Annual Institutional Profile Report
September 2022

Statement of Assurance

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

9/14/2022

Dr. Steven M. Rose, President   Date
Passaic County Community College

PREFACE

Passaic County Community College received its charter in 1968 to serve the residents of Passaic County with educational and cultural programs. The College opened its doors in October 1971, offering programs in both transfer and career areas, and graduated its first class in 1973.

Since its inception more than 51 years ago, the college has grown significantly. In 1971, PCCC enrolled 324 students in seven programs of study, which included liberal arts, business and health sciences. PCCC now enrolls approximately 10,000 students annually in more than 90 Associate degree and certificate programs plus an extensive program of English Language Studies, continuing education, workforce development, and training. The physical confines of the college have expanded over the years, from the original single building in Paterson to our expansion in various parts of the county.

Through all of the growth, PCCC has remained steadfast in its commitment to provide academic, cultural, and technological resources and experiences to the residents of Passaic County.

Institutional Mission

Passaic County Community College prepares each student for a prosperous future through education and holistic support.

Institutional Vision

Passaic County Community College is a federally defined Minority Serving Institution (MSI) aspiring to be a premier community college that leads, inspires, and supports individuals in reaching their educational and career goals in a timely manner.

Core Ideals

- Provides programs that are high-quality, flexible, affordable, equity-driven and culturally responsive.
- Offers services that are committed to student success through program completion, transfer and career preparation.
- Serves as a resource in the community through sustained partnerships with employers and community-based agencies.
- Foster a collegiate environment that is innovative, sustainable and forward-minded.

PCCC Values

P –partnerships and innovation
A –access and support
S –student focused
S –social & economic mobility

A –affordable excellence
I –inclusion and equity
C –care and courtesy

Institutional Priorities

- **Increase student completion through data analysis and high impact practices**
  - Align pathways and services with student needs emphasizing career development and lifelong learning
  - Engage learners with innovative pedagogy
  - Ensure effectiveness of educational offerings
  - Enhance use of predictive analytics
  - Expand opportunities through Credit for Prior Learning
  - Accelerate use of evidence-based models of developmental education to improve student progress toward degree completion
  - Identify and reduce equity gaps to improve student progress
- **Strengthen community engagement and partnerships within PC Community**
  - Increase conversion rate for Dual Enrollment
  - Enhance K-12 partnerships
  - Focus on role as anchor institution
  - Increase civic engagement opportunities for students and employees
- **Provide innovative academic programs and training that meets the current and future needs of students, employers and the community**
  - Strengthen employer engagement
  - Use market research to identify and develop in-demand, high-wage programs
  - Increase emphasis on program review with a focus on student success, completion and market value
  - Create an environment with students as active agents of their own education
  - Increase experiential learning opportunities
  - Link and align credit and continuing education
  - Refine instructional modalities
  - Increase affordable and accessible pathways to a bachelor's degree
  - Ensure faculty are proficient in current and evolving pedagogical technology and best practices
- **Enrich the student experience through:**
  - Implement and evaluate case management advisement
  - Increase holistic student support to improve success and completion
  - Onboard students in a frictionless momentum toward matriculation
  - Use technology to reduce manual processes, enhance enrollment and increase retention

- o Streamline student readmission processes
- o Review tutoring practices to improve student success
- o Transform library to learning commons
- **Ensure the college's sustainability through:**
  - o Modernize business policies and practices
  - o Enhance marketing, recruitment and retention efforts
  - o Diversify revenue sources
  - o Optimize grant opportunities
  - o Continue on-going development of PCCC Foundation support
  - o Optimize course schedule

I. TABLE OF CONTENTS

II. DATA BY CATEGORY

A. Accreditation Status

LICENSE
   Passaic County Community College is licensed by the State of New Jersey

Institutional Accreditation

   Passaic County Community College is accredited by the:
   - Middle States Commission on Higher Education
     1007 North Orange Street 4th Floor, MB #166 Wilmington, DE 19801

Professional Accreditation

   NURSE EDUCATION
   - Accreditation Commission for Education in Nursing
   - Department of Law and Public Safety, Division of Consumer Affairs, New Jersey Board of Nursing

   RADIOGRAPHY
   - Joint Review Committee on Education in Radiologic Technology (JRCERT)
   - Radiologic Technology Board of Examiners of New Jersey

B. Number of Students Served

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

Full-time N	Full-time %	Part-time N	Part-time %	Total
1,772	34.9%	3,304	65.1%	5,076

Source: IPEDS Fall Enrollment Survey

Table II.B.3:
Non-Credit Enrollment, FY 2021

	Total Number of Registrations[1]	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs[2]
Open Enrollment	1,847	1,473	135,732	302
Customized Training	340		3,375	8

Source: SURE Non-credit Open Enrollment file and NJ IPEDS Form #31, Customized Training

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

Headcount Enrollment	Credit Hours	FTE
7,438	112,119	3,737

Source: IPEDS 12-Month Enrollment Survey

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[1] Includes all registrations in any course that started on July 1, 2020 through June 30, 2021.

[2] FTEs were computed by converting clock hours to credit hours (by dividing by 15), then converting credit hours to FTEs (dividing by 30).

C. Characteristics of Undergraduate Students

The Basic Skills Placement Test is a computer-based examination using the Accuplacer platform from The College Board. Students who have graduated from high school within the past 3 years and have a cumulative grade point average (GPA) of 3.0 or higher may be placed at College level for English and Math.

Table II.C.2.a:
Total Number of Undergraduate Students Enrolled in Fall 2021

Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses[3]	% of Total
5,076	1,112	21.9%

Table II.C.2.b:
Total Number of First-time, Full-time Students Enrolled in Remediation in Fall 2021

Total number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	Percent of FTFT Enrolled in One or More Remedial Courses
349	183	52.4%

Table II.C.2.c:
Total Number of First-time, Full-time Students Enrolled in Remediation by Subject Area in Fall 2021

Subject Area	Number of FTFT Enrolled In:	Percent of FTFT Enrolled In:
Computation	61	17.5%
Algebra	72	20.6%
Reading	0	0.0%
Writing	0	0.0%
English	149	42.7%

Source: SURE Fall Enrollment file

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[3] Remedial does not include a large population of ESL students, many of whom test below college level.

Table II.C.3.a:
Undergraduate Enrollment by Race/Ethnicity[4] in Fall 2021

		Full-time	Part-time	Total
White	N	269	574	843
	Percent	15.2%	17.4%	16.6%
Black	N	165	344	509
	Percent	9.3%	10.4%	10.0%
Hispanic	N	1,137	1,941	3,078
	Percent	64.2%	58.7%	60.6%
Asian*	N	98	181	279
	Percent	5.5%	5.5%	5.5%
American Ind.	N	5	5	10
	Percent	0.3%	0.2%	0.2%
Alien	N	0	5	5
	Percent	0.0%	0.2%	0.1%
Race Unknown*	N	98	254	352
	Percent	5.5%	7.7%	6.9%
Total	N	1,772	3,304	5,076
	Percent	100.0%	100.0%	100.0%

Table II.C.3.b:
Undergraduate Enrollment by Sex in Fall 2021

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
Male	786	44.4%	1,131	34.2%	1,917	37.8%
Female	986	55.6%	2,173	65.8%	3,159	62.2%
Total	1,772	100.0%	3,304	100.0%	5,076	100.0%

[4] Asian includes Pacific Islanders and Unknown includes 2 or More Races.

Table II.C.3.c:
Undergraduate Enrollment by Age in Fall 2021

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
LT 18	14	0.8%	105	3.2%	119	2.3%
18-19	685	38.7%	440	13.3%	1,125	22.2%
20-21	485	27.4%	653	19.8%	1,138	22.4%
22-24	285	16.1%	670	20.3%	955	18.8%
25-29	138	7.8%	515	15.6%	653	12.9%
30-34	86	4.9%	364	11.0%	450	8.9%
35-39	36	2.0%	206	6.2%	242	4.8%
40-49	30	1.7%	229	6.9%	259	5.1%
50-64	8	0.5%	106	3.2%	114	2.2%
65+	2	0.1%	11	0.3%	13	0.3%
Unknown	3	0.2%	5	0.2%	8	0.2%
Total	1,772	100.0%	3,304	100.0%	5,076	100.0%

Source: IPEDS Fall Enrollment Survey

Table II.C.4:
Financial Aid from Federal, State & Institution-Funded Programs, AY 2020-21

	Recipients	Dollars($)	$/Recipient
FEDERAL PROGRAMS			
Pell Grants	3,200	$12,194,437	$3,811
College Work Study	9	$16,819	$1,869
Perkins Loans	0	$0	$0
SEOG	2,024	$160,850	$79
PLUS Loans	0	$0	$0
Stafford Loans - Subsidized*	453	$1,327,342	$2,930
Stafford Loans - Unsubsidized*	424	$1,508,122	$3,557
SMART & ACG or other	0	$0	$0
CARES ACT- *HEERF Student Aid*	6,513	$7,168,778	$1,101
STATE PROGRAMS			
Tuition Aid Grants (TAG)	1,669	$2,683,729	$1,608
Educational Opportunity Fund	198	$171,398	$866
Other State Programs *(OSRP, NJ-GIVS, WTC, etc.)*	40	$34,045	$0.00

Distinguished Scholars	0	$0	0
Urban Scholars	0	$0	0
NJSTARS	31	$73,187	$2,361
CCOG	736	$1,415,206	$1,923
NJCLASS Loans	0	$0	$0.00
INSTITUTIONAL PROGRAMS			
Grants & Scholarships	359	$288,789	$804
Institutional Loans	0	$0	$0.00

Source: NJIPEDS Form #41 Student Financial Aid Report

Table II.C.5:
Fall 2021 First-time, Degree-Seeking Undergraduate Enrollment by State of Residence

State Residents[5]	Non-State Residents	Total	% State Residents
558	3	561	99.5%

Source: IPEDS Fall Enrollment Survey

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[5] Residence unknown included with New Jersey Residents.

D. Student Outcomes

Table II D.1.b:
Two-Year Graduation Rate of Fall 2018 Full-time, First-time Degree/Certificate Seeking Students

	N	**Percent**
Fall 2018 Cohort	559	
Graduated after 2 Years	34	6.1%

Source: IPEDS Graduation Rate Survey

Table II D.1.c:
Three-Year Graduation and Transfer Rate of Fall 2018 Full-time, First-time Degree/Certificate Seeking Students by Race/Ethnicity

Race/Ethnicity		**2018 Cohort**	**Graduated within 3 Years**	**Transferred within 3 Years**
American Ind.	N	1	0	0
	Percent		0.0%	0.0%
Asian	N	20	5	3
	Percent		25.0%	15.0%
Black	N	60	3	6
	Percent		5.0%	10.0%
Hispanic	N	329	38	36
	Percent		11.6%	10.9%
Pacific Islander	N	2	0	0
	Percent		0.0%	0.0%
Alien	N	0	0	0
	Percent		0.0%	0.0%
Race Unknown	N	49	5	6
	Percent		10.2%	12.2%
2 or More Races	N	8	0	2
	Percent		0.0%	25.0%
White	N	90	21	16
	Percent		23.3%	17.8%
Total	N	559	72	69
	Percent		12.9%	12.3%

Source: IPEDS Graduation Rate Survey

Table II D.2:
Third Semester Retention of First-time Undergraduates, Fall 2020 to Fall 2021

Full-Time			Part-Time		
Fall 2020 First- Time Undergraduates	**Retained in Fall 2021**	**Retention Rate**	**Fall 2010 First- Time Undergraduates**	**Retained in Fall 2021**	**Retention Rate**
290	199	68.6%	96	61	63.5%

Source: IPEDS Fall Enrollment Survey, Part E

E. Faculty Characteristics

Table II E.1:
Full-time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2021

	American Ind.		Asian		Black		Hispanic		Pacific Islander		Alien		Race Unknown		2 or More Races		White		Total	
	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom
Tenured																				
Professors	0	0	0	0	3	1	0	0	0	0	0	0	0	0	0	0	5	5	8	6
Associate Prof.	0	0	0	2	0	2	1	1	0	0	0	0	0	0	0	0	6	10	7	15
Assistant Prof.	0	0	3	0	0	3	2	2	0	0	0	0	0	0	0	0	8	13	13	18
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
TOTAL	0	0	3	2	3	6	3	3	0	0	0	0	0	0	0	0	19	30	28	41
Without Tenure																				
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Others	0	0	0	0	0	2	0	2	0	0	0	0	0	0	0	0	3	6	3	10
TOTAL	0	0	0	0	0	2	0	2	0	0	0	0	0	0	0	0	3	6	3	10
Without Faculty Status																				
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total																				
Professors	0	0	0	0	3	1	0	0	0	0	0	0	0	0	0	0	5	5	8	6
Associate Prof.	0	0	0	2	0	2	1	1	0	0	0	0	0	0	0	0	6	10	7	15

Assistant Prof.	0	0	3	0	0	3	2	2	0	0	0	0	0	0	0	0	8	13	13	18
All Others	0	0	0	0	0	2	0	2	0	0	0	0	0	0	0	0	3	8	3	12
TOTAL	0	0	3	2	3	8	3	5	0	0	0	0	0	0	0	0	22	36	31	51

Source: IPEDS Human Resources Survey

Table II E.2
Percentage of Course Sections Taught by Faculty, Fall 2021

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others[6]	
	N	Percent	N	Percent	N	Percent
912	386	42.3%	414	45.4%	112	12.3%

Table II E.3
Ratio of Full- to Part-time Faculty, Fall 2021

Full-time		Part-time		Total	
N	Percent	N	Percent	N	Percent
82	20.6%	317	79.4%	399	100.0%

Source: IPEDS Human Resources Survey

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[6] Others includes Full-time Administrators.

F. Characteristics of the Trustees or Governors:

Table II F.1
Race/Ethnicity and Sex of Board of Trustees at PCCC

	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	3	2	0	0	0	0	0	5
Female	1	2	3	0	0	0	0	6
Total	4	4	3	0	0	0	0	11

Table II F.2
Members of the Board of Trustees

Name	Title	Affiliation
Assad R. Akhter	Staff Member	Governor's Office
Kesha Drakeford	Interim Exec County Supt	County Supt of Schools
Yolanda Esquiche	Social Worker	Retired
Michael Glovin	Lawyer	Retired
Dennis F. Marco	Businessman	HPA NJ
Sandra Montanez-Diodonet	Superintendent	Passaic Public Schools
Alonzo Moody	Total Life Youth Director	Retired
Harvey J. Nutter	Executive Director	Opportunities Industrialization Center
Taina Pou	Educator	Paterson Public Schools
Sharon C. Smith	Educator	Retired
Barbara Tanis	Educator	Retired
Steven M. Rose	President	PCCC

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

http://www.pccc.edu/about-pccc/board-of-trustees

G. Profile of the Institution

Degree and Certificate Programs, Fall 2022

Associate in Arts (A.A.)
- English
- English - Journalism
- Liberal Arts
  - Communication
  - Criminal Justice
  - Early Childhood Education
  - Generalist-Humanities
  - Musical Studies
  - Psychology
  - Sociology
  - Studio Arts
  - Teacher Education
  - Theater

Associate in Applied Science (A.A.S.)
- Accounting
- Automotive Technology
- Computer Information Technology
  - Network Administration
  - Technical Support
  - Web and Mobile Development
- Criminal Justice
- Culinary Arts
- Digital Media Production and Distribution
- Early Childhood Education
- Electronic Engineering Technology
- Fire Science Technology
- Graphic Design
- Hospitality Management
- Music Technology
- Nurse Education
- Nurse Education
  - *LPN Mobility*
- Pastry and Baking Arts
- Radiography
- Technical Studies

Associate in Fine Arts (A.F.A.)
- Studio Arts

Associate in Science (A.S.)
- Advanced and Continuous Studies
- Business Administration
  - *Accounting/Management/Marketing*
  - *Management Information Systems*
- Computer Science
- Criminal Justice
- Exercise Science
- Engineering Science
- Environmental Sustainability
- Health Science
- Homeland Security
- Human Services
  - *Generalist*
  - *Pre-Social Work and Counseling*
- Liberal Arts
  - *Biology*
  - *Exercise Science*
  - *Mathematics*
  - *Nutrition*
  - *Physical Science*
- Medical Informatics
- Occupational Therapy Assistant
- Psychosocial Rehabilitation and Treatment
- Public Health

Ramapo@PCCC
- 3+1 Programs
  - Humanities
  - Criminal Justice
  - Psychology
  - Nursing
  - Biology
- 2+2 Program
  - Human Services

Career Certificate (30 Credits or More)
- Accounting
- Applied Writing and Copy Editing
- Automotive Technology

- Baking
- Criminal Justice
- Culinary Arts
- Dialysis Technician
- Early Childhood Education
- Emergency Management
- Fire Science Management
- Fire Science Operations
- General Studies
- Homeland Security
- Hospitality
- Human Services Specialist
- Medical Assistant
- Medical Coding
- Video Production

Certificate of Achievement
- Alcohol and Drug Certification Domains
- AutoCAD Drafting
- Automation and Control
- Baking
- Basic Video Production
- Child Development Associate
- Community Healthcare Navigator
- Criminal Justice Studies
- Culinary Arts
- Cyber Security and Computer Forensics
- Fitness Specialist
- Graphic Design and Digital Media
- Infant and Toddler
- Information Technology Fundamentals
- Network Administration
- Plumbing Technology
- Public Safety Telecommunications
- Web and Mobile Development
- Welding

Continuing Education Programs, Fall 2022

- Allied Health Courses
  - Community Health Worker Certificate
  - EKG Certificate Program
  - Phlebotomy Program
- Basic Skills and Test Preparation Courses
  - High School Equivalency Test Preparation (GED)
  - High School Equivalency Test Preparation (GED) en Español
  - Test of Essential Academic Skills (TEAS®) Test Preparation
- Businesses and Organizations
  - Computer & Basic Skills Training for Employees
  - Contract/Customized Training
  - Customer Service Training
  - Leadership/Management Training
- Certificate Programs
  - Accounting and QuickBooks Certificate
  - Health & Human Services Certificate
  - Imaging Academy
  - Real Estate Salesperson Training
  - Uniform Construction Code
- Computer & Technology Programs
  - Applied Technology
  - Microsoft (MS) Office Suite
  - Introduction to Basic Computer
- Education & Teacher Training Programs
  - Introduction to Teaching
  - New Pathways to Teaching – Alternate Route Program – Stage 1
  - Professional Development for Educators
  - Substitute Teacher Training
- Emergency Medical Services (EMS) & Fire Safety Training
  - Emergency Medical Services
    - CPR for Healthcare Provider
    - Emergency Medical Technician (EMT)
    - EMT Refresher
    - Hazardous Material Awareness
  - Dispatcher Training
    - Basic 9-1-1 Officer Course
    - Emergency Medical Dispatch (EMD)
    - EMD Refresher
  - Fire Safety
    - Firefighter 1 and 2
    - Fire Instructor
    - Fire Inspector
    - Fire Official

- ▪ Rope Rescue
- English as a Second Language (ESL)
  - o Beginning English as a Second Language (ESL) / Clases Básicas de Inglés como Segunda Lengua
  - o Small Group ESL Tutoring
- Food Services Program
  - o Dietary Manager Certificate
  - o ServeSafe® Food Safety Program
- Grant-Funded Programs
  - o Youth Rise Academic Readiness & Career Pathways Program
  - o New Jersey HealthWorks Scaling Apprenticeship Training
- Online Courses
  - o Online Short Courses
  - o Online Career Programs

H. Major Research and Public Service Activities

1. Professor Kelly Bender of the English Department presented in April 2021 "Working Towards All-In-One Assessment" with Kristina Fleming and John Paul Rodrigues, PCCC Lunch and Learn.
2. Professor Ali Saleh of the Biological and Physical Sciences Department served as a board member of the Passaic Public Schools' Biomedical and Biotechnology Advisory Board.
3. Professor Richard Marranca of the English department was involved in the following activities:
   - Professional Growth:
     i. Minicourses from Madison Library/Drew University: a.) Music during WWII (taught by Maestro Bob Butts); b.) and Environmental Psychology (taught by a Drew University professor) in March/April 2022 (on zoom)
     ii. ArchaeCon attendance (archaeology/history/ancient literature conference): 3/5/22.
     iii. Mysticism (mystical lit) by Brother Joseph at the Jung Foundation NYC (five weeks; zoom; Fall 2021).
     iv. PCCC's Poetry Center: Poetry writing workshops with Marge Piercy and Richard Blanco (2020-2021).
     v. Minicourses Madison Library/Drew University: Romanticism in Music with Maestro Butts (Spring 2021).
     vi. Seminar on the Upanishads of India (ancient literature); Yoga Life Society in Woodland Park, NJ (Fall 2021, five weeks on zoom).
     vii. Lectures (zoom) throughout the year from University of Pennsylvania & American Archaeology Institute: a recent one, for example was on The Epic of Gilgamesh (which I regularly teach in myth, intro to lit, etc.) – but there are around 10 that I've attended just last year.
   - Teaching, etc.:
     i. Created / taught EN 290 Topics course with themes: "Myth and the Hero" as well as "Native American & Indigenous Literature" (Taught Hero twice and Native once in the last few years.
     ii. Teach a night class in the Classics Department or Religion Department at Montclair State University: this past year Mythology and Religions of the World.
   - Awards and Nominations:
     i. Fulbright Specialist (until 2023); the original end date was extended due to COVID; this is for short-term projects abroad – not that many offerings due to COVID. I'm waiting.
     ii. Was awarded NEH summer seminar (2 weeks in June 2022) Ritual Arts in Hinduism and Buddhism at College of Holy Cross in Worcester, MA.
     iii. Nominated for a Pushcart Prize (December 2021) for my sci fi story, Affirmative Action, in Coneflower Café
     iv. Award for Best Short Film for our family film, "Covid, A child's view," from Cranford Film Festival in March 2022. My wife Renah and I made the film with the editing help of Alice Almiron, a recent PCCC graduate

now at Rutgers University; the film features our daughter's experience with the epidemic.

    v. Honorable Mention for Best Short Film from the London Short Film Festival for our family film, "Covid, a Child's View" in 2021.

- Groups and Clubs: (*Note: some of these memberships might have lapsed, but I'm in the process of renewing them.*)

    i. Member, Margaret Fuller Society, Walt Whitman Society, Ralph Waldo Emerson Society (have also written for Fuller & Emerson publications).

    ii. Member, Cranford Writers (meet and critique group); we just started up again and will meet twice a month.

    iii. Member, Center for Transpersonal Studies, Kenilworth, NJ (discussion/meditation group).

    iv. Further memberships: Rahway Historical Society; Amateur Astronomers Cranford, NJ; PETA; Jane Goodall Society; Nature Conservancy; Hanson Park Conservancy in Cranford, NJ; Jung Foundation NYC.

    v. Membership, Community College Humanities Association. I will rejoin, especially since I'm set to give a talk at the annual conference in October 2022 in Ohio: The Personal Essay.

- Creative Writing and Research Ending in Publication:

    i. Lee's Voyage was published in The Raven's Perch Magazine August 24, 2022.

    ii. Received a contract for my book manuscript, Speaking of the Dead: Mummies and Mysteries (tentative title), from Blydyn Square Books in NJ (publishing print & online book in 2022).

    iii. The Egyptian Book of the Dead: An Interview with Prof. Rita Lucarelli (Berkeley) in Heritage Daily Magazine (June 2022).

    iv. Hunger for Fame: The Extraordinary Life and Death of Alexander the Great" (my 33-page essay) appeared in Popular Archaeology Magazine, Spring 2022 (For this essay I received assistance from leading Classicists from England, Egypt and USA, such as Professors Paul Cartledge, Cambridge University, emeritus); Salima Ikram, American University of Cairo; Michael Scott, Warwick University; Kara Cooney, UCLA; Frank Korn, Seton Hall University; and Jean Alvares Montclair State University.

    v. Minerva Magazine (London): Interview of Egyptologist Ikram March/April 2022 issue.

    vi. Popular Archaeology: Interview of Egyptologist Salima Ikram (winter 2002).

    vii. Popular Archaeology: Kara Cooney on Tut and his Family; and Women Pharaohs (2021-Now).

    viii. Popular Archaeology: Rome Above and Below with Prof. Frank Korn & Roman Catacombs (Jewish & Christian plus history): winter 2021.

    ix. Parabola Magazine, Magazine of Myth and Tradition: Interview with Huston Smith on Wisdom Traditions: fall 2021).

    x. Story, Dark Night of the Soul, in The Raven's Perch Magazine (2021).

    xi. Poetry in the last issue of The Paterson Literary Review, The Poetry Center, PCCC (2021).

4. Professor Khloud Kourani of the Accounting/Business department was involved in the following activities and presentation:
   - Presentations:
     i. "Strategies for Student Engagement and Testing in the Concurrent Classroom," presented with colleague Lonna Murphy and Sabrina Johnson Taylor, via Zoom at the Faculty of the Future 2022 (Conference hosted by Bucks County Community College on June 3, 2022.)
     ii. "Zoom New Features with Khloud" presented via Zoom at PCCC on June 16, 2022.
     iii. "Teaching Strategies in the Concurrent Classroom" presented with colleague Lonna Murphy, via Zoom at PCCC on June 14 and March 29, 2022.
     iv. "Community of Practice in January AC 101 Concurrent Course Presentation" Presented with colleague Martha Brozyna via Zoom at PCCC on January 5 & 6, 2022.
5. Professor Michael Walker of the Criminal Justice Department was involved in the following activities:
   - Presentations:
     i. Presented (with M.R. Haberfeld, W. LaRaia, and W. Fraher) "Twenty Years of Learning: The NYPD Leadership Certificate Program" at the 59th Annual Meeting of the Academy of Criminal Justice Sciences, Las Vegas, NV, March 16, 2022.
     ii. Presented (with M.R. Haberfeld, C. Simpson, T. Pearl, and J.J. Robb) "Will Criminal Justice Reform Lead to the Demise of Compstat-based Police Management – A Case Study" at the 77th Annual Meeting of the American Society of Criminology, Chicago, IL, November 20, 2021.
   - Major research:
     i. The effects of Bail Reform on Crime in America's Cities.
   - Community Service:
     i. February 2007 to Present, Member of the Uniform Crime Report (UCR) Subcommittee of the Federal Bureau of Investigation's Criminal Justice Information Services (CJIS) Advisory Policy Board.
        1. This eight-member subcommittee is responsible for reviewing issues concerning the UCR Program including Summary UCR, the National Incident-Based Reporting System (NIBRS), the National Data Exchange (N-DEx), Law Enforcement Officers Killed and Assaulted (LEOKA), and Hate Crimes.
   - Notable Committee Actions during Tenure:
     i. Voted to include Cargo Theft as a subcategory of Larceny/Theft.
     ii. Passed a motion to include Human Trafficking in the Uniform Crime Reports.
     iii. Voted to revise the UCR definition of Rape to include both genders and behaviors not included in the original (1929) definition.
     iv. Voted to broaden the range of religions and ethnicities to be included in Hate Crime Reporting.

          v. Voted to change reporting nationwide from the Summary Reporting System (SRS) to the National Incident-Based Reporting System (NIBRS)
          *All of the above have been implemented and are UCR Policies applicable to law enforcement agencies nationwide.

6. Professor Lonna Murphy of the Psychology Department was involved in the following activities:
   - Presentation:
     i. Presented at Faculty of the Future (with Khloud Kourani and Sabrina Johnson-Taylor) "Strategies for Student Engagement and Testing in the Concurrent Classroom" on June 3, 2022.

7. Henriette Mozsolits of the Biological and Physical Sciences Department was involved in the following activities:
   - Publication:
     i. Published an interdisciplinary OER material on the QUBES (Quantitative Biology at Community Colleges) website. Title of the OER material: Linear Regression (Excel) and Cellular Respiration for Biology, Chemistry and Mathematics.
   - Presentation:
     i. Presented at the NJSRT (New Jersey Society of Radiologic Technologists) Conference on March 23, 2022 Atlantic City. Title of the presentation: Emerging Educational Technologies in the Classroom.

I. Major Capital Projects Underway in Fiscal Year 2022

Institute for New and Emerging Workforce – Phase 3 of this project which includes the interior fit-up of the academic spaces within this building was awarded and work has started. This last phase of work is scheduled to be completed at the end of September 2022 at which point the building will be ready for occupancy.

Founders Hall – total demolition and renovation of the 4th floor office area to create a new home for the Urban Consortium and Upward Bound programs.

Community Technology Center – renovation of the 2nd floor offices to create a new home for the Math Department.

Enrollment and Student Services Building - 1st floor renovations to create student self-service computer area.