of the National Communication Association (NCA), Baltimore, MD. November 2019.
- iv. Served as a journal reviewer and part of reviewing board for the following journals during Academic Year 2019-2020:
- a. *Frontiers in Communication: Health Communication*
 - b. *Qualitative Health Research*
 - c. *Violence Against Women*
 - d. *Affilia: Journal of Women and Social Work*
 - e. *Women’s Health*
 - f. *International Journal of Environmental Research and Public Health*
 - g. *Health Education and Behavior*
 - h. *Sexualities*
 - i. *Sex Roles: A Journal of Research*
 - j. *Culture, Health and Sexuality*
 - k. *Social Sciences*

Doerr, Neriko

- i. Received a grant for the Capacity Building Program for U.S. Study Abroad Small Grant from the U.S. Department of State’s Bureau of Educational and Cultural Affairs. The grant is for 2019-2020 to design INTL 130 Global Field Experience programs and was received while working with Susan Hangen, Ben Levy, and Rebecca Root.
- ii. Gave two invited guest lectures at Smith College, Northampton, Massachusetts entitled “Beyond Globalism: Study Abroad Students, Immigrants, and Refugees in the Era of Global” at on

October 16, 2019, and “Risks and Hopes of Community Engagement and Service Learning at the Global Level” on October 17, 2019.

- iii. Presented a paper entitled “Narrative Politics of Self-Transformation: Analyzing Study Abroad Testimonials for Social Change” at the annual meeting of the American Anthropological Association in Vancouver, Canada. November 2019.
- iv. Served as a panel organizer of “Self-Transformation as Game Changer: Narratives of Self and Social Climate Change” at the annual meeting of the American Anthropological Association in Vancouver, Canada. November 2019.
- v. Gave a webinar presentation called “Designing High Impact Short-Term Study Abroad Programs” for IDEAS (Increase and Diversify Education Abroad for U.S. Students) program supported by The Capacity Building Program for U.S. Study Abroad, the U.S. Department of State and World Learning with Jennifer Cinti (as the first author). July 2020.
- vi. Published three book chapters in a volume entitled *The Global Education Effect and Japan: Constructing New Borders and Identification Practices*, with Routledge. March 2020.
 - a. “Introduction: Borders, Japan, and Global Education Effect,” co-authored with G. Poole & R. Hedrick, III
 - b. “‘Post Study Abroad Students,’ ‘Never Study Abroad Students,’ and ‘the Politics of Belonging: The Global Education Effect of Japan’s English-Medium Campus’”
 - c. “Conclusion: Global Education Effects and Future Directions.”
- vii. Published a peer-reviewed journal article entitled “Valorization of an ‘Enemy Language’: Politics of ‘Progressive Anti-War’ Position and English-Worship in the Japanese TV Show *Massan*” in *Japanese Studies, Vol. 40*. April 2020.
- viii. Published a book chapter entitled “Global Citizenship, Identity and Intercultural Competence: Student Identities in Education Abroad,” co-authored with D. Puente and U. Kamiyoshi, for an edited volume entitled *Education Abroad: Bridging Scholarship and Practice*, edited by Anthony C. Ogden, Bernhard Streitwieser, and Christof Van Mol., Routledge. July 2020.

Ecker, Martha

Gave a professional conference presentation with abstract entitled “Analysis of the neoliberal university/college in the public sector” for the American Sociological Association. August 2020.

Eisner, Susan

Served on the Society for the Advancement of Management (SAM) board of directors and on the editorial review board for the SAM Advanced Management Journal during 2019-2020.

Elovitz, Paul

- i. Published a book chapter entitled “Probing Trump’s Disruptive, Narcissistic Personality” in *Psychoanalytic and Historical Perspectives on Donald Trump’s Leadership: Narcissism and*

Marketing in an Age of Anxiety and Distrust by Michael Maccoby and Ken Fuchsman. Routledge. 2020.

- ii. Published an article entitled “A Presidential Biographer’s Reflections on the 2020 Election” in *Psychohistory News*. Winter 2020.
- iii. Published an article entitled “Free Associations on Election 2020: What Politicians Mean to Us” in *Clio’s Psyche*, Vol. 27, No. 3, 313-317. Spring 2020.

Flatekval, Anne Marie

- i. Presentation entitled “Implementation of a Nursing Student Success Program to Increase Student Retention” at the Lippincott Nursing Education Innovation Summit: Innovation Station. February 2020.
- ii. Created a booklet for junior nursing students in Apple Pages called “Nursing Student Strategies for Success.” It is available as a PDF and was created on 09/01/2019 after attending the AACN-Apple Digital Innovation Bootcamp in June 2019.

Gidal, Marc

- i. Published a book review entitled “Jazz Worlds/World Jazz,” edited by Philip V. Bohlman and Goffredo Plastin, in *Jazz and Culture*, vol. 3, no. 1. June 2020.
- ii. Gave a professional conference presentation with abstract entitled “Multiple Swing Feels in Hybrid Music: Evaluating Microtimings of Brazilian and North American Swing Feels in Brazilian Jazz” at the Mid-Atlantic Chapter of the Society for Ethnomusicology, Annual Conference, University of North Carolina, Chapel Hill, NC. March 2020.

Gillespie, James

- i. Published a peer-reviewed journal article entitled “AC-Gorenstein rings and their stable module categories” in the *Journal of the Australian Mathematical Society* 107 (2019), no. 2, 181-198. Fall 2019.
- ii. Published a peer-reviewed journal article entitled “Duality pairs and stable module categories” in the *Journal of Pure and Applied Algebra* 223, no. 8, 3425-3435. Fall 2019.

Goldberg-Rugalev, Maxim

Published a peer-reviewed journal article entitled “Some Extensions of E. Stein’s Work on Littlewood–Paley Theory Applied to Symmetric Diffusion Semigroups,” co-authored with Coifman, R.R., in the *Journal of Geometric Analysis*. June 2020. <https://doi.org/10.1007/s12220-020-00428-9>

Gonsalves, Sandra

- i. Professional conference presentation entitled "On Teaching Black Psychology in a Predominantly White Undergraduate Institution: Meta-reflections and Students’ Commentaries”

at Black Communities: A Conference for Collaboration, University of North Carolina, Durham, NC. September 2019.

- ii. Served as a reviewer of manuscripts for *American Psychologist* (AMP-2020-1523) in April 2020.
- iii. Served as a reviewer of international health abstracts for the American Public Health Association's 2020 Annual Meeting in March 2020.
- iv. Served as a reviewer for MacMillan Learning, Scientific American: Child and Adolescent Psychology in November 2019.

Gorewitz, Shalom

Exhibited an outdoor projection of video Goat's Head (2018), curated by Jeanne Brasile and Gialuca Bianchino, on Main Street in Singac, NJ on March 26, 2020.

Haase, Timothy

Professional conference presentation entitled "Attendance Still Matters in a World of Digital Learning: Examining Students in Business Statistics" at the NABET Conference, Penn State, State College, PA. November 2019.

Karlin, Eric

- i. Published a peer-reviewed article entitled "Genetic diversity within and across gametophytic ploidy levels in a Sphagnum cryptic species complex," co-authored with S. C. Robinson, & P. E. Smouse, in the *Australian Journal of Botany*, 68: 49–62. May 2020. <https://www.publish.csiro.au/BT/BT19143>
- ii. Conduct research, via fieldwork and lab studies, with the NJDEP Office of Natural Lands Management to assess the current status of several Sphagnum (peat moss) species which are either endangered or threatened in New Jersey. Ongoing since January 2020.

Katic, Elvira

- i. Professional conference presentation of a paper entitled "The Intersections Between Perceptions of Teachers, Implicit Bias, and Semiotic Discussion" at the 14th International Conference on Design Principles and Practices. Brooklyn, NY. March 2020.
- ii. Professional conference presentation of a paper entitled "You Can't Be What You Can't See: Exploring Images of Teachers in Preservice Teacher Education" at the New Jersey Association of Teacher Educators Annual Meeting. Atlantic City, NJ. February 2020.
- iii. Professional presentation of a paper entitled "Professor of Public Education, Daughter in Private School" at the 15th annual Critical Questions in Education conference presented by the Academy for Educational Studies, Chicago, IL. November 2019.
- iv. Published the preface of the SSA Yearbook, entitled "Resilience in an age of Relation," co-edited with G.R. Owens. 2019. DOI: 10.58401/cpsem201818.

Kim, Seon Mi

- i. Published a peer-reviewed journal article entitled “The dreams of mothers: Implications of Sen’s capabilities approach for single mothers on welfare,” co-authored with Wu, C.F, & Woodard, R., in the *Journal of Poverty*, 24 (4), 267-283. March 2020.
- ii. Published a peer-reviewed journal article entitled “Gender, social networks, and microenterprise: Differences in network effects on business performance” in the *Journal of Sociology and Social Welfare*, 46 (3), 3-37. November 2019.
- iii. Published a book chapter entitled “Uncertainty and nonprofit management,” co-authored with J.M. Mandiberg in *The management of nonprofit organizations (tentative title: NPO no Management)* edited by H. Tarumi, and A. Hattori. July 2020.

Klein, Eileen

Published article entitled “Treating Mentally Ill Offenders in an Inpatient Setting” in the *Journal of Psychosocial Rehabilitation & Mental Health*, 6, 209-216. September 2019.

Koenig, Sarah

Professional conference presentation entitled “Whitman’s Bones: Martyrs, Monuments, and Contested Spaces in the Pacific Northwest” as part of the panel “Religion and the Making and Remembering of Western Spaces” at the Western Historical Association Annual Meeting in Las Vegas, NV. October 2019.

Kowal, Katarzyna

- i. Served as the center director of the Math Kangaroo International Mathematics Olympiad for grades 1-12 at the Nicholas Copernicus Polish School in Mahwah, NJ. Fall 2017 to present.
- ii. Served as a member of the grant implementation team for a National Science Foundation Grant for full scholarship for Computer Science Majors during Academic Year 2019- 2020.
- iii. Served as a leader for the NJ section of the Mathematical Association of America during 2019-2020.
- iv. Co-directed the NJ Undergraduate Math Competition at the Garden State Undergraduate Mathematics Conference (GSUMC). This year’s competition was cancelled shortly before the event due to the COVID-19 pandemic. Annually, October 2006 to present.
- v. Developed and maintained the official website for the New Jersey Undergraduate Mathematics Competition (NJUMC). Spring 2008 to present Developed and maintained the official website for the New Jersey Undergraduate Mathematics Competition (NJUMC). Spring 2008 to present.

Kumar, Amruth

- i. Peer-reviewed conference presentation entitled “Quantifying the Relationship Between Projects, Assignments and Grade in Computer Science I” at the IEEE Frontiers in Education conference, Cincinnati, OH. October 2019.

- ii.* Peer-reviewed conference presentation entitled “Long-Term Retention of Programming Concepts Learned Using Software Tutors” at the Intelligent Tutoring Systems conference. Virtual. June 2020.
- iii.* Peer-reviewed conference presentation entitled “Allowing Revisions While Providing Error-Flagging Support: Is More Better?” at the Artificial Intelligence and Education conference. July 2020.

Lee, Changhee

Received the Bright Idea Award from the Stillman School of Business at Seton Hall University on November 1, 2019.

LePore, Ann

- i.* Animation artwork was screened at the opening reception of The International Association of Synaesthetes, Artists, and Scientists conference, Museum of Moscow, Russian Federation, Zubovskiy Bul’var, 2, Moscow, Russia, 119034. October 2019. <http://mosmuseum.ru/en>.
- ii.* Research presentation entitled “Art Picks Up Where Language Leaves Off” at the IASS conference, Moscow State University of Psychology and Education (MSUPE), Ulitsa Sretenka, 29, Moscow, Russia, 127051. October 2019. <http://en.mgppu.ru>.
- iii.* Animation artwork entitled “Synesthesia’s dancing textures: Correlative conjunctions AND, BUT and NOT” was screened with live piano accompaniment by pianist Svetlana Rudenko (Trinity College Dublin, UK) at the IASAS Conference Closing Ceremony (Rachmaninov Hall), PI Tchaikovsky Conservatory, Bol’shaya Nikitskaya Ulitsa, 13/6, Moscow, Russia, 125009. October 2019. <http://www.mosconsv.ru/en/default.aspx>.
- iv.* Exhibited animation and three data prints as part of "Mounds, Piles & Massings" art exhibition that was held at the Walsh Gallery at Seton Hall University, South Orange, NJ. Curated by Greg Leshe. September 2019.
- v.* Exhibited several Artist Books that also served as idea templates as part of "Glimpse," a 2-month long exhibition at Gallery Aferro, Newark, NJ. Curated by Jo-El Lopez. February 2020.
- vi.* Exhibited Rare Object Animations outdoors for a month long series curated by Wavelength “Pandemic Projections” in Little Falls, NJ. Curated by Gianluca Banchino and Jeanne Brasille. April 2020.
- vii.* Exhibited animations outdoors as part of a Drive-In Screening event curated by Wavelength "Pandemic Projections" at Gardenship Arts Center, Kearny, NJ. Curated by Gianluca Banchino and Jeanne Brasille. July 2020.
- viii.* Animation and related poster entitled “Synesthesia’s dancing textures: Correlative conjunctions AND, BUT and NOT” was exhibited in the Creativity & Consciousness: Music and Arts category at the European Neuroscience Virtual Forum. July 2020.

<https://vimeo.com/434000287?fbclid=IwAR0kmg2jolphCUnx7VXNOxEarRzrkY1HtTCozzOdspzVa56sAdUq3ODVUhWs>

Leskinen, Emily

- i. Published a book chapter entitled “Sexuality Socialization,” co-authored with L.R. Warner and J. Levya, in *Companion to Sexuality Studies*, edited by N.A. Naples. Wiley-Blackwell. March 2020.
- ii. Co-authored a section of OSHE, State of NJ documents entitled "Promoting the practice of data analysis through campus climate surveys" as a part of the Governor appointed "Safe and Inclusive Learning Environment working group." This section was completed on March 15, 2020 as part of the Higher Education State Plan working group deliverables that OSHE released.

Lipkin, Jonathan

- i. Art show at The Forge, Southampton, NY. September 2019.
- ii. Art show at CENTER + CURRENTS, Santa Fe, NM. October 2019.

Lopez, Iraida

- i. Received Fulbright Award, conducted research and taught a postgraduate course at the Catholic University and the Universidad de Chile in Santiago. Fall 2019.
- ii. Published book anthology entitled “Let’s Hear Their Voices: Cuban American Writers of the Second Generation,” co-edited with Eliana Suarez Rivero. SUNY Press. 2019.
- iii. Book presentation of “Let’s Hear Their Voices: Cuban American Writers of the Second Generation” at Books & Books, Coral Gables, FL. January 2020.
- iv. Elected co-chair of the Cuba Section, Latin American Studies Association (LASA). April 2020.
- v. Published non-peer reviewed journal article entitled “Creativity at the Service of Social Mobilization in Chile” in *North American Congress on Latin America*. November 2019.
- vi. Published book chapter entitled “Los niños tienen la palabra: apreciaciones intergeneracionales del exilio argentino y chileno en Cuba” in *La experiencia del exilio y el exilio como experiencia*. Eds. Mariela Cecilia Avila y Braulio Rojas. Ediciones Universidad Católica Silva Henríquez. 2019.
- vii. Published book chapter entitled “Privada de símbolos patrios: la memoria afectiva en textos cubanoamericanos posnacionales” in *Identidad y postnacionalismo en la cultura cubana*. Eds. Laura P. Alonso Gallo and Belén Rodríguez Mourelo. Aduana Vieja. 2019.
- viii. Published non-peer-reviewed journal article entitled “¿Raíz o rizoma?: la emigración en el imaginario cubano” in *OnCuba*. March 2020.
- ix. Presentation entitled “Retornos a Cuba: el efecto de lo afectivo o el transnacionalismo emocional” at Pontificia Universidad Católica de Chile. 2019.

- x. Presentation entitled “Revistas culturales de nuestra América: Propósitos, proyecciones y vigencias.” at Pontificia Universidad Católica de Chile. 2019.

Lorenz, Aaron

Published book chapter entitled “Speech and National Pastimes: The NFL, the Flag, and Professional Athletes” in *Free Speech Theory: Understanding the Controversies* by Helen G. Knowles and Brandon T. Metroka. New York: Peter Lang. June 2020.

Martin, Catalin

- i. Professional conference presentation with abstract entitled “The Effect of Ion Irradiation on Optical Properties of Ceramic Thin Films,” co-authored with I. Sydoryk, K.H. Miller, and R.M. Martin at 2019 E-MRS Fall Meeting. Warsaw, Poland. September 2019.
- ii. Presented invited seminar entitled “Superconductivity: Why it keeps fascinating scientists 100 years after its discovery” at Montclair State University, Montclair, NJ. November 2019.
- iii. Panel review for grant proposals, National Science Foundation. Virtual. April 2020.

Martinez, Colleen

- i. Interview entitled “The Important Work of Play” on *Cannon Conversations: Parents Helping Parents Podcast*. July 2020.
- ii. Presented webinar entitled “The Important Work of Play” at NJ Council for Exceptional Children. July 2020.
- iii. Presented workshop entitled “Using Play Therapy with Students with Emotional and Behavioral Issues” at KIPP:Newark. Newark, NJ. December 2019.
- iv. Presented workshop entitled “Using Play Therapy with Students with Emotional and Behavioral Issues” at Monmouth and Ocean Regional Professional Development Academy. November 2019.

Negron, Edna

Published non-peer-reviewed article entitled “Local Paper Covers Pandemic’s Impact in Queens” in *NACLA Report on Americas*. June 2020.

Nickles, Debra

Published peer-reviewed article entitled “Nursing Students Use of Teach-Back to Improve Patients’ Knowledge and Satisfaction: A Quality Improvement Project,” co-authored with Mary Dolansky, Jane Marek, and Kathleen Burke in *Journal of Professional Nursing, Vol. 36, Issue 2, 70-76*. April 2020.

Norflus-Good, Julie

- i. Key Note Speaker at Association of Mathematics Teachers of New Jersey conference. October 2019.
- ii. Served as President of NJ Council for Exceptional Children from 2012 to present.

Nosrati, Fariba

- i. Served as journal referee for *Online Information Review*. May 2020.
- ii. Served as journal referee for *Information Systems Management*. August 2020.
- iii. Published proceedings entitled “Power of Stories in Transferring Information: Evidence from a Digital Storytelling Initiative,” co-authored with B. Detlor at Americas Conference on Information Systems (AMCIS). Salt Lake City, UT. August 2020.
- iv. Published proceedings entitled “Digital Disruptions and Cultural Organizations: Evidence from a Public Library” at SAM International Business Conference 2020. March 2020.

Nunez, Enrique

- i. Published peer-reviewed article entitled “Comparison of CSR Reporting Using the GRI Framework for Small and Large Companies,” co-authored with R. Nunez in *Journal of Business and Economic Studies*, 23 (2):42-63. Fall 2019.
- ii. Published magazine article entitled “Leveraging Sustainability for Advantage” in *Personal Care*. Published by Step Communications. Spring 2020.
- iii. Served as UN Ambassador for Sustainable Development, Hecho Por Nosotros from January 2020 to present.
- iv. Served as Visiting Professor, ANA Educational Foundation during June 2020.
- v. Recipient of Bright Ideas Research Award, Stillman School of Business, Seton Hall University. October 2019.

Oh, David

- i. Awarded travel grant for Kyujanggak International Symposium, sponsored by Kyujanggak Institute, Seoul National University. 2019.
- ii. Received Top Four Faculty Paper Award from National Communication Association, Asian/Pacific American Communication Studies Division. 2019.
- iii. Published peer-reviewed journal article entitled “‘Opting out of that’: White feminism’s policing and disavowal of anti-racist critique in The Unbreakable Kimmy Schmidt” in *Critical Studies in Media Communication*. 2020.

- iv. Published peer-reviewed article entitled “Representing the Western super-minority: Desirable cosmopolitan and homosocial multiculturalism on a Korean talk show” in *Television & New Media*. 2020.
- v. Published book chapter entitled “‘I am Korean American’: Constructing diasporic identification on a Korean American Facebook page and Pinterest page” in *Korean Diaspora across the World: Homeland in History, Imagination, Media, and Reality*. Lexington Books. November 2019.
- vi. Published book review of “Straight Korean Female Fans and their Gay Fantasies” by Jungmin Kwon. Published in *Pacific Affairs*. 2020.

Patterson, G. Elaine

Received Fulbright Fellowship at Kwame Nkrumah University of Science and Technology in Technology, 2019-2020.

Ray, Kathleen

- i. Professional conference presentation with abstract entitled “International experiential learning: Embracing a social justice approach to substance use” at the Council on Social Work Education 65th Annual Program Meeting. Presented with S. Sarabia. Denver, CO. October 2019.
- ii. Professional conference presentation with abstract entitled “The Jane Addams Papers: Using primary historical sources to understand the present” at the Council on Social Work Education 65th Annual Program Meeting. Presented with C. Hajo. Denver, CO. October 2019.

Reali, Christopher

- i. Published book review of “Modern Records, Maverick Methods: Technology and Process in Popular Music Record Production 1978-2000” by Samantha Bennett. Published in *Popular Music*, 38 (3). October 2019.
- ii. Member of awards committee for “Best Essay of 2019” by American Musicological Society, Pop Music Studies Group. July 2020.
- iii. Chaired session at American Musicological Society conference; chaired paper selection committee; wrote Call for Proposals for conference. October 2019.

Redd, Tammi

- i. Published peer-reviewed journal article entitled “Gender Differences in Acquiring Business Support from Online Social Networks,” co-authored with Sibin Wu in *Journal of Women’s Entrepreneurship and Education*. June 2020.
- ii. Published peer-reviewed journal article entitled “Toward a Typology of Social Entrepreneurs: The Interplay between Passionate Activism and Entrepreneurial Expertise,” co-authored with Michael A. Abede and Sarah Kimakwa in the *Journal of Small Business and Enterprise Development*. July 2020.

Root, Rebecca

Published book chapter entitled “Indigenous Rights in Latin America” in *Key Concepts in Indigenous Rights*. Routledge Press. 2020.

Santamaria-Laorden, Natalia

- i. Awarded the Undergraduate International Studies and Foreign Language Federal Grant from the Department of Education (\$155,000) to research “Improving Cross-Cultural Communication between Patients and Human Services Professionals.” 2020-2022.
- ii. Creation of courses on narrative medicine in cross-cultural contexts, interpretation in human services courses and national and international internships with aphasia centers. 2020-2022.
- iii. Awarded the Undergraduate International Studies and Foreign Language Federal Grant from the Department of Education (\$160,000) to research “Enhancing the Certificate of Spanish for Health Care and Human Services Professionals with the Creation of Interdisciplinary Courses, Study Abroad Programs and Local Internships.” 2018-2020.

Sarabia, Stephanie

- i. Professional conference presentation with abstract entitled “Adopting drug policy from Portugal’s successful national plan: Transfer policy analysis” at Global Well-Being and Social Change Conference at Millersville. Virtual. April 2020.
- ii. Professional conference presentation with abstract of a paper entitled “International experiential learning: Embracing a social justice approach to substance use,” co-authored with K. Ray at APM of the Council on Social Work Education. Denver, CO. October 2019.
- iii. Presentation entitled “Making meaning of substance use: A Narrative approach,” co-authored with J.P. McTighe at Columbia University Faculty Seminar, Columbia University, New York, NY. October 2019.

Serben, Mihaela

- i. Served as Guest Editor for *Journal of Romanian Studies*, Vol. 2, No. 2, July 2020.
- ii. Published peer-reviewed journal article entitled “Litigating Identity in Fascist and Post-Fascist Romania, 1940-1945” in *Journal of Romanian Studies*, Vol. 2, No. 2, July 2020.
- iii. Published peer-reviewed journal article entitled “Law, History and Justice in Romania: New Directions in Law and Society Research,” co-authored with Monica Ciobanu, introduction to the special issue of *Journal of Romanian Studies*, Vol. 2, No. 2, July 2020.
- iv. Professional conference presentation with abstract entitled “Subverting Communism in Romania: Law and Private Property, 1945-1965” at Cultural Institutions of the Soviet Bloc Symposium, University of British Columbia at Okanagan. March 2020.

Shannon, Edward

Recipient of Quarry Farm Fellowship, Center of Mark Twain Studies. To complete project entitled “I ain’t a-going to tell all’: Huck Finn’s (Missing) Sex Life.” Elmira, NY. Summer 2020.

Sheehy, Hugh

- i. Published interview of Greg Gurke in *The Los Angeles Review of Books*. September 2019.
- ii. Author interview published in *West Branch*. March 2020.
- iii. Published book review of “Anthropica” by David Hollander. Published in *The Rumpus*. August 2020.

Sherman, Cherie

Served as Staff Editor for *Atlantic Law Journal* from 2015 to present.

Skowronski, Mark

Professional conference presentation with abstract entitled “Taking your Students to Court: The Use of Case Law for Active Learning” at the Annual Meeting of the Administrative Sciences Association of Canada. Virtual. June 2020.

Skrzynski, Jacquelyn

- i. Art exhibition in Terrain Biennial: Newburgh site-specific installation. Sponsored by Awesome Newburgh and the National Terrain Biennial Organization. Newburgh, NY. Fall 2019.
- ii. Group exhibition entitled “Influenced by Nature” at Art Spaces at Krasdale, Westchester, and The Bronx. Curated by Kirsten Kucer. November 2019.
- iii. Group exhibition entitled “20/20 Vision” at Holland Tunnel Gallery. Curated by Judy Thomas. February 2020.
- iv. Virtual and physical Exhibition at Bethany Arts Community. Ossining, NY. May 2020.
- v. Served as a panelist on “Virtual Conversations: Artist/Mother” at Bethany Arts Community. Ossining, NY. May 2020.
- vi. Gallery exhibition entitled “Influenced by Nature” at Ann Street Gallery. Newburgh, NY. July 2020.
- vii. Published a response to the Covid-19 crisis in a “compilation zine” created by Shari Diamond. April 2020.

Sundararajan, Malavika

Published journal article entitled “Is Firm Innovation Associated with Corporate Governance?” co-authored with I. Raghavan in *International Journal of Innovation Management, Vol. 24, No. 03*. April 2020.

Taranto, Stacie

Published a collection of essays as a book entitled “Suffrage at 100: Women in American Politics Since 1920,” co-edited with Leandra Zarnow. Johns Hopkins Press. August 2020.

Teigen, Jeremy

- i. Served as Book Review Editor for *Armed Forces & Society* from 2008 to present.
- ii. Invited Panelist at event entitled “Blurring the line: Politics and the military in a post-9/11 America,” American Enterprise Institute, Washington, DC. November 2019.
- iii. Professional conference presentation with abstract entitled “Nearer the Base: How Proximity to the US Armed Forces Shapes American Public Attitudes,” presented with Danielle Lupton at the Southern Political Science Association Conference. San Juan, PR. January 2020.
- iv. Professional conference presentation with abstract entitled “Women Vets’ Votes: How Gender Mitigates Support for the GOP among Military Veterans,” presented with David Leal at the Inter-University Seminar on Armed Forces & Society Conference. November 2019.
- v. Published an article entitled “Military service was once a fast track to U.S. citizenship. The Trump administration keeps narrowing that possibility,” co-authored with Rebecca Best, Theresa Schroeder-Hageman, and Kyleanne Hunter in *The Washington Post*. September 2019.

Van Klyton, Aaron

- i. Published peer-reviewed article entitled “Digital local information services in developing countries: Evidence from Colombia” in *Journal of Librarianship and Information Science*. February 2020.
- ii. Published peer-reviewed article entitled “The impact of digital technology usage on economic growth in Africa,” co-authored with Edna Maeyen Solomon in *Utilities Policy, Vol. 67*. August 2020.

Warner, Leah

- i. Awarded Society for the Psychological Study of Social Issues Action Teaching Grant with collaborator Jessica Cundiff for work on developing a classroom activity to teach about gender inequity in the workplace.
- ii. Published peer-reviewed article entitled “Navigating criticisms of intersectional approaches: Reclaiming intersectionality for global social justice and well-being,” co-authored with K. Kurtis and A. Adya in *Women & Therapy, 43(3-4)*, 262-277. January 2020.
- iii. Published peer-reviewed article entitled “What if psychology took intersectionality seriously?” co-authored with K. McCormick-Huhn, I.R. Settles, & S.A. Shields in *Psychology of Women Quarterly, 43(4)*, 445-456. September 2019.

Weissman, Joel

- i.* Solo ceramic exhibition entitled “49 Cups: Utility in Ceramics” at Pocket Gallery, Newark, NJ. February 2020.
- ii.* Digital Art Screenings at Davidson College: Juried Group Exhibition, Van Every-Smith Galleries, Davidson College, Davidson, NC. March 2020.

Wiener, Eric

Oral Presentation entitled “The Establishment and Importance of Native Wildflower Meadows for *Apis mellifera* and Native Pollinators” at the Annual Meeting of the New Jersey Beekeepers Association. Montvale, NJ. November 2019.

Williams, Lisa

Published three poems entitled “For Jacqueline,” “Tokyo,” and “Kyoto” in *Santa Barbara Literary Journal*, Fall 2019.

I. MAJOR CAPITAL PROJECTS UNDERWAY IN FISCAL YEAR 2020



**Table II.I.1
Capital Projects: FY 2020**

- [Library Rehabilitation and Learning Commons Addition](#)
- [CPA Lodge Courts Renovation](#)
- [Auxiliary Gym Floor Resurfacing](#)
- [Campus-Wide Fire Alarm Monitoring and Network Upgrade](#)
- [CPA Transformer Replacements](#)
- [Bischoff Hall Elevator Upgrades](#)
- [Recovery Housing/Renovation of White House](#)
- [Photo-Voltaic System Public/Private Partnership \(P3\)](#)
- [Athletic Field Sports Lighting](#)

**Table II.H.2
Research and Development Expenditures: FY 2020**

Expenditure	Amount
Federally Financed Academic R&D Expenditures	\$125,000.00
Institutionally Financed Academic R&D Expenditures	\$77,120.00
Total Academic R&D Expenditures	\$202,120.00