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WELCOMING PRESIDENT TATE

The presidential search committee has selected Dr. William F. Tate IV, a renowned social scientist and former president of Louisiana State University (LSU), as the 22nd president of Rutgers University. Dr. Tate comes to Rutgers as an accomplished leader and administrator with a wealth of experience overseeing large university systems. Dr. Tate offers Rutgers a wealth of experience and perspective. Douglass looks forward to welcoming him to our community.



DOUGLASS NOW

2025

THE FUTURE OF FEMINIST EDUCATION



A STRATEGY FOR THE NEXT ERA

A WORD FROM THE DEAN

In times of significant change, challenge, and opportunity, feminist leaders have always stepped up to offer their voices, ingenuity, and persistent willingness to work across differences. Their legacy is the foundation for what Douglass does today—providing undergraduates with a robust and evidence-based leadership education through a feminist lens. As we move into the second quarter of the 21st century, it's as important as ever to empower the new generation of leaders who will forge paths in fields as diverse as sustainability, technology, the fine arts, government, and public policy.

Douglass students grow into those leaders every day.

The new **2025-2030 Douglass Strategic Plan** will ensure that students experience programming at every stage of their college education, preparing them to lead in the workplace, community, and every place where tough decisions are made. Completed to align with the Rutgers University – New Brunswick Academic Master Plan, Douglass' strategic plan envisions a transformative future built on more than a century of success. Today's

Douglass is a leading model for feminist education, incorporating a culture of advancement within one of the finest universities in the country. Through programmatic and financial investment in five guiding principles—women and leadership, a four-year academic pathway, living and learning together, community engagement, and brand identity—the strategic plan outlines a future for Douglass that enriches students' education while taking our mission to a national stage.



DR. MEGHAN REHBEIN,
DEAN OF
DOUGLASS
RESIDENTIAL COLLEGE

ABOUT THE PROCESS:

The strategic plan was developed with input from Douglass stakeholders, including students, faculty, staff, administrators, and alumni. An internal steering committee met regularly during the 2023-2024 academic year, engaging groups as varied as the Douglass Governing Council, Red Pines, Dean's Cabinet, Douglass Staff, Douglass Advisory Board Strategic Planning Committee, LLC partners, faculty fellows, externship site mentors, and others in information-gathering sessions.

Throughout this edition of the Douglass Now, explore the five priorities of the Strategic Plan that will take Douglass to new heights.

1. WOMEN AND LEADERSHIP

Douglass offers students opportunities to develop as leaders towards the goal of a more just and ethical world, with a particular emphasis on women's experience.

pages 5 - 10



2. FOUR-YEAR PATHWAY

Douglass follows a four-year pathway model that integrates hands-on experiences early, builds on prior experiences, and connects to better post-graduation outcomes for students headed both to careers and to graduate school.

pages 11 - 14



3. LIVING AND LEARNING

Douglass is a trailblazer at Rutgers and nationally, in the delivery of living and learning experiences focused on women students that enhance their college education in practical, holistic, and outcome-oriented ways.

pages 15 - 16



4. COMMUNITY ENGAGEMENT

Douglass is a multidimensional community-interacting with Rutgers University, the local New Brunswick community, and the global feminist community. It offers mentorship, engagement, and hands-on opportunities for service connected to academic accomplishments.

pages 17 - 18



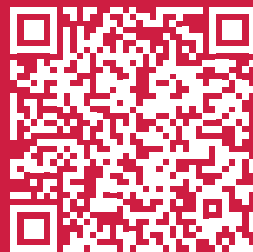
A GROWING SPACE DOUGLASS CAMPUS

DOUGLASS RESIDENTIAL COLLEGE RENEWAL & INNOVATION FUND

We are in a transformative time for Douglass. With Chancellor Francine Conway's Academic Master Plan, Rutgers–New Brunswick is charting the course for change that will uniquely empower students to lead, solve the grand challenges of our day, address injustice, and continue to make the world a better place. Douglass, with its dynamic living-learning community, innovative programs, and long history of producing thoughtful, hard-working students with agency, is an essential part of this vision.

The Douglass Residential College Renewal & Innovation Fund provides necessary funding for Douglass to add programs, expand academic and enrichment opportunities, partner with other units throughout the university, develop capital improvement plans, and prioritize student wellness, health, and safety. These improvements are all in service of improving the Douglass student experience, learning spaces, and re-establishing Douglass as a thriving residential destination and nexus for academic activity, student programming, and research.

**Support
The Fund!**



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“It is so important to have spaces like Douglass. It's a community that's open to discussion, where being passionate is encouraged and your lived experience is celebrated. To be a leader, you need to know and learn about yourself as well as your community. Douglass is the place to do that.” - **Jaiden Radocy** DRC'26, comparative literature major and future librarian

” —



**See All Douglass
Funds to Support**

VISIT DOUGLASS.RUTGERS.EDU/GIVE

YOUR LEGACY FOR DOUGLASS' NEXT DECADE

Your generosity not only benefits the life-changing programs at Douglass, but can also be a tool to help you meet your long-term financial goals. Douglass giving specialists are available to work with you on various strategies that prioritize tax-smart giving, estate planning, and even income generation through charitable gift annuities.

To connect with a giving specialist at Douglass, email drcadvancement@echo.rutgers.edu.



YOUR GIVING. YOUR VALUES. YOUR GOALS.

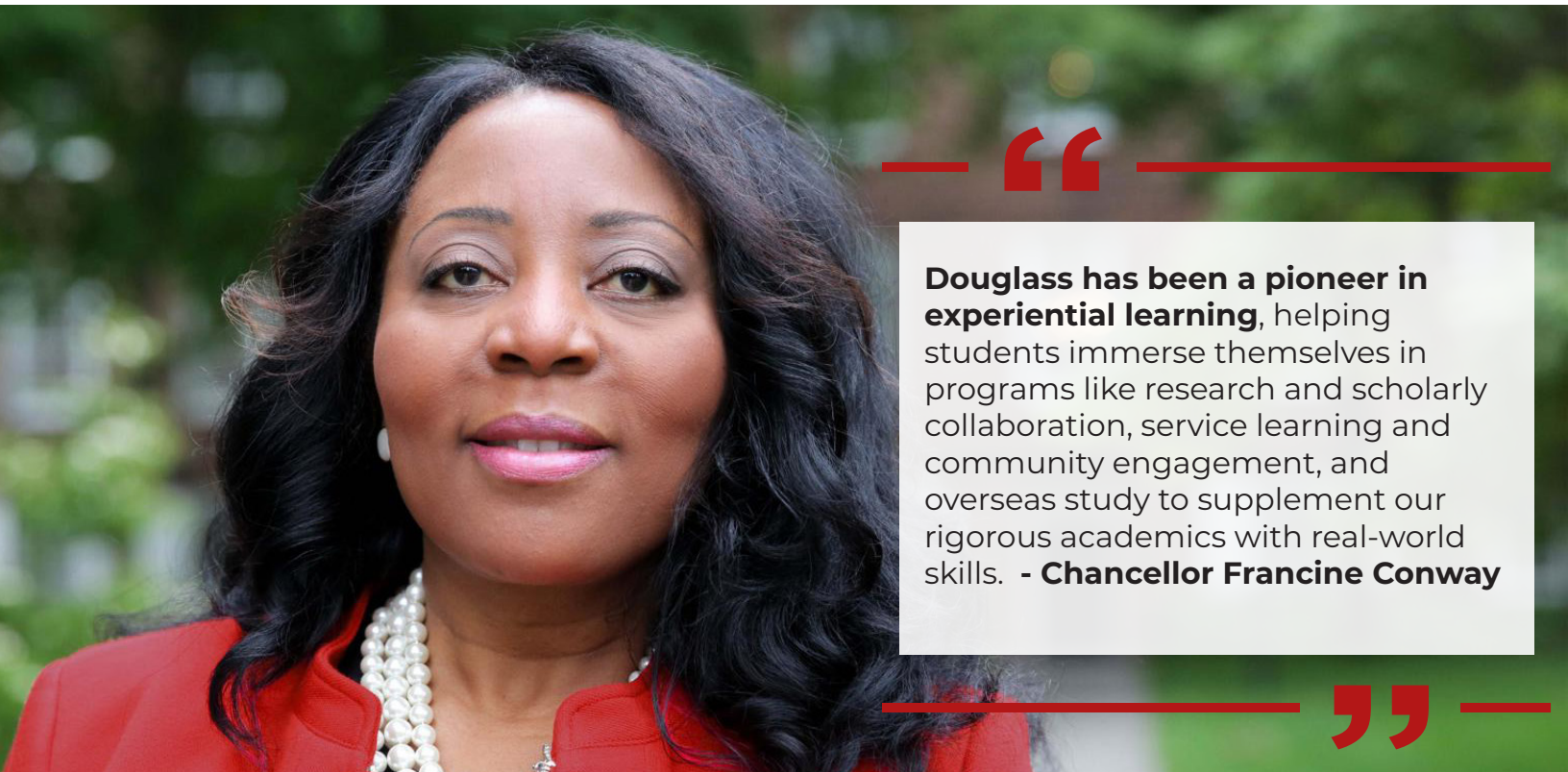


VISIT DOUGLASS.RUTGERS.EDU/GIVE



LEADERS IN CONVERSATION

DEAN MEGHAN REHBEIN & CHANCELLOR FRANCINE CONWAY discuss the past, present, and future of Douglass' importance to higher education.



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Douglass has been a pioneer in experiential learning, helping students immerse themselves in programs like research and scholarly collaboration, service learning and community engagement, and overseas study to supplement our rigorous academics with real-world skills. - **Chancellor Francine Conway**

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M.R. How does Douglass' legacy fit into the larger story of Rutgers–New Brunswick?

F.C. Douglass was founded in 1918 as a bold experiment in access and opportunity—one that has helped Rutgers University–New Brunswick become a national leader in producing successful graduates and an anchor institution for New Jersey. The founding spirit of the New Jersey College for Women, led by Mabel Smith Douglass and championed by women's organizations across the state, is embedded within our wider campus culture, reflected in our land-grant mission of public service, and actualized in the Rutgers–New Brunswick Academic Master Plan. I am proud to have been invited to personally join the impressive Douglass legacy by being presented with the Honorary Douglass Stole, which I gladly wore at the 2025 convocation.

M.R. How has Douglass shaped Rutgers' commitment to access and affordability?

F.C. Douglass has repeatedly expanded the circle of who belongs in higher education. This story of access admittedly unfolded too slowly—but it has cemented the idea that a world-class education should be available to all who qualify. Douglass opened to women of color in the 1930s and in the following decades, pioneered innovative programs for older degree completers, economically disadvantaged students, and women in STEM. Rutgers–New Brunswick's commitment to student success builds on this vision with the creation of a welcoming environment that empowers students to graduate on time, with minimal debt, and prepared to thrive in their chosen pursuits. It includes new initiatives like the Scarlet Guarantee financial aid program for those from lower-income families; our Discovery Advantage reimaging of the undergraduate student experience; and a new partnership with Middlesex College for a seamless transition from an associate's degree to New Jersey's flagship institution. It also includes our focus on wellness and basic needs—including ScarletWell, a campus-wide prevention and public health approach to wellbeing, and our new, centralized Student Basic Needs center.

M.R. What distinguishes the Douglass approach to academic innovation?

F.C. Douglass has been a pioneer in experiential learning, helping students immerse themselves in programs like research and scholarly collaboration, service learning and community engagement, and overseas study to supplement our rigorous academics with real-world skills. Inspired, in part, by Douglass's living-learning communities, Global

Village, and Douglass WiSE's Project SUPER, Rutgers–New Brunswick has appointed its inaugural Vice Provost for Experiential Learning to expand on our existing offerings, make them more accessible, and quantify their success.

It is thanks in part to these programs that Rutgers–New Brunswick boasts a graduation rate 20% higher than the national average and that 84% of last year's graduates—and 88% of Douglass graduates—reported positive career outcomes within six months of graduation.

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We are planning much-needed campus and infrastructure investments that will enable Douglass to scale up its programs in ways that preserve their intimacy while also building the capacity to reach more students.

- **Chancellor Francine Conway**

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M.R. How will you protect Douglass's small-college feel while expanding its reach to more students?

F.C. No matter how much things change, Douglass has always provided its students with a small-college community within the larger Rutgers campus. That culture of close-knit partnerships is part of what makes Douglass Douglass—and part of what makes its programs so successful. We are planning much-needed campus and infrastructure investments that will enable Douglass to scale up its programs in ways that preserve their intimacy while also building the capacity to reach more students.

For an example of how Douglass has already done this, consider its consolidation of the STEM living-learning centers into one building in Morrow Suites—while also adding a third LLC in the past year and adding the capacity for second- and third-year students to remain within the LLC community next year. Those students will benefit from the micro-community of their original program while also participating in the Discovery Advantage neighborhood comprising the Douglass LLCs, the Honors College, and other non-Douglass LLCs in the Busch Campus courtyard.

For Douglass, the Rutgers–New Brunswick Academic Master Plan includes the promise of serving more students without sacrificing that personalized community and cohort approach. Our campus-wide community, meanwhile, will continue to learn and benefit from the enduring, revolutionary Douglass spirit.

In high school, first-year Douglass student **Dahlia Brown DRC'28**, felt that opportunities to engage with feminist writers and thinkers were limited. Her coursework only grazed the rough outlines of the women's suffrage movement and she found herself looking for deeper understanding. **Douglass' Knowledge and Power: Issues in Women's Leadership** course changed that.

"In Knowledge and Power, we read the works of feminist leaders all speaking against the status quo," she said. "It empowered me to express my thoughts, even if they go against the 'norm.' That tradition of agency is something I value."

Knowledge and Power: Issues in Women's Leadership is the cornerstone course of the Douglass curriculum. It is required for all Douglass students and recommended for early semesters at Douglass. The course introduces feminist theory, literature, and history in an approachable and comprehensible fashion.

"Unlike traditional classrooms, the discussion-based approach and close readings of renowned feminist works create a space that encourages us to reflect on our unique life experiences," said Jamila Begum DRC'27.

The syllabus mixes readings from long-established scholars such as Adrienne Rich and Audre Lorde with more contemporary readings, such as *I'm a Wild Seed*, a graphic memoir by queer scholar Sharon Lee De la Cruz. Many students, particularly those who major in science, technology, engineering, or math, may not run into these works elsewhere. Knowledge and Power ensures that students of all majors are exposed to diverse viewpoints and areas of study.

◆ Dahlia Brown DRC'28

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Knowledge and Power helps us step out of our comfort zone and address important societal issues together. In a way, I consider the course to be about using our *knowledge* to supplement the *power* of our voices."

- Dahlia Brown DRC'28

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"As a STEM major, we don't always get to have in-depth discussions on important non-stem topics," said Douglass engineering major Victoria Axelsson DRC'25. "Knowledge and Power gave me a different perspective from my STEM classes and got me thinking about how leadership, justice, and community relate to my work as an engineer."

The discussion-based course is designed to get students talking and, at times, debating. However, the classroom environment prioritizes open communication and aids students in building the skills necessary to conduct respectful disagreements.

"In class, we learn from one another without feeling like certain viewpoints must be adopted," said Dahlia. "The only expectation is that differing viewpoints should be respected. We're encouraged to engage with others, even if we don't always agree."

The conversational classroom style is also intended to empower students to share how the topics covered in class might inform their own lived experiences.

"I grew up in a time when racism wasn't as prevalent as it was for my parents. I was relatively uninformed about some of the issues facing my own community," Dahlia said. "Before I took this course, I particularly didn't recognize the intersectional discrimination of racism and misogyny that Black women face. Learning about this opened my eyes and helped me reflect on my experiences in a new manner."

The transferrable skills gained in Knowledge and Power, including close reading, written and verbal analysis, and communication, are essential to leadership trajectories.

"Our in-class discussions have helped me become better at communication," said Dahlia. "I speak up, and I'm able to do so without becoming combative. I noticed that this semester, I'm more confident in my classes outside of Knowledge and Power."

A peer mentor for the course, Jamila underscores the sense of community the class fosters.

"Knowledge and Power gave me insight into how supportive Douglass is and its countless resources. Since then, I have put in immense effort into helping mentor, guide, and assist other undergraduates in finding their place at Douglass."

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"Knowledge and Power gave me a different perspective from my STEM classes and got me thinking about how leadership, justice, and community relate to my work as an engineer."

- Victoria Axelsson DRC'25

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"Knowledge and Power empowers young feminist leaders to think critically about the world around them."

-Jamila Begum DRC'27

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CRAFTING FEMINIST LEADERS

WITH KNOWLEDGE AND POWER

MARISA SYED DRC'27 knows you're never too young to be a leader.

"I am passionate about making sure young people have a seat at the table, because I have seen in my own work that we are incredibly capable of making lasting change," said Marisa. "Douglass constantly uplifts youth voices, which is essential because it brings a new lens through which we view the world."

A college sophomore, Marisa has already demonstrated a model of leadership for both students and adults alike. Hailing from Jersey City, the 20-year-old activist, co-author, and Douglass student has worked since high school to advocate on behalf of incarcerated and formerly incarcerated people. She is cofounder and president of Pages4Progress, a youth organization that focuses on education for incarcerated people. While many similar initiatives focus on helping people achieve their GED and college educations, Pages4Progress centers on helping individuals at lower levels of literacy. Working with a certified teacher, Pages4Progress helped several cohorts of incarcerated people earn literacy certificates.

"I have always felt a strong connection to my community in New Jersey, especially growing up in Jersey City with so much diversity, but also an area where access was limited," she said. "What drives me to continue serving the community is the knowledge that there's still much to be done to uplift those who are often left behind."

Through the Justice Education Project, Marisa is also co-author and editor of *First Step Into Criminal Justice Reform: For Youth*, published by Teen Vogue. For the book, Marisa conducted interviews with lawyers, exonerated individuals, and incarcerated people. Aimed at educating other young people, the book focuses on eliminating legal jargon that creates barriers to understanding the criminal justice system.

"At Douglass, particularly in my Knowledge and Power class, I learned being a feminist leader is not just about speaking up for women—it's about using your voice to advocate for justice for everyone, and using your platform to do so," Marisa said. "And through my grassroots work, I learned leadership is not about control; it's about creating a community where everyone is able to thrive. It's about knowing that real change is made when we work together."

Marisa is also an intern for the City Hall of Jersey City, the recipient of various awards, including the Rutgers New Brunswick Chancellor's Award for Outstanding Service, the Jersey City Woman of Action Award, and the Dr. Jewel Plummer Cobb STEAM Social Impact Award. She plans to pursue either law or medical school upon her graduation to continue making an impact for those in her community who need it most.

"Douglass has been a massive part of my journey at Rutgers and beyond. This community has further solidified for me what feminist leadership is all about."

♦ Marisa Syed DRC'27

FROM DOUGLASS STUDENTS TO FEMINIST TRAILBLAZERS

STEFANIE LACHENAUER DC'06 NAMED NJ TEACHER OF THE YEAR

Outstanding leaders start with outstanding education—just ask Stefanie Lachenauer DC'06, the 2025 Somerset County New Jersey Teacher of the Year. Stefanie is a shining example of a Douglass leadership legacy. For Stefanie, that legacy involves ensuring students of all backgrounds have access to leadership education from an early age.

"It is an honor to represent over 100,000 incredible New Jersey educators," said Stefanie. "The announcement was a beautiful moment to share with my school family as we all do this important work together. After the announcement, Governor Murphy congratulated me, and we had a great chat about the importance of education."

A sociology major at Douglass, Stefanie teaches 7th and 8th grade at Montgomery Middle School, where her students are beginning their leadership journeys. Stefanie has taught everything from language arts and social studies to a course she created called "active citizenship." She currently teaches Skills for Success and Global Leadership, a class that empowers young voices to take action in their communities.

"I love seeing students empowered to create change, and our Global Leadership class gives them space to learn about the United Nations. This year, we added a Unified Global Leadership course in which students from varying backgrounds worked with peers to create service projects in our community."

As a teacher, Stefanie prioritizes mental wellness for students. She is a leader of several mindfulness initiatives, including the Compassionate Care Team, a staff group trained in Trauma Informed Practices. They work with students on healthy self-care methods, coping with stress, and community building. Stefanie also founded Reflections, a student club that works on regulation and stress-relief skills.

"I have always focused on supporting students through stress so that they can be their best selves and help their brains be ready for learning," she said.

In addition to being a beloved educator, she is a leader in Montgomery County. She is a member of the Montgomery Community Alliance and founder and facilitator of the Montgomery Youth Action Board, where she works with students and adults alike to create sustainable solutions to mental health challenges. For Stefanie, the passion is personal.

"While I always did well in school, I was a bit of a perfectionist and often experienced stress and became overwhelmed regarding my grades, friendships, and big projects," she said. "My big goal as an educator is to help students through that so they can unearth what is in their hearts and support them in creating the kind of world they want to live in."

Stefanie's educational philosophy was molded

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My time at Douglass was transformative and magical. I had never seen myself as a leader before, and all of a sudden, I was surrounded by inspiring women who believed in me, supported me, and encouraged me to grow and step out of my comfort zone.
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by her time as a Douglass student.

"My time at Douglass was transformative and magical. I had never seen myself as a leader before, and all of a sudden, I was surrounded by inspiring women who believed in me, supported me, and encouraged me to grow and step out of my comfort zone."

Knowledge and Power, then known as Shaping a Life, also played a role in Stefanie's leadership journey.

"It inspired me to consider the kind of life I wanted to live and how I saw myself as a leader. Those early leadership experiences gave me the knowledge, courage, and wisdom to use my voice and advocate for what matters most to me."

As a sophomore, she was part of the Douglass Externship Program, where she worked with Susan Lacy DC'89, the principal of Village Elementary School.

"Mentorship is so important in education and throughout life. Some of my earliest career mentors are from my time at Douglass," she said. "The experience I gained in my externship provided a deeper insight into how schools function, and I had the opportunity to learn from several educators in Montgomery, where I still teach today!"

Douglass congratulates Stefanie and all Douglass educators on the incredible work they do every day, shaping the next generation of feminist leaders in our state and nation.

4-YEAR PATHWAY

Douglass offers a **customizable pathway** to enhance any talent, interest, or ambition. See how three different students embarked on their Douglass journey.

◆ **Krishna** is a sociology major and commuter student.

In **Knowledge and Power**, Krishna valued the course's mantra, "claim your education," an Adrienne Rich quote that calls students to be the drivers of their studies. She's carried this outlook through all her classes at Rutgers.

1

Krishna joined the **Faculty Fellows**, which connects students to humanities and social science research. She wrote and performed a song with acclaimed musician Taina Asili for the Rhythm of Rebellion, a project focused on social justice songwriting.

2

Interested in pursuing law, Krishna explored the legal sphere through a Douglass externship, a job-shadowing opportunity provided by the **Reilly BOLD program**. She externed at the New York County Civil Supreme Court.

3

Krishna is a **Douglass Red Pine Ambassador** and the External Vice President of the Douglass Governing Council, the college's student government. In both roles, she hones skills that will help her lead in her future endeavors.

4

"I really stepped out of my comfort zone in the **Douglass Faculty Fellows** program by exploring songwriting and performance. It's so important to have opportunities like this for humanities majors like me."

Krishna

◆ **Paloma** is a materials science engineering major.

As a first-year engineering major, Paloma joined the **Reilly Douglass Engineering Living-Learning community**. Living alongside other Douglass engineers, she gained a sense of belonging essential to achieve in a demanding major.

1

In high school, Paloma experienced negative stigma attached to the word "feminist." But in **Knowledge and Power**, she felt empowered to embrace her identity as a young queer feminist.

2

Looking for experience in the laboratory, Paloma joined Douglass' **STEM Summer Research Program**. She conducted research on aerogels in the lab of Dr. Lisa Klein, a longtime faculty member in the Rutgers School of Engineering.

3

After her impactful experience in Knowledge and Power, Paloma decided to become a **Barbara Voorhees Peer Mentor** and work as a teaching assistant for new Douglass students in Knowledge and Power.

4

"As an Engineering major, I was looking for lab experience. I found the **Douglass Summer Research Experience** and it changed my entire career trajectory. I loved the research I did with my mentor so much that I switched my track within engineering to Materials Science Engineering."

Paloma

Four-Year Pathway

◆ **Faith** is a transfer student and public health major.

Faith took **Knowledge and Power** as a transfer student with Dean Rehbein as her instructor and truly found her voice. She felt comfortable sharing her experiences and identity in a way that hadn't been possible before.

1

Faith joined the **Global Village Living-Learning Community**, a year long, credit-bearing residential and academic experience. She engaged in research and collaborative learning projects that focused on global health policy.

2

As a **Douglass Community Catalyst**, Faith trained in cross-cultural communication and intergroup dialogue. As an ambassador, she fostered inclusivity on campus while enhancing her résumé and developing critical leadership skills.

3

With interests lying at the intersection of STEM and humanities, Faith took the **Douglass Industry Perspectives Course**, a credit-bearing opportunity that pairs Douglass students with professionals from Bristol Myers Squibb for hands-on mentorship.

4

"As a transfer, I wasn't sure what my college experience would look like. Douglass gave me the tools to customize my education and envision my own success, just like students who have been here from day one."

Faith

Four-Year Pathway

◆ **K**atie Marra DRC'27 and Dr. Chloe Hawkings

MENTORSHIP WITH PROFESSIONALS

Katie Marra DRC'27 and Dr. Chloe Hawkings know that protecting some of the smallest creatures on our planet can have the biggest impact. Through Douglass' Summer Research Program, Katie, a double major in entomology and ecology, entered the lab of Dr. Hawkings, Assistant Professor and Undergraduate Program Director in the Department of Entomology at Rutgers. During the summer and fall, Katie and Dr. Hawkings worked in New York City surveying native bee populations to track the impact community gardens have on the health of insect populations.

"Working hands-on with Dr. Hawkings was awesome," Katie said. "In addition to learning more about conservation, I got a first-hand look into the life of an entomologist. From Dr. Hawkings to the graduate students on her team, I got to see what each stage of the career looks like."

"Our society has an unfair aversion to bugs and people don't know about the benefits insects can bring to our planet," added Dr. Hawkings. "I think in terms of conservation education, it's imperative to get younger students like Katie interested in doing this work. There are not many programs geared towards first years, so the Douglass STEM Research Program is a great vehicle for us to do that, and to help undergrads hit the ground running when they come to college."

In New York, Katie and Dr. Hawkings worked with the Museum of Reclaimed Urban Space. Together with community members and park workers, they strategized how to improve conditions for local pollinators. The work earned Katie the President's Award for Research through the Entomology Society of America.

"The awardees are pooled from undergrads all over the country," said Dr. Hawkings. "Some of them are seniors who have been working on the project for years, so it was notable for Katie to win as a first year."

"At the conference, I didn't meet any first- or second-year students doing the scope of work I am doing," Katie said. "Because Douglass has this opportunity, we get to do the work we're passionate about and chart a career without any barriers."

The tiered feminist mentorship in Dr. Hawking's lab has only grown Katie's passion for conservation.

"Mentorship is invaluable," Katie said. "We're an all-women lab, and we call ourselves 'The Hive.' It's a great learning environment and empowering community of women who all care about what we can do together to preserve creatures like bees and other bugs."

The experience helped Katie build a path for her future. She is certain she wants to pursue a career in entomology, where she will help our planet's underappreciated creatures continue to play pivotal roles in our ecosystem.

DELAWARE
CENTER FOR
JUSTICE >>>

◆ **E**va Maria Hernandez DRC'25 outside her externship site.

For Douglass students, hands-on experiences with practicing scholars, researchers, artists, and professionals complete a Douglass pathway.

JOB SHADOW IN THE WORKPLACE

"I had the incredible opportunity to complete an externship with the Delaware Center for Justice," said Eva Maria Hernandez DRC'25, who completed the immersive job shadowing experience through Douglass' Reilly BOLD Program. "I gained valuable hands-on experience in restorative justice and learned so much from the team."

Eva's site mentor, Executive Consultant and Restorative/Transformative Justice Practitioner Barbie Fischer, was delighted to share her knowledge and skills with Eva.

"It was a joy to have Eva," said Barbie. "She gave great insight and input for our clients and team!"

"I'm grateful for the chance to shadow such inspiring work," Eva said. "And I'm excited for any future opportunities to return and continue learning."

CREATE IN THE STUDIO

"There are so many benefits of working hands-on with practicing artists. We got such diverse perspectives on art and creativity," said Lily Barber DRC'28, a history major in the Douglass Gender and Arts Learning Community.

Leah DeVun, the Douglass Lebowitz Artist-in-Residence and Rutgers historian, taught a course to the community on representations of gender in photography.

"Douglass students are so creative," said Dr. DeVun. "Working with aspiring feminist artists has really been a highlight for my career."

Dr. Devun also worked with students like Lily on their projects to create meaningful pieces.

"I'm a history major, so working with Dr. Devun, who is both a historian and an artist, was a perfect fit," Lily said, "In my project, *Douglass Ghosts*, I mixed historical photos of Douglass students with current-day photos of myself and my friends—infusing my love of Douglass history with my passion for photography."

Students presented their work in an exhibition in the Douglass Library.

◆ **L**ily Barber DRC'28 with her photography book, *Douglass Ghosts*, decorated with a hand-embroidered cover.

GENDER & ARTS

LIVING-LEARNING COMMUNITY

The brand-new Gender and Arts Living-Learning Community at Douglass allows student artists to live and work together. The cohort takes a common course taught by a practicing artist, gains hands-on experience in the studio, and learns about representations of gender in art. At Rutgers, art opportunities for non-art majors can be hard to come by. This living-learning community offers students pursuing all majors to add a fine arts lens to their education, no matter their skill level or career aspirations.

"It's critical to provide all students with opportunities to create," said Nicole Ianuzelli, Senior Program Coordinator of the Center for Women in the Arts at Douglass. "It's the interdisciplinary nature of this work that makes it so meaningful and opens up opportunities to non-art majors to work on outside-the-box critical thinking skills, artistic analysis, and creativity."

This past cohort was taught in Douglass' open arts studio by Dr. Leah DeVun, a Rutgers historian, photographer, and the 2024-2025 Douglass Lebowitz Artist-in-Residence. In the spring, students exhibited their work in a gallery show in the Douglass Library!

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The student exhibition is such an incredible opportunity," said Lily Barber DRC'28. "I always wanted to do some kind of gallery work in college, but I didn't know how to. The Gender and Arts Living-Learning Community gave me the chance to experience what it's like to show my work in a public space.

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DID YOU KNOW?

Living-Learning Communities are also a cornerstone of the Rutgers Academic Master Plan. Learn more about the Douglass Living-Learning Communities in last year's edition of the Douglass Now!



SCAN
TO READ

PHARMACY & NURSING

LIVING-LEARNING COMMUNITY

Meet students and peer mentors from the new Pharmacy and Nursing Living-Learning Community at Douglass Residential College.

This community brings together students interested in health professions to live and work together on the Busch Campus.

"The Pharmacy and Nursing LLC is a place where ambitious and like-minded women can come together and create something more of themselves, not only in terms of community, but also in building each other up," said Nora Abdelfattah DRC'27. "It is a place where they have access to resources that will help put them ahead of the curve and find internships, fellowships, and experiences that will help them figure out where they're going to want to be in a few years time."

In addition to a common course and living space, students participate in hands-on educational activities that build skills such as taking blood pressure. A highlight of the community includes access to the Rutgers Ernest Mario School of Pharmacy Simulation Lab, which offers the highest tech practice equipment usually reserved for upperclass-year and graduate students.

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"The community has really pushed me to think more about my future. Seeing the other students be so motivated has motivated me to continue pushing forward. I've explored different routes within the nursing field."

- Vanessa Arbaiza DRC'28

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LEARN MORE

SCAN FOR VIDEO



OR
VISIT

douglass.rutgers.edu/pncllc

COMMUNITY ENGAGEMENT

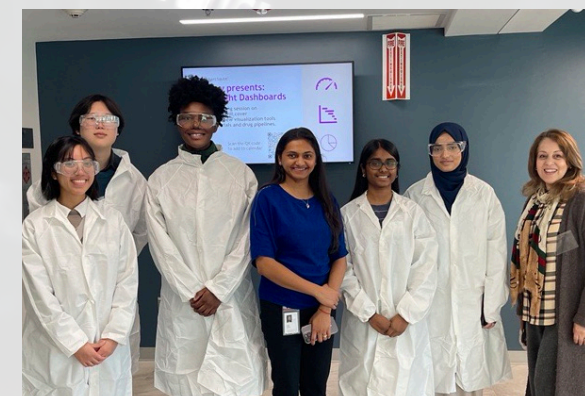
◆ **D**ouglass students chat with Community Catalysts instructor and Assistant Dean Madinah Elamin.

DOUGLASS AROUND TOWN

Douglass' mission of feminist community engagement is built on a strong network of successful partnerships at every level. These include academic partners at Rutgers, local nonprofits in New Brunswick, and global companies and universities. Together, these partnerships drive Douglass' mission, turning its values into action.



Global at Douglass partnered with the Urban Health Collaborative, a New Brunswick nonprofit, to host a food drive and assemble menstrual care packages with essential items to support the unhoused population.



In the Industry Perspectives course at Douglass, students are paired with professionals from leading STEM companies like Bristol-Myers Squibb, PSEG, and Everest Insurance for year long, one-on-one mentoring. Above, students tour the Bristol-Myers Squibb lab.

At Douglass, community engagement is woven into every program, initiative, and investment. Corporate partners participate in networking nights and offer job shadowing opportunities, providing students with valuable professional exposure. Academic units at Rutgers collaborate with Douglass to support living-learning communities, arts events, and research projects. Meanwhile, local and global nonprofits partner with students on service projects that teach leadership through active listening and meaningful engagement with those they serve.

The Douglass Community Catalysts program plays a key role in fostering a strong and connected campus environment.

"My role as a Douglass Community Catalyst has deepened my appreciation for the beauty and significance of community," said Taylor Spann DRC '27. "The experience has equipped me with the tools to engage in meaningful, productive conversations with my peers."

The program trains 25 to 45 student ambassadors each year, preparing them to lead conversations on campus about creating an environment rooted in respectful and open

dialogue. The catalysts are student leaders who are passionate about inclusion, diversity of thought, and the development of a sense of community at Douglass.

A core part of the program is a course focused on intergroup dialogue and cross-cultural communication. Students apply what they learn by organizing events for the Douglass student body that reflect the community's diverse interests. Past events have included a disability awareness night, a women's cancer workshop, and a cultural mashup celebration.

"My experience as a part of the Douglass Community Catalysts was unique," said Aliyah Taylor, DRC '27. "The lessons we learned in class transferred really well into our experiences working with the Douglass student community."

Through this combination of training and real-world application, the Douglass Community Catalysts program empowers students to become thoughtful, effective leaders—strengthening the bonds of the Douglass community and ensuring that every student's voice is heard.

— “
This experience is something I can take with me into other aspects of my life as I try to make spaces better for the people around me.

— Aliyah Taylor DRC'27

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