

An invitation to apply for the position of



Director, Eagleton Institute of Politics

Rutgers, the State University of New Jersey, welcomes internal nominations and applications for its next **Director of the Eagleton Institute of Politics** at Rutgers University–New Brunswick.

SUMMARY

Reporting to the Chancellor-Provost of Rutgers–New Brunswick and serving as a member of the Chancellor-Provost’s leadership team, the Director serves as Eagleton’s primary ambassador, advocate, and spokesperson to external constituencies including alumni, donors, officeholders, and partners in New Brunswick, across the state, and nationally. The Director must be passionate about and committed to engaging a dynamic community of faculty, students, and staff to address today’s most pressing political and democratic challenges through scholarship, teaching, and outreach.

The next Director will continue to cultivate relationships with regional and national leaders to ensure students enjoy a variety of internship, service, and employment opportunities and possess a civic and political skillset and ethos for public service. The Director provides leadership, support, and mentorship to Eagleton’s faculty and staff, is responsible for the overall operations of the Institute, and stewards an annual budget of nearly \$4 million.

ABOUT THE EAGLETON INSTITUTE OF POLITICS

The Eagleton Institute of Politics at Rutgers–New Brunswick studies the ways American politics and government work and change, analyzes how democracy might improve, and promotes political participation and civic engagement. The Institute explores state and national politics through research, education, and public service, linking the study of politics with its day-to-day practice.

Eagleton was founded in 1956 with a bequest from Florence Peshine Eagleton, a suffragist and social change activist. Today, Eagleton faculty and staff work closely with political practitioners and scholars in New Jersey and across the nation to accomplish Florence Eagleton’s ambitious goal: “the development of and education for responsible leadership in civic and governmental affairs and the solution of their political problems.”

Eagleton develops new knowledge about emerging topics and themes in American politics. Its faculty, centers, and programs study:

- Campaigns, elections, and political parties
- Civic education and political engagement
- Ethics
- Governors and state politics
- Minority and immigrant political behavior
- New Jersey politics
- Public opinion polling and survey research
- Public safety and community resilience
- Science and politics
- Women’s political participation
- Youth political participation and young elected leaders

Rooted in a mission to “study politics, inspire engagement, and improve democracy,” Eagleton is committed to advancing the following core values:

- Cultivating access and empowerment within the Institute and, by extension, our political system; Eagleton seeks to identify and remove barriers to access and promote inclusion, which relies on active and intentional efforts to remedy power inequities
- Affirming the humanity of all people irrespective of their historic marginalization, identity, or socioeconomic status, through teaching, research, and programming
- Centering historically marginalized voices and opposing policies and practices that discriminate against anyone on the basis of these historic and present realities
- Engaging in critical examination of systems of power and governance, including the ideals for and practice of democracy
- Promoting open and respectful exchange of ideas and perspectives that abides by the values listed above and preserves the safety and well-being of all participants
- Fostering interest in, and promoting, a broad range of engagement in politics, communities, and public service by all members of society, especially its students

ROLE OF THE DIRECTOR

As Eagleton’s chief executive and academic officer, the director is responsible for:

- Defining and executing Eagleton’s strategic priorities and vision, developed in concert with the Institute’s faculty, staff, and students
- Recruiting, retaining, and supporting a diverse faculty of prominence with a commitment to Eagleton’s mission and emphasis on linking how we *think* about American politics with how we *practice* it
- Fostering educational and research programs of the highest quality with an eye toward extending Eagleton’s mission and working across campus and across disciplines
- Attracting a diverse and outstanding student body and offering an educational experience in which students can envision their impact on American democracy

- Facilitating connections between the theory, research, and practice of democracy and civic engagement within the scholarly and political communities and the public at large
- Ensuring Eagleton’s short- and long-term economic health

PROFESSIONAL QUALIFICATIONS AND PERSONAL QUALITIES

This position requires a Director with expertise, a widely regarded reputation, and a record as a scholar-practitioner of American democracy with a research, teaching, and service profile commensurate with a tenured faculty appointment. The Director must be committed to Eagleton’s mission and core values, and embrace the Institute’s focus on improving democracy and applying research to political problems.

Eagleton examines, analyzes, and promotes discussion of the practice of American politics, so a thorough and demonstrated knowledge of that field is essential to carrying out the work of this position, both internally and externally. The Director also must possess advanced knowledge of teaching, learning, and civic engagement scholarship and practice. This knowledge must be coupled with a commitment to center students’ civic and political learning with an aim of equipping and encouraging their engagement in our community and democracy.

The Director must also be able to conceive, articulate, and implement a shared and unifying vision, and lead a team. The Director will be required to anticipate possibilities, seize opportunities, and execute definitive solutions. The Director must be an effective advocate for Eagleton in building partnerships, raising funds, and encouraging long-term support of alumni and donors. The Director must possess strong interpersonal skills and comfort in meeting and working with a broad range of people including high-level public officials, media representatives, students, and University leadership.

Leadership of Eagleton requires an ability to foster communication and collaboration, and spark enthusiasm and excellence in collectively meeting the Institute’s mission. The Director must possess the capacity to navigate conflict, and definitively make difficult decisions while reflecting honesty, integrity, and an ethical approach to leadership. The ideal Director exhibits passion for Eagleton’s mission and displays a genuine enjoyment of their colleagues, students, and communities.

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

The history of Rutgers University testifies to its institutional ambition and importance to the state of New Jersey. Chartered in 1766, Rutgers (then Queen’s College) was initially a private liberal arts college with ties to the Dutch Reformed Church. Rutgers is one of only nine U.S. institutions of higher education chartered before the American Revolution. Rutgers College was renamed in honor of trustee and Revolutionary War veteran Henry Rutgers in the nineteenth century. After the Morrill Act of 1862, Rutgers became New Jersey’s land-grant college. In the 1920s, Rutgers became officially nonsectarian and assumed University status; in 1945 and 1956, state legislative acts designated Rutgers as the State University of New Jersey. Rutgers–New Brunswick (and now

Rutgers Biomedical and Health Sciences) joined the Association of American Universities in 1989, and in 2013 became a member of the Committee on Institutional Cooperation (now called the Big Ten Academic Alliance), a consortium of 15 leading research-intensive universities.

Today, Rutgers, in the aggregate, is a research powerhouse, the top public university in New Jersey, a member of the Association of American Universities, and among the most diverse institutions in the Big Ten Academic Alliance. Rutgers is a vibrant institution with a dynamic intellectual environment, featuring more than 8,700 faculty and 14,900 staff members serving approximately 70,000 undergraduate and graduate students. The University offers more than 150 undergraduate majors and more than 400 graduate programs. The University's FY2022 budget is approximately \$4.8 billion, and research grants and sponsored programs totaled more than \$900 million in FY2021. Rutgers has over 530,000 living alumni, who, in FY2021, gave more than \$223 million. In FY2020, alums and friends gave more than \$240 million, making that year's fundraising the second highest in the University's history, notwithstanding the COVID-19 pandemic. In 2023, *U.S. News & World Report* ranked Rutgers–New Brunswick as one of the nation's top 20 public universities.

LEADERSHIP

Jonathan Scott Holloway, 21st President of Rutgers, The State University of New Jersey, assumed his role in 2020. An eminent historian of 20th century African American thought and letters and an elected member of the American Academy of Arts and Sciences, Dr. Holloway was previously Provost of Northwestern University and Dean of Yale College. At Rutgers, Dr. Holloway has identified three overarching priorities for his tenure: the relentless pursuit of academic excellence, the development of strategic and institutional clarity, and the achievement of a beloved community.

Dr. Holloway's arrival has vitalized the University in multiple ways. He created a permanent Office of Climate Action, named the University's first Senior Vice President for Equity, and completed a comprehensive Equity Audit to undergird a strategic diversity plan for the institution. He also implemented a transformative new faculty hiring initiative, formed a task force to examine the future of work, and renewed several significant commitments to student access and success. These include the Scarlet Promise Grants which provide undergraduate scholarships and emergency, temporary relief to those facing hardship; and the Rutgers Summer Service Internship Initiative which offers paid summer public service internships to up to 150 second- and third-year students.

Francine Conway was appointed to join Dr. Holloway's leadership team as Rutgers–New Brunswick's inaugural Chancellor-Provost on July 1, 2021. Chancellor-Provost Conway's role combines elements of the previously existing chancellor's portfolio with those of the provost to establish a clear focus on academic excellence for students and faculty. An internationally recognized scholar of child psychology, Dr. Conway also serves as a Distinguished Professor. Previous academic leadership roles included her appointment as Provost and Executive Vice

Chancellor for Academic Affairs for Rutgers–New Brunswick and as the Dean of the Graduate School of Applied and Professional Psychology.

Chancellor-Provost Conway draws on the expertise of diverse Rutgers–New Brunswick leaders and deans who are dedicated to fulfilling the University's teaching, research, and service mission. These leaders oversee and direct major academic units and administrative divisions and are responsible for carrying out the Chancellor-Provost's vision for Rutgers–New Brunswick. Their leadership areas include Academic and Faculty Affairs; Advancement; Equity and Educational Equity; Enrollment Management; Finance; Marketing and Communications; Research, as well as Life Sciences Research and Partnerships; Student Affairs; Technology and Instruction; and Undergraduate Education. The Chancellor-Provost also collaborates with other central service units to meet the needs of the campus.

The Office of the Chancellor-Provost focuses on several priority initiatives to strengthen opportunities and support excellence among faculty, students, and staff. The Rutgers–New Brunswick Academic Master Plan is a strategic initiative that serves as the roadmap for the institution's future, clarifying strategies to accomplish the University's academic and service missions.

For more information, visit <https://www.rutgers.edu/about-rutgers>.

ACADEMIC MASTER PLAN

Rutgers–New Brunswick engaged in a comprehensive mission to reimagine the student experience and community well-being as well as to drive the University's research and community involvement to benefit society throughout New Jersey and the world. These changes began with the creation of Rutgers–New Brunswick's Academic Master Plan (AMP) over the 2021-2022 academic year with deep stakeholder engagement. The AMP guides the campus in its pursuit to be a national leader among institutions of higher education that exemplify excellence in inclusive research, pedagogy, and service toward the common good.

The success of the AMP was built upon a foundation of Four Pillars of Excellence: Scholarly Leadership; Innovative Research; Student Success; and Community Engagement. The AMP implementation programs will drive equitable student success through Access to Academic Excellence; attend to the well-being of the Beloved Community; and deepen research, community, and economic engagement to benefit the Common Good. Two hallmark initiatives of the AMP include *Discovery Advantage*, which reimagines the student experience to ensure students are supported in their belonging and well-being and best prepared to succeed in their academic and co-curricular pursuits and life after graduation; and *Rutgers Distinction*, which proudly connects students with hands-on, experiential opportunities for research, internships, and public service.

To learn more about the AMP, please visit <https://newbrunswick.rutgers.edu/academic-master-plan>. To learn more about the AMP implantation initiatives, please visit <https://newbrunswick.rutgers.edu/chancellor-provost/strategic-priorities>.