Executive Summary

Rutgers University–New Brunswick invites nominations, applications, and expressions of interest in its search for an engaging, collaborative and forward-looking leader to serve as the next dean of the Bloustein School of Planning and Public Policy.

The Bloustein School is committed to a rebirth of the public service ethic in the United States. This ethic focuses on good civic design in its broadest sense, encompassing such endeavors as housing, transportation, workforce development, public health, economic development, ecological balance, and social justice for the disadvantaged.

The school offers well-established and highly ranked programs in urban planning, public policy, and public health and has recently expanded its degree offerings under the umbrella of public service to include health administration, public administration, and public informatics. Faculty and staff are engaged in impactful research and the school is host to several nationally recognized research centers and collaborative programs. The school has 1,275 students, 58 faculty, 110 staff, and an annual budget of $50 million.

The dean reports to Rutgers–New Brunswick Chancellor-Provost Francine Conway and is a member of the chancellor-provost's leadership team. As the school’s chief executive and academic officer, the dean has overall responsibility for defining the school's strategic priorities and vision, developed in concert with the school's faculty, staff, and students. The next dean should be a student-centered leader with an understanding of how to support faculty and staff in their teaching, research, and service. The school has a long history of engagement with partners throughout the state of New Jersey and beyond, and the dean must be able to build and maintain collaborative relationships with individuals outside of the university.

As a member of the Association of American Universities (AAU) and the Big Ten Academic Alliance, Rutgers–New Brunswick conducts life-changing research and offers premier education in a diverse community. Rutgers–New Brunswick's 50,000 students choose it for its educational excellence and vast opportunities to learn how to lead a life and prepare for a career of meaning and consequence. Rutgers–New Brunswick ranked 19th among U.S. News and World Report's "Top Public Schools" in 2022-23, climbing from 23rd last year.

For information regarding how to apply, submit nominations, or inquire about the role, please see the section “Procedure for Candidacy” at the end of this document.
Role of the Dean

The dean reports to Chancellor-Provost Conway of Rutgers–New Brunswick and is a member of the chancellor-provost’s leadership team. As the school’s chief executive and academic officer, the dean has overall responsibility for:

- Defining the school’s strategic priorities and vision, developed in concert with the school’s faculty, staff, and students;
- Recruiting, retaining, and supporting a diverse faculty of national and global prominence;
- Fostering educational and research programs of the highest quality;
- Attracting a diverse and outstanding student body;
- Facilitating connections among theory, research, and practice; and
- Ensuring the short- and long-term economic health of the school.

The dean serves as the school’s primary ambassador, advocate, and spokesperson to external constituencies including alumni, donors, legislators, and partners in New Brunswick and across the state. The next dean will continue to cultivate relationships with regional leaders to ensure students have a variety of internship, service, and employment opportunities. The dean must be passionate about and committed to engaging a dynamic community of faculty, students, and staff to address today’s most pressing societal challenges. The dean provides leadership, support, and mentorship to the school’s faculty and staff; is responsible for the overall operations of the school; and stewards an annual budget of nearly $50 million

Opportunities and Expectations for Leadership

The new dean of the Bloustein School of Planning and Public Policy will be asked to address the following critical leadership issues, among others:

- **Shape a strategic plan that advances school and university goals**
  The next dean will join at an opportune time to work with faculty, staff, students, and outside partners in shaping a vision for the future. Rutgers–New Brunswick completed its [Academic Master Plan](#) in the summer of 2022, identifying four pillars of excellence: scholarly leadership; innovative research; student success; and community engagement. The next dean will be expected to learn about the school’s history, engage its many constituents, and collaboratively shape a strategic plan that builds on the school’s excellent reputation, furthers its impact, and advances the university’s goals. This individual should bring a broad understanding of societal issues that need to be addressed now and in the future, and serve as a passionate advocate in advancing the school’s mission to “create just, socially inclusive, environmentally sustainable, and healthy local, national, and global communities.”

- **Support a student-centered culture that produces impactful graduates**
  The Bloustein School has a deep commitment to excellence in teaching, high-quality student advising and resources, and support for a diverse student population. Student learning at the undergraduate and graduate levels is bolstered by access to world-renowned faculty and the school’s network of
The Bloustein School is comprised of faculty and staff who are deeply committed to the mission and public service orientation of the school. The dean must bring a commitment to supporting the development of faculty and staff and a leadership style that empowers them to do their work most effectively. Given the variety of work occurring across the school, the dean will also play a key role in championing a shared sense of mission and community among faculty, staff, and students. This individual should bring an understanding of strategies and approaches that support these interpersonal connections in a post-pandemic world.

**Advance research and scholarship**

The school’s faculty are leaders in their fields and contribute to research and scholarship that impact communities and influence policy in New Jersey, the United States, and across the globe. Much of this work is done through the school’s numerous [research centers and initiatives](#). The school also offers strong programs at the graduate level, including a highly regarded Ph.D. program in planning and public policy. The next dean should be an accomplished scholar who also demonstrates the ability to support and promote the research and scholarly activities of others. This includes support in pursuing local, state, federal, and foundation grants that will advance the work of faculty and students.

**Build bridges and facilitate collaborations across disciplines**

The school sits at the intersection of numerous fields and disciplines, requiring a leader with the ability to facilitate, support, and incentivize interdisciplinary collaborations that address complex problems. This individual must be able to represent the breadth of intellectual activity within the school and larger university, balancing attention and resources across academic disciplines and programs. The dean must also be an active and willing partner with other academic units and leaders across the university. Rutgers–New Brunswick is currently evaluating its responsibility-centered management budgeting model with a goal of reducing silos and facilitating more collaborations across the university’s colleges and schools. The next dean will play a critical role in supporting these efforts.

**Engage and serve a diverse group of partners and communities**

As evidence of the school’s commitment to be of and in the communities it serves, its home – the [Civic Square Building](#) – sits in the heart of New Brunswick. This connection with and service to communities has long been at the heart of the school’s work. The school engages across the state,
including work with legislators and the governor in Trenton, as well as with communities across the country and the world. The dean should be an excellent relationship builder, an effective promoter of the work of the school, and a leader who is able to identify mutually beneficial partnerships that improve the wellbeing of communities. This work should lead to fundraising opportunities and resources that will support the work of faculty, staff, and students.

Rutgers Edward J. Bloustein School of Planning and Public Policy

The mission of the Bloustein School is to create just, socially inclusive, environmentally sustainable, and healthy local, national and global communities.

Established and approved by the Rutgers University Board of Governors in 1992, the Edward J. Bloustein School of Planning and Public Policy serves as one of the nation’s key centers for the theory and practice of planning, public policy, public health, health administration, and public informatics scholarship and analysis.

Edward J. Bloustein was the 17th president of Rutgers, The State University of New Jersey. Under Dr. Bloustein’s presidency, Rutgers enjoyed a “Golden Age.” His tenure as Rutgers’ president saw the university expand its research facilities, attract internationally known scholars, and achieve distinction as one of the major public research universities in the nation. Under Bloustein’s leadership, Rutgers was invited to join the prestigious Association of American Universities in February 1989. Tragically, Bloustein passed away that year after 18 years in office. Additional information about Dr. Bloustein can be found in this video.

Establishing the School of Planning and Public Policy was one of Dr. Bloustein’s last acts as president and it was named in his honor in 1992. The Rutgers Board of Governors noted that Bloustein spoke powerfully about the need for the school to serve local and state policy concerns and championed community service as part of a liberal education.

The Bloustein School is committed to a rebirth of the public service ethic in the United States. This ethic focuses on good civic design in its broadest sense, encompassing such endeavors as housing, transportation, workforce development, public health, economic development, ecological balance, and social justice for the disadvantaged. The school offers well-established and highly ranked programs in urban planning, public policy, and public health and has recently expanded its degree offerings under the umbrella of public service to include health administration, public administration, and public informatics.
School Facts:

- 1,275 students (785 undergraduates; 490 graduate students)
- 58 faculty (37 tenure track; 21 non-tenure track)
- 110 staff (79 grant funded; 31 state/tuition funded)
- $49,990,086 Budget FY2023

Degree Programs

Undergraduate Programs

The Bloustein School provides students with a unique opportunity to pursue their passion for public service and research and offers bachelor degrees in five major fields. The school also offers eight minor programs. With an undergraduate population of fewer than 800 students, the Bloustein School is small enough to offer students individual academic support and the focus of a professional school, but large enough for students to enjoy all the benefits, resources, and opportunities of a leading public research university.

- Health Administration BS
- Planning and Public Policy BA
- Public Health BS
- Public Policy BS
- Urban Planning and Design BS
- Urban Studies BS
- Medical Ethics and Policy Minor
- Public Administration and Management Minor

Graduate Programs

As one of the strongest policy schools in the nation, the Bloustein School has the capacity to address local, state, regional, national, and international policy and planning issues with expertise and credibility. The school is a leader in such areas as smart growth, transportation planning, workforce development, and designing socially just, economically resilient, and healthy communities, building on its teaching strengths with research centers in related areas. The Bloustein School is also distinctive in its simultaneous focus on graduate and undergraduate education.

- Master of City and Regional Planning
- Master of City and Regional Studies
- Master of Health Administration
- Master of Public Affairs and Politics MPAP
- Master of Public Policy MPP
- Master of Public Informatics
- Doctor of Philosophy (Ph.D.) degree in Planning and Public Policy
- Joint and Dual Degrees – MCRP, MPI, JD, MBA, MPH, Global Affairs, BA/BS
- Joint and Dual Degrees – MPP, MPI, JD, MBA, MIP, MS, BA/BS
Research

The school serves as an intellectual focal point at Rutgers University for the examination of societal problems and solutions. Research undertakings are governed by a strong commitment to quality through sound social science theory and methods, and to full dissemination of results and peer review of findings. Research is carried out on a wide variety of challenging topics.

Students at the Bloustein School have the opportunity to conduct hands-on research through appointments as researchers employed by the school’s centers and initiatives in such areas as community development, neighborhood revitalization, transportation, health, workforce development, and energy policy.

Research Centers and Initiatives

The Bloustein School is host to several nationally recognized research centers and collaborative programs. These specialized centers carry out large-scale projects and are supported by external funding, which maximize the school’s ability to perform in-depth research, extend its activities beyond the classroom through public service, and provide students with the opportunity to develop professional skills and experience.

Many of these centers offer continuing education and training programs for government officials, nonprofit leaders, and career professionals, enabling the school to broaden its outreach endeavors.

- Bloustein Center for Survey Research
- Center for Urban Policy Research (includes the Center for Energy, Economic, and Environmental Policy; Environmental Analysis and Communications Group; New Jersey Climate Change Alliance; Rutgers Center for Green Building; Bloustein Local Government Research Center; and Rutgers Economic Advisory Service)
- John J. Heldrich Center for Workforce Development
- New Jersey State Policy Lab (includes the Center for Negotiation and Conflict Resolution)
- Planning Healthy Communities Initiative
- Rutgers Urban & Civic Informatics Lab
- Social Policy Lab
- Alan M. Voorhees Transportation Center (includes New Jersey Travel Independence Program and the National Transit Institute)
- Ralph W. Voorhees Center for Civic Engagement

Health @ Bloustein

The Bloustein School offers a range of teaching and research programs and initiatives related to healthy communities, health in all policies, and the upstream (social and environmental) determinants of health. Additional information can be found at https://bloustein.rutgers.edu/centers/health-at-bloustein/
Smart Civic Tech @ Bloustein

The Bloustein School is pursuing a range of ongoing initiatives related to the adoption of smart civic technology and the use of data for public good. The 21st century has presented new challenges along with new opportunities to use data to solve grand public challenges. Leveraging data presents new opportunities to encourage civic engagement through cross-disciplinary collaboration and the implementation of cutting-edge technologies. Additional information can be found at https://bloustein.rutgers.edu/centers/smart-civic-tech/

Advisory Board

The mission of the Bloustein School Advisory Board is to assist the school in locating and resourcing opportunities to promote and strengthen its academic and research programs and its partnerships with communities and organizations in New Jersey and beyond. Collectively, board members have given and/or pledged in excess of $1.7 million to the Bloustein School and/or Rutgers University.

The advisory board comprises friends and alumni whose experiences and insights from careers in the private, public, and nonprofit sectors collectively benefit the development of the school. Individual members are active and retired CEOs and principals from private industry and nonprofits representing diverse sectors including affordable housing and health care delivery, home building and development finance, community and environmental planning, local and state public policy, and health administration.

Facilities

The construction of the Bloustein School’s home – the Civic Square Building – realized Dr. Bloustein’s vision that Rutgers University would one day occupy a physical position in the cultural and economic hub of New Brunswick, New Jersey, the host city of Rutgers’ flagship campus. One of the state’s most significant areas for education, health care, and the arts, New Brunswick is home to Rutgers’ historic Old Queen’s campus, Rutgers Robert Wood Johnson Medical School, Robert Wood Johnson University Hospital, and the Rutgers Cancer Institute of New Jersey. The Bloustein School itself is located in New Brunswick’s thriving cultural district, with State Theater New Jersey and the New Brunswick Performing Arts Center just steps away. The Civic Square Building epitomized public-private partnership during the city’s redevelopment in 1995 and was financed by nearly equal investments from Rutgers University and the Port Authority of New York and New Jersey, through the Port Authority’s mandate to promote economic and commercial redevelopment in the region.
Rutgers, The State University of New Jersey

Overview

Rutgers, The State University of New Jersey is a leading national research university and the state’s preeminent, comprehensive public institution of higher education. Rutgers is dedicated to teaching that meets the highest standards of excellence; conducting research that breaks new ground; and providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live. Rutgers has four major divisions: Rutgers University–New Brunswick, Rutgers Biomedical and Health Sciences, Rutgers University–Newark, and Rutgers University–Camden.

Founded in 1766, Rutgers teaches across the full educational spectrum: preschool to precollege programming; undergraduate to graduate education; postdoctoral fellowships to residencies; and continuing education for professional and personal advancement. Rutgers stands among America’s highest-ranked, most diverse public research universities and is the oldest, largest, and top-ranked public university in the New York/New Jersey metropolitan area.

Academics

Rutgers offers more than 150 undergraduate majors and more than 400 graduate programs through its schools and colleges in New Brunswick, Newark, and Camden; online; at satellite sites throughout New Jersey; and in conjunction with partner institutions. With 29 schools and colleges, Rutgers serves students seeking an undergraduate education, professional studies, graduate degrees, graduate medical education, and postdoctoral education. Programs of study spring from a core focus on the arts and sciences – offering a range of majors, minors, and certificate options expected at a top-ranked public research university. Several schools offer degree programs at multiple Rutgers locations and online. In 2022, U.S. News & World Report ranked 42 Rutgers graduate programs among the top 25 in the nation.

Campus

Rutgers University has three main regional locations that are well positioned to serve the needs of students. The largest location, in New Brunswick, is situated in a busy urban core that extends across both banks of the Raritan River, giving way to bucolic green spaces and a more “classic” campus atmosphere. In Newark, Rutgers anchors the state’s largest city and is just miles from New York City. In Camden, just across the Delaware River from downtown Philadelphia, students benefit from a small, close-knit learning community that has access to all the big-city amenities.
Governance and Administrative Structure

President Holloway calls on the expertise of leadership teams drawn from across Rutgers – his 18-member cabinet and a larger administrative council. His cabinet consists of the university’s chancellors, executive vice presidents, and senior vice presidents, as well as the director of intercollegiate athletics and the president’s chief of staff. The administrative council is a group of more than 100 university leaders including academic deans, chancellors, vice presidents, vice chancellors, and other senior administrators.

Rutgers University–New Brunswick

As a member of the Association of American Universities (AAU) and the Big Ten Academic Alliance, Rutgers–New Brunswick conducts life-changing research and offers premier education in a diverse community. Rutgers–New Brunswick's 50,000 students choose it for its educational excellence and vast opportunities to learn how to lead a life and prepare for a career of meaning and consequence. Rutgers–New Brunswick ranked 19th among U.S. News and World Report’s "Top Public Schools" in 2022-23, climbing from 23rd last year.

An academic and research powerhouse with stellar faculty, engaged students, and 120+ majors, 175+ research centers, and 500+ student organizations, Rutgers-New Brunswick is on a stunning campus in Central New Jersey, one hour or less by train from New York City and Philadelphia.

Schools

- Edward J. Bloustein School of Planning and Public Policy
- Graduate School of Applied and Professional Psychology
- Graduate School of Education
- Mason Gross School of the Arts
- Rutgers Business School–Newark and New Brunswick
- School of Arts and Sciences
- School of Communication and Information
- School of Engineering
- School of Environmental and Biological Sciences
- School of Graduate Studies
  School of Management and Labor Relations
- School of Social Work
Professional Qualifications and Personal Qualities

The ideal candidate will have the following professional qualifications and personal characteristics:

- **Academic accomplishment and stature**
  Reputation as a distinguished scholar with a record of research, teaching, and service appropriate for a tenured faculty appointment in the Bloustein School.

- **Dedication to mission**
  Evidence of a deep commitment to and passion for the mission, values, and ethics of the school and of a premier public research institution; an ability to engage with the public good in the broadest sense; an absolute commitment to the pursuit of the highest academic standards and intellectual openness across the school and university’s diverse constituencies; a strong commitment to enhancing the university as a distinctive and prominent institution; and the ability to strengthen the university’s engagement with local, regional, national, and international communities.

- **Demonstrated leadership and vision**
  A proven ability to conceive, articulate, and implement a shared and unifying vision; the ability to innovate new and evolving programs and initiatives; the capacity to anticipate, pivot, change frames, and respond nimbly and responsibly in seizing opportunities, making decisions, and reacting to emerging issues; and a deep understanding of and commitment to faculty governance coupled with a willingness to make and execute difficult decisions and engage with conflict, when needed.

- **Proven impact in improving inclusion, equity, access, diversity, and social justice**
  A record of achievement in promoting diversity, inclusion, access, and belonging among faculty, staff, and students in the curriculum and other university programs; a commitment to diversity in all its forms including racial, gender, gender expression, socio-economic, intellectual, methodological, and disciplinary; success in acting on these core values, along with a deep personal understanding of the essential roles they play in community and individual welfare; sensitivity to engage diverse populations and the courage to lead conversations around challenging topics.

- **Communication skills and emotional intelligence**
  A commitment to listening openly and with critical reflection and to communicating with transparency; the ability to be explicit about principles and underlying choices, and a commitment to eliciting timely input and explaining rationales for key decisions and actions; and the emotional intelligence to build and inspire trust, establish collaborative relationships, and ensure broad-based support for decisions, plans, and initiatives.

- **Operational acumen and capacity for execution**
  Successful experience in leading and managing an organization, including the ability to shape and lead implementation of a plan, oversee large and inter-disciplinary projects, manage financial resources, effectively engage and deploy staff, and collaborate effectively with others; the ability to be forward thinking, creative, and responsive in anticipating market demands, building and modifying programs, and leveraging resources to meet school needs.
Capacity to develop essential resources
The ability to be a successful fundraiser, working effectively with a broad range of internal and external constituents; a capacity to develop mutually beneficial partnerships and relationships with external stakeholders, with the skill and experience to identify new partnerships and steward existing relationships; creativity in building revenue streams to support the school’s activities; a willingness and ability to learn all aspects of the school’s work accompanied by the ability to communicate a compelling vision; a passion for the broad mission of the school and the critical role of planning and public policy in addressing challenges in the community, region, nation, and world.

Personal qualities and principles
Empathy, kindness, resilience, intellectual curiosity, and a willingness to learn from others; integrity and a strong ethical compass; energy, drive, and tenacity; an inclination to impute good will and to approach others with generosity; wisdom coupled with a respect for colleagues; humility and the capacity and inclination to be a model colleague and university citizen; and a genuine enjoyment of the company of students, faculty, and staff.

Procedure for Candidacy
All applications, nominations, and inquiries are invited. Applications should include, as separate documents, a letter of interest addressing the themes in this profile and a CV or resume. WittKieffer is assisting Rutgers University–New Brunswick in this search. For fullest consideration, candidate materials should be received by January 24, 2023. Application materials should be submitted using WittKieffer’s candidate portal. Nominations and inquiries can be directed to Ryan Crawford, Jessica Herrington and Luis Bertot at Rutgers-BlousteinDean@wittkieffer.com.

It is university policy to provide equal employment opportunity to all its employees and applicants for employment regardless of their race, creed, color, national origin, age, ancestry, nationality, marital or domestic partnership or civil union status, sex, pregnancy, gender identity or expression, disability status, liability for military service, protected veteran status, affectional or sexual orientation, atypical cellular or blood trait, genetic information (including the refusal to submit to genetic testing), or any other category protected by law. As an institution, we value diversity of background and opinion, and prohibit discrimination or harassment on the basis of any legally protected class in the areas of hiring, recruitment, promotion, transfer, demotion, training, compensation, pay, fringe benefits, layoff, termination or any other terms and conditions of employment. For additional information please see the Non-Discrimination Statement.
Appendix: Leadership

Jonathan Holloway, President

Jonathan Holloway, a U.S. historian, took office as the 21st president of Rutgers, The State University of New Jersey, on July 1, 2020. He also serves as a university professor and distinguished professor.

Prior to accepting the presidency of Rutgers, Dr. Holloway was provost of Northwestern University from 2017 to 2020 and a member of the faculty of Yale University from 1999 to 2017. At Yale, he served as dean of Yale College and the Edmund S. Morgan Professor of African American Studies, History, and American Studies.

President Holloway’s scholarly work specializes in post-emancipation United States history with a focus on social and intellectual history.

Dr. Holloway, who began his academic career at the University of California, San Diego, received a bachelor’s degree with honors in American studies from Stanford University and a Ph.D. in history from Yale University.

He serves on boards of the Smithsonian's National Museum of African American History and Culture, Andrew W. Mellon Foundation, the Universities Research Association, the Institute of International Education, and the Academic Leadership Institute. In 2021, New Jersey Governor Phil Murphy appointed him as one of four co-chairs of the state’s Wealth Disparity Task Force.

Dr. Holloway is an elected member of the American Academy of Arts and Sciences and the Society of American Historians. He is a Fellow of the Council on Foreign Relations.

President Holloway’s Initiatives

In service of President Holloway's vision for Rutgers’ future, defined by the three hallmarks of his presidency – achieving the ideal of beloved community, relentlessly pursuing academic excellence, and developing strategic institutional clarity – he has established several key initiatives. They are briefly summarized below.

Climate Action Plan

Dr. Holloway has endorsed the President’s Task Force on Carbon Neutrality and Climate Resilience, an initiative established under president emeritus Robert Barchi in 2019 and led by professors Robert Kopp, Kevin Lyons, and Angela Oberg. After nearly two years of research and deliberation, including town halls and other forms of public engagement, the task force delivered its final report and recommendations to Dr. Holloway in June 2021. President Holloway has accepted the task force's call for a carbon-neutral Rutgers by 2040. Visit the Office of Climate Action website for more information.

Diversity, Equity, and Inclusion

In his opening message as president of Rutgers, Dr. Holloway shared his belief that delivering on the principles of equity and inclusion requires constant attention and a determined commitment to improve.
He asserted that Rutgers would identify and take concrete and measurable actions to address social, economic, and racial inequities. After commissioning an internal university equity audit that identified shortfalls in the university’s pursuit of diversity, equity, and inclusion, he appointed the university’s first senior vice president for equity, Enobong (Anna) Branch, and supported the work of that office in developing Rutgers’ first-ever diversity strategic plan. Visit the University Equity and Inclusion website for more information.

**Future of Work Task Force**

In his May 2021 message regarding the repopulation of Rutgers campuses, President Holloway announced formation of a task force to examine the future of work and make recommendations for possible changes to university policy and procedures. The Future of Work Task Force, led by senior vice president Vivian Fernandez, with representation from across the university, focused on lessons learned during the COVID-19 pandemic remote working experiment as they relate to improving the student and patient experience, enhancing quality, building capacity, saving on costs, increasing innovation, and promoting employee well-being. President Holloway accepted the task force’s report and recommendations in June 2022 and announced a yearlong pilot authorizing flexible working arrangements for positions and units where that is possible. Visit the Future of Work website for more information and to access the task force report.

**Office of University Labor Relations**

In order to improve lines of communication between the administration and the university's unions, President Holloway announced the formation of an Office of University Labor Relations within the Office of the President. The office is led by David Cohen, vice president for university labor relations and special counsel for labor affairs. The new office coordinates the work formerly conducted by the Office of Labor Relations within University Human Resources and the Office of Academic Labor Relations within Academic Affairs. Vice President Cohen works in concert with Andrea Bueschel, chief of staff in the Office of the President and senior vice president of administration, and John Hoffman, senior vice president and general counsel, as well as the president’s Labor Strategy Group. Visit the Office of University Labor Relations website for more information.

**Office of University Strategy**

In 2020, declaring institutional strategic clarity as one of three overarching priorities for his presidency, Dr. Holloway established the Office of University Strategy as a four-year pilot. Among its goals are to help build an equitable, inclusive, and diverse community; foster Rutgers’ reputation as an academic powerhouse; strengthen collaborations in research and academics; and make Rutgers clear and easy to work with. Brian Ballentine, senior vice president for strategy, with his team and others from across the university, has executed a five-year review of the Responsibility Center Management budget model, a study of online education at Rutgers, and an ad hoc committee on divestment from fossil fuels. Visit the Office of University Strategy website for more information.
Rutgers Summer Service Internship

At his inauguration in November 2021, President Holloway declared that civic engagement is a critical component of a Rutgers education and a path toward appreciating differences, restoring civil discourse, and working in service to the common good. He announced the Rutgers Summer Service Internship (RSSI) Initiative, which provides summer internship experiences to Camden, New Brunswick, and Newark undergraduates at public service-orientated non-profit organizations and direct-service government offices, coupled with a course on public service. RSSI is run by the Eagleton Institute of Politics and the career offices at each campus. Visit the RSSI website for more information.

Francine Conway, Chancellor-Provost

Francine Conway, an internationally recognized child psychologist, was appointed the first chancellor-provost of Rutgers University–New Brunswick on July 1, 2021, which combines elements of the chancellor's portfolio with those of the provost's to establish a clear focus on academic excellence for students and faculty. She also serves as a distinguished professor.

Dr. Conway had served as provost and executive vice chancellor for academic affairs since November 2020. As provost, she embraced a commitment to building a diverse and inclusive environment for faculty, staff, and students, including recruitment of faculty from underrepresented demographics and ensuring pathways to success for talented students from diverse and at-risk backgrounds.

As dean of the Graduate School of Applied and Professional Psychology, Conway has emphasized creating an academic home where all members know they belong so they can achieve their goals.

Chancellor-Provost Conway has provided leadership for schools and professional psychology programs through the National Council of Schools and Programs of Professional Psychology (NCSPP). As president, she led a campaign to enhance the curriculum in preparing psychologists to lead social change. Dr. Conway now serves as the immediate past-president for NCSPP. She has also served as a Big Ten liaison representing Rutgers University at two Big Ten academic leadership programs – Academic Leadership Program (ALP) and Department Executive Officer (DEO) Program.

Chancellor-Provost Conway is a graduate of Cornell University and Columbia University and earned her doctoral degree from the Gordon F. Derner Institute of Advanced Psychological Studies at Adelphi University, where she later served on the faculty for 13 years.

Chancellor-Provost Conway's Initiatives

The Rutgers University-New Brunswick Academic Master Plan (AMP) serves as the roadmap for the institution's future, clarifying strategies to accomplish the university's academic mission.

Discovery Advantage

Rutgers–New Brunswick’s Discovery Advantage initiative holistically reimagines the student experience – from enrollment to retention and ultimately graduation – to ensure that students are supported in their well-being and sense of belonging, and prepared to succeed in their academic and co-curricular pursuits as well as in the real world.
Discovery Advantage transforms the student experience with six implementation teams focused on key areas. A longtime faculty leader in undergraduate education is overseeing the work of the teams, which are championed by experts from across the university appointed by President Holloway and Chancellor-Provost Conway.

**Curriculum**

The Curriculum Implementation Team is exploring policies and procedures, including the general education core curriculum; signature experiences and high-impact learning opportunities; and the internal and external transfer of course credits.

**Living-Learning Communities**

The Living-Learning Communities Implementation Team is developing a plan for specialized first-year residential environments on each geographic campus, reflecting the themes of interdisciplinary collaboration and civic and community engagement as laid out in the Academic Master Plan.

**Advising**

Addressing an essential component of a student’s journey of self-discovery, the Advising Implementation Team is creating a consistent, transparent process that is suited to the needs of each school and individual, to better enable advisors to care for students holistically.

**Administrative and Financial Structure**

The Administrative and Financial Implementation Team is focusing on the policies and organizational systems needed to support or implement programs, processes, and operational models that will enhance student success across all metrics.

**Enrollment**

Vital to Discovery Advantage, the Enrollment Implementation Team will take a comprehensive view of how new and transfer students are recruited, admitted, and retained at Rutgers, with the goal of maximizing their success before and after graduation while also reducing overall student debt.

**Data Core**

The Data Core Implementation Team is establishing an enterprise-wide framework to develop, support, and promote processes, practices, and data governance structures that will reinvigorate both external institutional reporting and internal data-informed decision-making efforts designed to advance the institutional mission and student success.

**ScarletWell**

Chancellor-Provost Conway recognizes health and wellness as crucial to personal and institutional success, and will ensure that it remains a priority for Rutgers–New Brunswick. With the introduction of Mental Health and Wellness Week, which began April 25, 2022, Rutgers has increased its focus on mental
health and wellness as a way to address the needs of students and employees. The success of Mental Health and Wellness Week proved that today’s students have a greater awareness of their health needs. ScarletWell is a public health approach to mental and physical well-being that will examine campus culture and resources toward recommending helpful changes communitywide.

**Scarlet Guarantee**

This signature Rutgers–New Brunswick program aims to make college more accessible and affordable, offering a "last dollar" financial aid award that covers the cost of in-state tuition and mandatory fees. The Scarlet Guarantee is a supplemental program to the Garden State Guarantee.

Launching for Fall 2022, the Scarlet Guarantee program provides financial support for first- and second-year undergraduate students. Together with the Garden State Guarantee, these programs provide a transformational opportunity for students that bridges the gap of resources needed to start and finish their higher education.

With the Scarlet Guarantee and Garden State Guarantee programs, full-time New Jersey residents who have completed their FAFSA or NJAFAA now have all four years of their tuition and eligible fees covered depending on Adjusted Gross Income (AGI) for as long as these programs last. These programs are last-dollar financial aid awards that cover the entire net cost, after all other grants and scholarships have been applied.

**15+ to Finish**

Students can graduate on time and minimize their educational costs if they complete 15 or more credits per semester. The 15+ to Finish initiative helps students get there by connecting them with academic, wellness, and career support services, and opportunities for experiential learning and involvement.

**Excellence Scholar Collaborative**

With a $15M investment over the next five years, Rutgers is creating interdisciplinary scholarly communities across diverse academic units to focus on climate and sustainability, data science, and artificial intelligence, among other pressing global issues.

**Graduate Education and Student Support**

The Graduate Education and Student Support Initiative seeks to improve the graduate student experience through enhanced coordination of recruitment, enrollment management, scholarships, academic support, and support for graduate student life.

**Teaching, Learning, and Inclusive Pedagogy**

To help students make the most of their Rutgers–New Brunswick education, the Teaching, Learning, and Inclusive Pedagogy Initiative empowers faculty with best practices and an approach to teaching that engages the background and learning style of all students.
Rutgers Distinction

Rutgers–New Brunswick proudly connects students with hands-on, experiential opportunities for research, internships, and public service. Inspired by the success of the Rutgers Summer Service Internship Initiative, the new Rutgers Distinction Initiative focuses on expanding industry and community partnerships.

Investing in Rutgers–New Brunswick Infrastructure

Rutgers has committed to investing $5 million over five years for infrastructure repairs and upgrades. Students are a top priority in this effort, which includes the development of collaborative and innovative spaces.

Provost’s Teaching Fellows Program

The Provost’s Teaching Fellows Program supports pedagogical innovation to improve student learning outcomes. The program includes full cohort sessions to share goals and build networks, as well as small group consultations focusing on different elements of course redesign. Fellows are supported by a $2,000 research stipend.

Faculty fellows are required to redesign a course being taught in Fall 2022 in one of the following ways:

- Adopt Flipped Instruction with Active Learning
- Developing Personalized Learning
- Developing Alternative Grading Schemes

COACHE Survey

In the spring of 2019, Rutgers University–New Brunswick partnered with the Harvard Graduate School of Education Collaborative on Academic Careers in Higher Education (COACHE) to conduct a faculty job satisfaction survey. COACHE is a consortium of over 250 colleges and universities, committed to improving the academic workplace. The survey evaluates faculty perceptions in the following themes:

- Nature of Work: Research, Service, and Teaching
- Resources and Support
- Interdisciplinary Work, Collaboration, and Mentoring
- Tenure and Promotion
- Institutional Leadership
- Shared Governance
- Departmental Engagement, Quality, and Collegiality
- Appreciation and Recognition
- Retention and Negotiation
- Diversity & Inclusion

Further information on this initiative can be seen here.