

# A TRANSFORMATIVE FUTURE

## BUILDING ON 100 YEARS OF SUCCESS

Douglass is the *only* women’s residential college in the nation located within a comprehensive public research university. The 2,400 Douglass students benefit from both a small-college atmosphere dedicated to women’s success and leadership as well as access to the rich educational and research resources of Rutgers University–New Brunswick. Douglass students major in disciplines across all schools at Rutgers and enjoy an expansive and innovative array of interdisciplinary educational and co-curricular opportunities. At a time when the viability of women’s colleges is increasingly in question, *Douglass has proven to be the sustainable model for women’s higher education.*

Founded in 1918, Douglass approaches its second century of educational excellence inspired by the new context for women’s education: the advancement of women’s leadership and women’s increased access

to education, the unprecedented social and economic opportunities in a globally connected world, and the dynamic changes and challenges for women in the labor force.

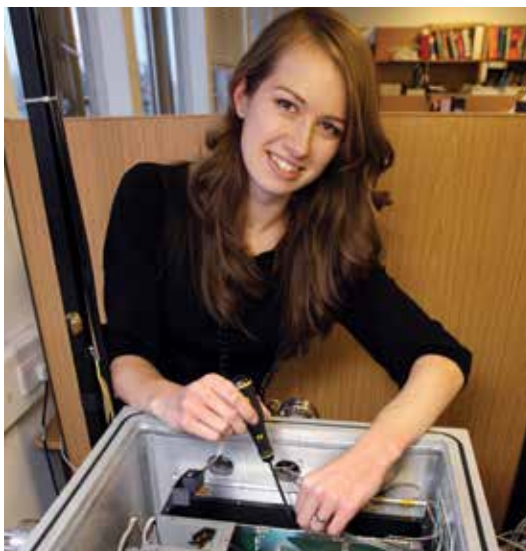
Since its founding, the women’s college at Rutgers University has been committed to the success and advancement of women undergraduate students. While the structure of the college has changed in its 100 year history, the commitment to advancing and educating women has never wavered. Today’s Douglass is the leading model for women’s education, incorporating a culture of women’s advancement within one of the finest universities in the country.

Completed in tandem with Rutgers’ university-wide planning process, Douglass’ seven-year strategic plan envisions a transformative future built on 100 years of success and the vision of what Douglass women will need to achieve and lead in a diverse and global world.



# THE STRATEGIC PLAN FOR **Douglass Residential College** IDENTIFIES SIX CRITICAL PRIORITIES:

- 1** Advance Intellectual Excellence in the Core Curriculum
- 2** Enhance the Transformative Student Experience by Creating a New Center for Leadership, Career, and Personal Development
- 3** Establish Douglass' Prominence as a Leader in STEM Education for Women
- 4** Further the Douglass Emphasis on Fostering Inclusiveness
- 5** Promote Douglass as a Leader in Women's Education at Rutgers University, in the U.S., and around the world
- 6** Develop the Resources Needed to Support Growth and Innovation at Douglass





**“At Douglass, I’m surrounded by other women who are driven to excel, and I’ve been able to connect with wonderful students, from different backgrounds and majors, that I otherwise might not have met if it wasn’t for the College.”**  
**VICTORIA BOWERS, DRC’17**

### **The Strategic Planning Process**

The Strategic Plan was developed with input from all Douglass stakeholders including students, alumnae, faculty, administrators, and staff from Douglass and Rutgers. The Strategic Planning Committee reviewed extensive background material including the results of multiple information-gathering sessions with students, staff, and alumnae. Meeting regularly over several months, the Strategic Planning Committee identified the critical priorities for Douglass and worked in subcommittees to develop a blueprint for implementation.

# 1 ADVANCE INTELLECTUAL EXCELLENCE IN THE CORE CURRICULUM

Douglass offers an innovative core curriculum that combines classroom and experiential learning. Students are taught to think and write critically, to examine social and cultural structures from a global perspective, to undertake interdisciplinary projects, to engage in community service, and to acquire the skills they need to thrive and lead in a complex and changing world.

Students can choose from a variety of living-learning opportunities including the Global Village, the new Computer Science Living-Learning Community, and the Reilly Douglass Engineering Living-Learning Community. Top Douglass scholars participate in the new Honors College/DRC Living-Learning Community Partnership at Rutgers, and non-traditional age students benefit from the tailored resources of the Mary I. Bunting Program. All Douglass students take the “Douglass Course,” a foundational class that provides the scholarly framework for women’s education and leadership.

Douglass students enjoy exceptional co-curricular opportunities, many spanning Rutgers University. For example, as a partner in Rutgers’ award-winning Centers for Global Advancement and International Affairs (GAIA Centers), Douglass can offer its students international programs including overseas experiences that combine service learning, civic engagement, and cultural immersion. As a member of the Rutgers Institute for Women’s Leadership, Douglass can provide students with unparalleled opportunities to advance women’s leadership locally, nationally, and globally.

**The Strategic Plan identifies these initiatives to further strengthen the intellectual excellence of the Douglass core curriculum:**

- Strengthen the intellectual community by creating deeper involvement of faculty at Douglass.
- Evaluate and refine the foundational Douglass Course.
- Enhance the residential educational experience for students by expanding living-learning communities.
- Develop a comprehensive Douglass Honors Experience that incorporates the Honors College of Rutgers University–New Brunswick Living-Learning Community and Honors Programs and explore the possibility of establishing a Douglass Scholars Program for the highest academic achievers.
- Advance the globalization of the Douglass experience by increasing the number of students and variety of programs in the Global Village and strengthening the partnerships with the GAIA Centers and relevant faculty.
- Increase the number of Douglass students who study abroad, including expansion of Global Village travel and the development of new STEM international service learning opportunities.
- Provide quality experiential educational opportunities across the entire Douglass curriculum.
- Evaluate and improve Douglass’ current assessment of its courses and programs.



**“At Douglass, there is a pervasive sense that a woman can do whatever she sets her mind to, and the world of choices available here gives women the platform to build the confidence they will need to succeed.”**

**WENDY CAI-LEE, DC’96  
and Chair, Douglass Residential  
College Advisory Board**

### **Living-Learning Opportunities at Douglass**

- Global Village, including the *new* Kathleen W. Ludwig Global Village Learning Center.
- 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.
- Honors House at the Jameson Complex.
- DRC/Honors College Living-Learning Community.
- Sophia House for Non-Traditional Age Students.
- Bunting Cobb Living-Learning Community for Women in Science, Technology, Engineering, and Mathematics.

Groundbreaking of the Kathleen W. Ludwig Global Village Learning Center, with President Robert L. Barchi, Rutgers University; New Brunswick Chancellor Richard L. Edwards; Dean Jacquelyn Litt, Douglass Residential College; and President Jeanne Fox, Associate Alumnae of Douglass College



## 2 ENHANCE THE TRANSFORMATIVE STUDENT EXPERIENCE BY CREATING A NEW CENTER FOR LEADERSHIP, CAREER, AND PERSONAL DEVELOPMENT

Students and alumnae consistently describe being part of the vibrant Douglass community as a transformative experience. They identify Douglass' leadership, advising, and mentoring programs, which empower Douglass women to aim high, as essential elements of the Douglass experience.

Through the strategic planning process, Douglass students voiced their desire for more programming to help them develop their professional skills and identity, and to achieve their employment and leadership goals.

**The Strategic Plan proposes the creation of the BOLD Center at Douglass (*Building Opportunities for Leadership and Development*).**

The BOLD Center will consolidate the current leadership, mentoring, externship and other career-related programs at Douglass, and develop new programs created especially for Douglass students. The BOLD Center will offer integrated programs to help students achieve their career preparation, leadership skills, and personal enrichment. From the moment students enroll at Douglass, the BOLD Center will help them clarify their educational, career, and personal goals and forge the connections with alumnae, professionals, and stakeholders to make them happen.

**At the core of the BOLD Center is the highly regarded Douglass advising program. The one-to-one advising with Douglass staff builds confidence and enhances students' opportunities for innovative learning experiences.**

- Provide a full program that develops basic career skills (resume writing, interviewing, public speaking) with mentoring and connections to professionals in virtually all relevant career fields.
- Develop a comprehensive leadership development program, including leadership for social justice, leadership training for student leaders, and skill development in negotiation, organizational management, team building, and entrepreneurship, necessary for today's diverse professional settings.
- Initiate a personal development curriculum on mindfulness, emotional intelligence, and work-life integration to address the questions students have today on creating a balanced life.
- Expand opportunities for experiential education through the Douglass Externship Experience, a job shadowing and career preparation opportunity designed for students to explore and refine their career and professional goals.
- Increase the number of students who participate in the Trenton Summer Internship Program.
- Expand the relationships with individual donors and private sector partners.





*STEM students with Dean Jacquelyn Litt and Professor Wise Young at the W.M. Keck Center for Collaborative Neuroscience*

### **3 ESTABLISH DOUGLASS' PROMINENCE AS A LEADER IN STEM EDUCATION FOR WOMEN**

Since 1986, Douglass has been at the forefront of recruiting and preparing women to forge careers in science, technology, engineering, and math (STEM). Douglass has emerged as a national leader in educating women to enter the STEM fields. The Douglass Project for Rutgers Women in Science, Technology, Engineering and Math is the College's award-winning flagship STEM program, offering students living-learning communities and unparalleled hands-on undergraduate research opportunities. In an employment environment where STEM positions are outpacing qualified candidates and where women remain underrepresented, Douglass' exceptionally trained and dedicated STEM women are poised to lead and succeed.

**The Strategic Plan presents these initiatives to solidify Douglass' reputation at Rutgers, in New Jersey, and beyond as a leader in STEM education for women:**

- Establish an advisory board of industry and corporate leaders, state government representatives, foundations, alumnae, students, and STEM faculty to garner support and resources for the Douglass Project.
- Expand paid research opportunities for first and second year students.
- Assume a leadership role in promoting STEM education for women at Rutgers and at the state and national levels.
- Develop a campaign to promote the best practices of the Douglass Project and the key elements to its success in order to raise its internal and external visibility.



**“As an incoming first-year student at Rutgers University, I actively sought out leadership opportunities and a safe space to share LGBTQ and women’s issues. I joined DRC looking for a community of strong, passionate, and like-minded women, and that is truly what I found; my closest friends are educators, aid workers, politicians, and lawyers—and they’re also Douglass women.”**  
**CHELSIE GÜNER, DRC’14**





## 4 FURTHER THE DOUGLASS EMPHASIS ON FOSTERING INCLUSIVENESS

The record-setting enrollment at Douglass demonstrates not only the appeal of its educational offerings but also its welcoming atmosphere for women from all backgrounds. The student population is highly diverse and the College prizes its inclusive environment. Douglass is committed to preparing its students to thrive in and contribute to a dynamic, multicultural world.

### **The Strategic Plan proposes these initiatives to strengthen Douglass' emphasis on fostering diversity:**

- Identify, prioritize, and strengthen diversity-centered learning in all core Douglass programs.
- Appoint a standing committee of the College to develop, implement, and assess programs that strengthen inclusion.
- Collect data to assess the Douglass experience for students from diverse backgrounds and minority or underrepresented populations.
- Evaluate the impact of College enrollment numbers on campus facilities, student services, and educational and co-curricular programming to aid planning that will ensure all students receive the educational experience to which Douglass aspires.
- Enhance focused communications for students, alumnae, and parents of diverse backgrounds and bolster collaboration with university resources such as the Rutgers Offices of Academic Affairs and Student Affairs.



# 5 PROMOTE DOUGLASS AS A LEADER IN WOMEN'S EDUCATION AT RUTGERS UNIVERSITY, IN THE U.S., AND AROUND THE WORLD

There is tremendous unexplored potential for publicizing Douglass as a leader in women's education. The Strategic Planning Committee uncovered a consensus that Douglass' reputation for educational excellence is unevenly known nationally and even locally. Douglass' success as *the sustainable model for women's higher education* must be encapsulated into a strong and consistent brand and disseminated through an integrated marketing and communications strategy.

**These initiatives to promote Douglass as a leader in women's education are included in the Strategic Plan:**

- Create the brand and marketing communications strategy that will establish Douglass' reputation locally, nationally, and internationally.
- Liaise with the relevant Rutgers University offices to ensure that Douglass is foregrounded in university recruiting and publicity materials as a magnet asset of Rutgers.

*Dean Jacquelyn Litt and students from the Africana House doing service work in the Dominican Republic.*





## 6 DEVELOP THE RESOURCES NEEDED TO SUPPORT GROWTH AND INNOVATION AT DOUGLASS

Douglass values its close and important relationship with its alumnae. The Associate Alumnae of Douglass College will offer alumnae programs. The College will develop programs for alumnae engagement with students and the College through new and innovative programming.

The transformative future envisioned for Douglass by the Strategic Plan and its record enrollments will require intense focus on resource development. Douglass will continuously examine and reallocate existing resources to best support programmatic priorities, and will also vigorously explore and pursue new sources of funding.

### **The Strategic Plan calls for these initiatives in resource development:**

- Establish the Office of Institutional Advancement to strengthen alumnae–student relations and oversee fundraising, alumnae, and donor communications.
- Cultivate new external partners and sources of funding in the corporate, foundation, and government spheres.
- Create opportunities at the BOLD Center to connect Douglass’ 39,000 alumnae to the intellectual life at the College.
- Advance Douglass fundraising with alumnae.

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