



An invitation to apply for the position of:

**Dean**

**Douglass Residential College**

New Brunswick, NJ

## **THE SEARCH**

Rutgers, The State University of New Jersey, welcomes nominations and applications for its next Dean of Douglass Residential College (Douglass) at Rutgers University-New Brunswick.

Douglass is the only residential women's college in the nation that is housed within a world-class public research university. By co-enrolling at Douglass and one of Rutgers–New Brunswick's academic schools, Douglass students experience a small college atmosphere and programs that empower their academic excellence and leadership development while engaging with the University's rich educational and research resources. Douglass students lead with hearts open to diverse communities and minds clear about social justice and power structures, and experience raising their hands, stepping up, leaning in, and risking.

Today Douglass enrolls more than 2,500 students. The Douglass student body comprises women of diverse backgrounds and identities: currently, 20% of students identify as Black/African American; 18% as Latinx/Hispanic; 25% as White/Caucasian; and 35% as Asian/Pacific Islander. In addition, 21.5% are first-generation college students; 14.6% are Educational Opportunity Fund (EOF); 7.1% are nontraditional ages (23+); and 25% are transfer students. In terms of academic interests, 50% of students major in a STEM field. From among the students admitted to Rutgers–New Brunswick, Douglass aims to recruit 500 new incoming students annually and typically averages 550-575 students including a mix of first-year, transfer, and non-traditional students. Douglass is a supportive and inclusive community that is beneficial for Rutgers University-New Brunswick women and students interested in gender-diverse programming.

Douglass students benefit from an educational track of academic and co-curricular programming that helps acclimate students to college life, excel in classes, create a community of support, and build a resume for and beyond Rutgers. When they graduate with a Douglass certificate, students leave college well-rounded and prepared for graduate school, careers, leadership, and more.

This is an exceptional opportunity to lead a women's college housed within a public research university with a rich history, a strong commitment to service excellence, and an exciting future. Reporting to the Chancellor-Provost of Rutgers–New Brunswick and overseeing a staff of 27 and a budget of approximately

\$7 million, the Dean will serve as a key member of the New Brunswick academic leadership team. With the launch of Rutgers–New Brunswick’s new Academic Master Plan (AMP), the Dean will build upon the existing institutional strengths and lift Douglass from a “hidden gem” to an exemplar and thought leader in women’s education at Rutgers and beyond.

The successful candidate will hold significant leadership experience, an unwavering and demonstrated commitment to advancing women for the 21<sup>st</sup> century; furthering diversity, equity, inclusion, and belonging; strengthening successful fundraising; and building innovative curricular and co-curricular programs in partnership with administrative leaders, faculty, and staff.

A search committee has been formed and Isaacson, Miller, the national executive recruiting firm, has been retained to support the committee. Confidential inquiries, nominations, and applications can be directed to the firm as indicated at the end of this document.

## **RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY**

The history of Rutgers University testifies to its institutional ambition and its 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. In the nineteenth century, it was renamed Rutgers College in honor of trustee and Revolutionary War veteran Henry Rutgers, and 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 (now joined by 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. In 2021, *U.S. News & World Report* ranked 38 Rutgers graduate programs across a wide range of disciplines among the top 25 in the nation. 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, alumni and friends gave over \$240 million making that year’s fundraising results the second highest in the University’s history, notwithstanding the COVID-19 pandemic.

## LEADERSHIP

**Jonathan Scott Holloway**, 21<sup>st</sup> President of Rutgers, The State University of New Jersey, assumed his role in 2020. An eminent historian of 20<sup>th</sup> 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 establishment of a beloved community.

Dr. Holloway's arrival has vitalized the University in multiple ways. A permanent Office of Climate Action has been created; the University's first Senior Vice President for Equity has been named, and a comprehensive Equity Audit has been completed to undergird a strategic diversity plan for the institution; a transformative new [faculty hiring initiative](#) has been announced; a task force to examine the [future of work](#) has been formed; and several major commitments to student access and success have been undertaken. 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 will offer paid summer public service internships to up to 150 second- and third-year undergraduate 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. Before assuming her current role, Dr. Conway served as Rutgers–New Brunswick's Provost and Executive Vice Chancellor for Academic Affairs, and before that as Dean of the Graduate School of Applied and Professional Psychology.

Chancellor-Provost Conway draws on the expertise of diverse leaders and deans who are dedicated to fulfilling the University's mission of teaching, research, and service. These diverse leaders oversee and direct major academic units and administrative divisions and are responsible for carrying out the Chancellor-Provost's vision for the University. Their leadership areas include Academic Affairs, Advancement, Educational Equity, Enrollment Management, Equity, Faculty Advancement and Faculty Affairs, Finance, Marketing and Communications, Research, Student Affairs, Technology and Instruction, and Undergraduate Education. The Office of the Chancellor-Provost is focused on several priority initiatives that will strengthen opportunities and support excellence among faculty, students, and staff. The Rutgers–New Brunswick [Academic Master Plan](#) (AMP) 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 is embarking on a comprehensive mission to reimagine the student experience and community well-being as well as drive the University’s research and community involvement to benefit society throughout the state of New Jersey and beyond. These changes began with the creation of Rutgers–New Brunswick’s Academic Master Plan (AMP), which was developed over the course of 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.

Success of the AMP will be built upon a foundation of Four Pillars of Excellence: Scholarly Leadership; Innovative Research; Student Success; and Community Engagement. The AMP is implemented through programs that 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. One hallmark AMP initiative, Discovery Advantage, will comprehensively reimagine 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. Another AMP initiative, The Rutgers Distinction, builds on the proud tradition of connecting students with hands-on, experiential opportunities for research, internships, and public service.

To learn more about these and other AMP initiatives, please visit <https://newbrunswick.rutgers.edu/chancellor-provost/strategic-priorities>.

## **DOUGLASS RESIDENTIAL COLLEGE**

Douglass Residential College (Douglass) was founded in 1918 as the New Jersey College for Women after a five-year campaign led by the New Jersey State Federation of Women’s Clubs, spearheaded by Mabel Smith Douglass. The founding vision for Douglass was “to bring about an intellectual quickening and a cultural broadening, combined with specific training so that women could go out into the world fitted for leadership in the economic, political, and intellectual life of this nation.” The College opened at a time when women had limited rights, even before the securing of women’s suffrage in 1920. The school began as an autonomous “technical college for women” that could offer training in careers from librarian and secretary to nurse and social worker. Mabel Smith Douglass was the founding Dean and proved to be a charismatic leader and fundraiser, soliciting donations and rallying support for the school. Under her leadership, enrollment rose from 54 students to 1,129 by 1929. Douglass retired due to poor health in 1932 and officials named the College in her honor in 1955. In 2006, Douglass, along with Rutgers, Livingston, and University Colleges, was consolidated into Rutgers–New Brunswick and was no longer a degree-granting unit of Rutgers. As Rutgers has evolved so has Douglass, but what has remained constant is the belief in the intellectual and creative empowerment of women, and that a women’s college offers distinct advantages in educating future women leaders.

As previously mentioned, Douglass currently enrolls more than 2,500 students and educates an incredibly diverse and inclusive student body. Two years ago, Douglass launched a revised curriculum designed to complement students' areas of academic study. To be eligible for a Douglass certificate at graduation, students must successfully complete the Knowledge and Power Course, participate in the Douglass community by living on campus or engaging with student groups and activities, engage with others around issues of diversity, equity, and inclusion, and participate in research and hands-on learning through either Douglass Discovery or Career Pathways.

Douglass students benefit from a unique array of programs, including:

***Knowledge and Power***

This entry-level Women and Gender studies course is required of all students enrolled at the College as it is the cornerstone of Douglass' mission. Knowledge and Power explores the status of women historically and currently. The course provides an opportunity to understand and analyze gender and sexuality in social, economic, cultural, and political contexts, and explores how they interact with other categories of difference, including race and ethnicity.

***Diversity, Equity, and Inclusion***

Focused on the mission of fostering a diverse and inclusive environment through a holistic approach that includes institutional-level initiatives, academic experiences, student leadership opportunities, and community-building strategies, this Douglass cornerstone seeks to address inequities and cultivate critical conversations about meaningful and proactive inclusion.

***Douglass WiSE (Women in Science and Engineering)***

Formerly the Douglass Project, founded in 1986, this program supports thousands of women each year in their STEM journeys; providing academic and leadership opportunities, resources and community development, research experiences, living-learning communities for women in computer science, engineering, and medicine, a STEM-only women's residence hall, and corporate and alumnae mentoring to support women pursuing degrees in STEM.

***Douglass Discovery***

This program offers a direct route to a research experience in collaboration with faculty, industry leaders, alumnae, and other professionals. Douglass Discovery opens new pathways in academia and the professional world for undergraduates.

***The Gender and the Arts Program***

This program includes an elective seminar and capstone project, on-campus workshops with artists to learn about their work and inspirations, trips to experience music, theater, and dance performances, and opportunities for student creative endeavors.

### ***Faculty Fellows***

This program brings experts to campus to collaborate with students on research projects, headline speakers' series, and mentorship. One recent project conducted research into maternal-fetal outcomes for Black women in Central New Jersey.

### ***Career Development***

Douglass career development programs provide students with leadership development, mentoring, career advancement, and personal growth. Students develop a personalized set of tools and skills that prepare them for future success.

### ***BOLD Center***

The Reilly Program at the BOLD Center at Douglass for Advancing Women's Professional Development offers a specialized professional development curriculum alongside an immersive workplace experience known as an externship. The Reilly Program at the BOLD Center at Douglass advances the career preparation and vision of Douglass students by providing leadership, mentoring, career, and personal development programs; helping students to clarify their academic and career goals, connecting students with role models whose lives and work are exemplary, and preparing them for success in their personal and professional lives.

### **Public Leadership Education Network (PLEN)**

Douglass' chapter of the Public Leadership Education Network (PLEN) provides a wide array of programs to students interested in public policy and leadership. Through involvement in Douglass PLEN, students have the chance to land an internship in state departments and agencies in Trenton and other organizations dedicated to public policy research and implementation, attend seminars in Washington D.C., and network with state and national leaders in law, public policy, and politics.

### ***Global @ Douglass***

The Global Initiatives at Douglass are a set of opportunities that prioritize the intersection of community outreach, experiential learning, and global initiatives. Students immerse themselves in themed learning communities in the Global Village, research international concerns, study abroad, and more.

### **Douglass Campus Facilities and Residential Experience**

The Douglass campus has a bucolic charm and character that is distinctive at Rutgers. The College is frequently referred to as the most beautiful of the Rutgers campuses. The Douglass campus includes residential space, office space, classroom space, and the Voorhees Chapel. In 2016, The Kathleen W. Ludwig Global Village Learning Center opened. This new center provides residence hall rooms, a student lounge, academic space, a student kitchen, and outdoor seating and meeting space. Carpender Hall which houses offices, a computer lab, a student lounge, a conference room, and classroom space was recently renovated. The condition of many of the older residential spaces, combined with limited dining options,

affects the desirability of living on the Douglass campus. Discussions with University leadership about needed improvements are underway.

Douglass students are not required to live on the Douglass campus but are strongly encouraged to live in Douglass housing during their first year. In most years, half of Douglass students live on campus and half live off campus. There are a variety of living-learning opportunities that students can participate in as Douglass students including the Global Village, the Reilly Douglass Engineering Living-Learning Community, Douglass-SAS-DIMACS Computer Science Living-Learning Community, School of Environmental and Biological Sciences/Douglass Environmental Sciences Living-Learning Community, and the Bunting Cobb Living-Learning Community for Women in Science, Technology, Engineering, and Mathematics. Top Douglass scholars can participate in the Honors College/DRC Living-Learning Community Partnership, and non-traditional-age students benefit from the tailored resource of the Mary I. Bunting Program including the Sophia House for Non-Traditional Age Students. All commuter students are welcome to participate in living-learning communities and they also have their own lounge and student organization, “the Beehive.”

### **Douglass Finances**

Douglass is funded through a mix of institutional commitments, earnings on endowments held at the University, gifts and grants received, and earnings on funds held by the independent Associate Alumnae of Douglass College (AADC) and the Douglass Fund, external independent 501c3 organizations. The Douglass Fund is managed by trustees associated with the AADC. In addition to annual revenue, Douglass holds balances in endowed and operating accounts. Douglass recently developed a five-year plan to ensure that the financial decisions in any given year are sustainable for the future. The Douglass Scholarship program recently transitioned to a pool-and-match scholarship process managed by the Office of Financial Aid and in accordance with Title IX. Douglass does not receive tuition revenue. The annual budget is broken down as follows: 54% from donor support; 40% from Rutgers; and 6% from student fees. Donors fund all scholarship and student opportunity grants which in FY 2020 totaled \$1.6 million.

### **Douglass Alumnae**

Douglass’ almost 40,000 dedicated alumnae serve as passionate ambassadors and supporters of the College. Douglass alumnae are integral to the College and its future. Because of the accomplishments and leadership of the alumnae, Douglass is recognized as a national model for women’s education and leadership development. Alumnae support provides enhanced learning opportunities for students, and alumnae serve as important role models and mentors. Many alumnae return to campus to speak to students at events and panel discussions, serve as externship site hosts and mentors to students through BOLD Center programming, and support the Douglass student experience in a range of other significant ways.

Founded in 2014, the Douglass Advisory Board consists of alumnae of the College who provide assistance to the Dean for the advancement of the College through special projects and fundraising efforts, offer advice concerning the College's priorities and vision, and act as a sounding board for the Dean on strategic planning. The goal of the Advisory Board is to enhance the College's educational resources, assist in the planning for its ongoing success, and enrich the lives of its students. Subcommittees of the Advisory Board include Fundraising, Student/Alumnae Engagement, Corporate Engagement, and Campus Planning.

### **Douglass College Strategic Plan 2016-2023**

Completed in tandem with Rutgers' University-wide academic planning process, Douglass' seven-year strategic plan envisions a transformative future built on 100 years of success and a vision of the support and preparation that will prepare Douglass women to achieve and lead in a diverse and global world.

The plan identified six critical priorities:

- Advance intellectual excellence in the core curriculum;
- Enhance the transformative student experience by creating a new center for leadership, career, and personal development;
- Establish Douglass' prominence as a leader in STEM education for women;
- Further the Douglass emphasis on fostering inclusiveness;
- Promote Douglass as a leader in women's education at Rutgers University, in the United States, and around the world;
- Develop the resources needed to support growth and innovation at Douglass.

### **Douglass Diversity Strategic Plan 2021-2024**

Through its Diversity Strategic Plan, Douglass aims to embed diversity, equity, and inclusion (DEI) principles and practices within the College's curriculum and programs. In 2017, the College created a DEI committee of associate deans, senior directors, graduate students, and undergraduate students to examine and advance the equity and inclusion culture and structure within Douglass.

During the summer of 2020, Douglass leadership re-committed to improving program policies and procedures that directly impact underrepresented students. Once the University launched the Diversity Strategic Planning process, the Dean appointed the DEI Committee chair to begin drafting the plan with the five University priorities in mind:

- Recruit, Retain, and Develop a Diverse Community;
- Promote Inclusive Scholarship and Teaching;
- Define Sustainable and Substantive Community Engagement;
- Build the Capacity of Leaders to Create an Inclusive Climate;



- Develop an Institutional Infrastructure to Drive Change.

For more information on Douglass and Rutgers–New Brunswick, visit <https://douglass.rutgers.edu/>.

## THE ROLE

Reporting to the Chancellor-Provost, with an annual budget of approximately \$7 million, the Dean will lead Douglass at a critical and exciting time for both the College and Rutgers–New Brunswick. Overseeing a staff of 27, plus 10-12 graduate students, the Dean directly supervises a team of six: the Associate Dean of Academic Programs, the Associate Director of Diversity and Inclusion; the Associate Dean of the WiSE program; the Associate Dean for Recruitment, Scholarships, and Housing; the Associate Dean for Strategic Initiatives; and the Associate Dean for Advancement. Additionally, the Dean may recruit and/or work closely with Faculty Fellows who are affiliated with Douglass but not considered staff at the College.

The search committee welcomes interest and applications from candidates both within academia and other professional backgrounds. The successful candidate will have an unwavering and demonstrated commitment to women’s education and preparing women for success in their lives and professions. Additionally, candidates will be required to demonstrate a passion for the mission and academic aspirations of Rutgers University as well as how they have advanced diversity, equity, inclusion, and belonging in their workplaces. Ideally, the successful candidate, if from higher education, should have a scholarly interest or expertise in the fields of women’s studies, gender studies, or related disciplinary areas that align with the values of the College.

## OPPORTUNITIES AND CHALLENGES

The Dean of the Douglass Residential College will be empowered and expected to address the following key Opportunities and Challenges:

***Strengthen the identity of Douglass and amplify the visibility of its programs and resources within Rutgers and beyond.***

Douglass is primed for increased visibility and prominence internally and externally as a model of women’s education. In collaboration with the Douglass team, the Dean will develop clear, compelling communication and a marketing strategy that encompasses all aspects of the Douglass experience. The Dean will work closely with Admissions on a strategic approach to recruitment, and with Communications to create a clear story, pitch, and vision that identifies the student experience pathways and distinctive opportunities only available at Douglass. Additionally, the Dean will clarify the “residential” aspect of Douglass given that less than half of Douglass students reside on the Douglass campus and in living-learning communities that are affiliated with Douglass but are off-campus.

***Serve as a strategic steward of funds and extend fundraising success in support of Douglass facilities, programs, and student support.***

The Dean will be tasked with strategic, effective, and creative management of existing resources and resource development. This includes savvy budget management and long-range planning that takes into account external and internal funding. The Dean will continue to work collaboratively with Admissions and the Rutgers Foundation to facilitate strategic utilization of endowments and navigate scholarship needs in relation to Title IX regulations. Building on the success of the recent \$15 million “Power of 100 Years” campaign (2016-2019), the Dean will lead Douglass’ fundraising efforts and build support from a widening circle of alumnae, friends, and supporters. The Dean will actively engage in maintaining strong relationships with existing donors while enlarging the donor base with individuals, public and private sector institutions, and other mutually beneficial partners over time to ensure Douglass’ continued success. The Dean will also work in close partnership with Rutgers leadership, the Alumnae Advisory Board, and the Rutgers Foundation to develop the next set of fundraising priorities and goals in alignment with Rutgers’ institutional capital campaign planning.

***Celebrate and expand strength in STEM for women as a point of distinction for Douglass and Rutgers.***

Douglass’ long-standing commitment to and success in advancing women in their pursuit of careers in science, technology, engineering, and math (STEM) is truly noteworthy, including its 99% retention rate for women students in engineering, a rate significantly higher than the national average. It will be important for the new Dean to continue to strengthen the signature Douglass STEM programs and amplify Douglass’ role as a national leader in educating women who are heading for STEM careers. The Dean will also continue to cultivate the Rutgers faculty collaborations and the Douglass staff that support these programs. The Dean should further seek opportunities to bring recognition and awareness of these programs by leveraging and extending partnerships such as the Big Ten Academic Alliance to Advance Women in STEM.

***Spearhead and support cross-campus collaboration.***

With the introduction of the Rutgers–New Brunswick Academic Master Plan, the new Dean has an exciting opportunity to elevate Douglass as an exemplar and partner within the Rutgers community in the implementation of the AMP. It is critical for the new Dean to steer and align Douglass’ goals with the Rutgers AMP. The new Dean should strive to sustain the distinctive qualities of Douglass while looking for ways to partner with other units to avoid duplication of efforts and continue to leverage resources across the University in support of Douglass’ mission. The Dean should continue to deepen engagement with affiliated faculty through the Faculty Fellows program and other initiatives, expand successful partnerships with Computer Science and Engineering, and look for opportunities to develop similar collaborations with other departments including and beyond STEM disciplines.

***Craft a strategic vision for the necessity of Douglass while skillfully navigating the Title IX landscape.***

The Dean will work with the Douglass team, the Chancellor-Provost, alumnae, staff, students, and other stakeholders to develop a clear and inclusive strategic vision for the future of Douglass and women's education. The Dean will have the background and content knowledge that lends credibility to articulate the value of women's education in the current political and higher education landscape. The Dean will also be well-versed in Title IX to ensure that Douglass remains in alignment with Title IX guidelines and policies. The Dean will help define the unique advantages of Douglass and differentiate its programming to position the College for continued success. In addition, the Dean will seek opportunities to position Douglass as a thought leader externally for women's education nationally.

***Foster and support a diverse, equitable, and inclusive community within Douglass Residential College.***

Diversity, equity, and inclusion are core to the mission of Douglass and the Dean will continue to lead Douglass as a role model of inclusivity at Rutgers–New Brunswick and beyond. The Dean will continue to work with their senior leadership team to attract, recruit, and retain staff and students who are diverse across all measures. The Dean will ensure that implementation of the Douglass Diversity Plan moves forward and promotes inclusive scholarship and teaching and builds the capacity of leaders to create an inclusive climate. The Dean will foster sustainable and substantive community engagement and develop an institutional infrastructure to drive change.

***Galvanize and engage Douglass' community of alumnae.***

Douglass alumnae have a long history of generosity and dedication to the mission of Douglass. The Dean will continue to maximize the strong partnership that has been developed with the Douglass Advisory Board and leverage the expertise of this committed group of alumnae. Additionally, the Dean will partner with Douglass staff, students, and alumnae to develop mutually beneficial and enriching opportunities for student and alumnae connections across all generations to advance women in the 21<sup>st</sup> century. Building on the strength of nearly 100 years of commitment and financial support, the Dean has the opportunity to chart a new course with the independent Alumnae Association of Douglass College (AADC) focused on collaboration and shared goals in support of the future of Douglass. Overall, the Dean will inspire alumnae with a compelling vision for the future of Douglass and engage them as ambassadors, mentors, and donors.

***Build and develop a strong and dedicated team.***

The Dean will inherit a talented staff who are deeply committed to the vision and mission of Douglass and will benefit from leveraging the collective strengths of the team. The Dean will identify new ways to support individual staff members' professional development and opportunities for growth. As the new Dean develops the strategy and goals for the future of Douglass, they will need to simultaneously assess

the staffing structure to ensure that programmatic needs are supported while attending to the importance of work/life balance for Douglass' dedicated staff.

### **QUALIFICATIONS AND CHARACTERISTICS**

While no one person possesses all the qualities listed below, the ideal candidate will have most of the following professional and personal characteristics:

- A demonstrated passion for women's education in the 21st century and an adroit understanding of changing currents in women's education nationally.
- Successful experience establishing and building visionary, strategic, innovative, and inclusive partnerships; the ability to bring constituencies to actionable consensus around bold choices and execute large and ambitious plans with fiscal responsibility.
- Evidence of building strong management teams and overall administrative prowess.
- A demonstrable commitment to, and track record of, accomplishment around all forms of diversity, equity, and inclusion; a record of effectively recruiting and retaining diverse talent.
- Expertise in and understanding of intersectional, accessible feminism and gender studies.
- The skills, passion, and personality to fundraise successfully and appeal to a wide variety of donors; the character to inspire alumnae and to lead a strong development effort.
- Exceptional communication skills and the ability to engage effectively with the many constituencies of the Douglass and Rutgers–New Brunswick communities, while skillfully negotiating different points of view.
- A demonstrated, deep commitment to and track record of working effectively with high-ability students.
- A knowledge of university governance, including experience working with administrators, deans, and admissions to achieve productive outcomes is preferred.
- Demonstrated personal confidence to lead, humility to listen, and the propensity to support the efforts of others and credit their contributions.
- PhD or terminal degree preferred; demonstrated success in roles of similar scope, scale, complexity, and responsibility.
- Impeccable integrity, sound judgment, emotional intelligence, fundamental optimism, demonstrated ability to diplomatically negotiate, and an unwavering moral compass is essential.
- While prior incumbents in the role have been scholars in fields that focus on women's issues, all candidates with demonstrated professional and/or academic commitment to women's leadership development will be considered.
- For candidates that have qualifications that meet the University's scholarly standards, a tenured faculty position may be considered.

**FOR CONSIDERATION**

Questions, nominations, and applications should be submitted electronically and in confidence to:

Lisa Savereid, Partner  
Claire Hennessey, Managing Associate  
Liz Braun, Senior Associate  
Isaacson, Miller  
<https://www.imsearch.com/8768>

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