



# Academic Programs 2018-2023

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# Executive Summary

The Office of Academic Programs cultivates distinctive and innovative academics through a holistic approach to empowering women. With curricula centered on the study of women’s lives, Douglass students engage with serious scholarship, activism, and interdisciplinary opportunities that promote disciplined and creative thinking. Co-curricular events, experiential learning, and mentorship programs support customized academic courses and rigorous intellectual engagement.

The five-year plan builds upon successful programs and adds strength through innovative design, specific learning outcomes, and measurable results. With the implementation of proposed objectives, Academic Programs will deliver decisive, meaningful content to Douglass women in order to improve their lives so that they, in turn, might become change agents to improve the lives of women at home and around the world.

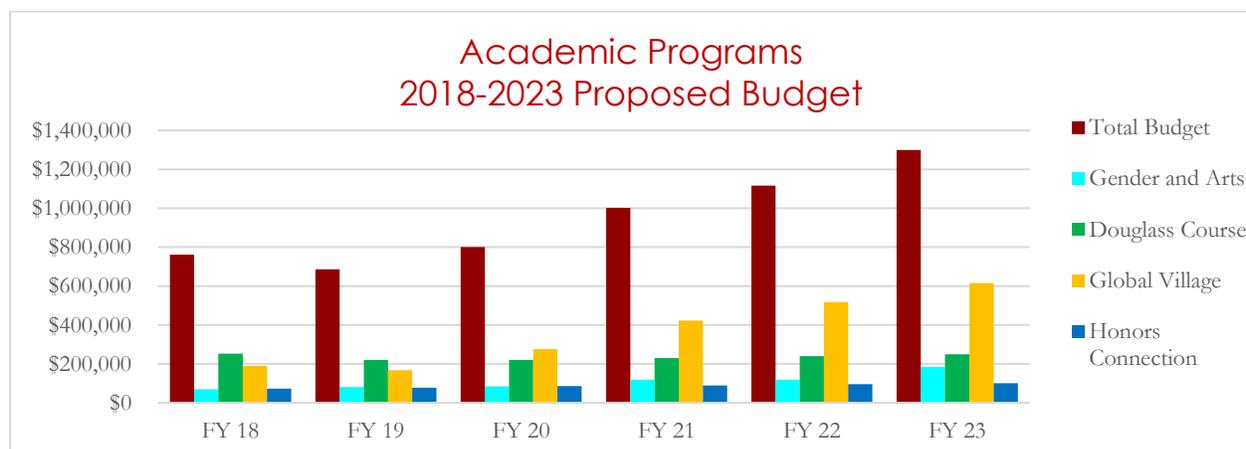
This proposal centers on curricula that incorporates women’s issues, global learning, and project based designs. With the holistic approach in mind, the Douglass Course, the Global Village, the Gender and Arts Program, and the Honors Program Connection, each of these major programs is profiled here through an overview, budget, and list of objectives by year.

## Academic Programs

- Barbara Voorhees Mentoring Course\*
- Blanche, Edith, and Irving Laurie New Jersey Chair in Women's Studies\*
- Douglass Course
- Gender and Arts
- Global Village
- Honors College Connection

\*Not featured in this report.

## Budget



## Objectives

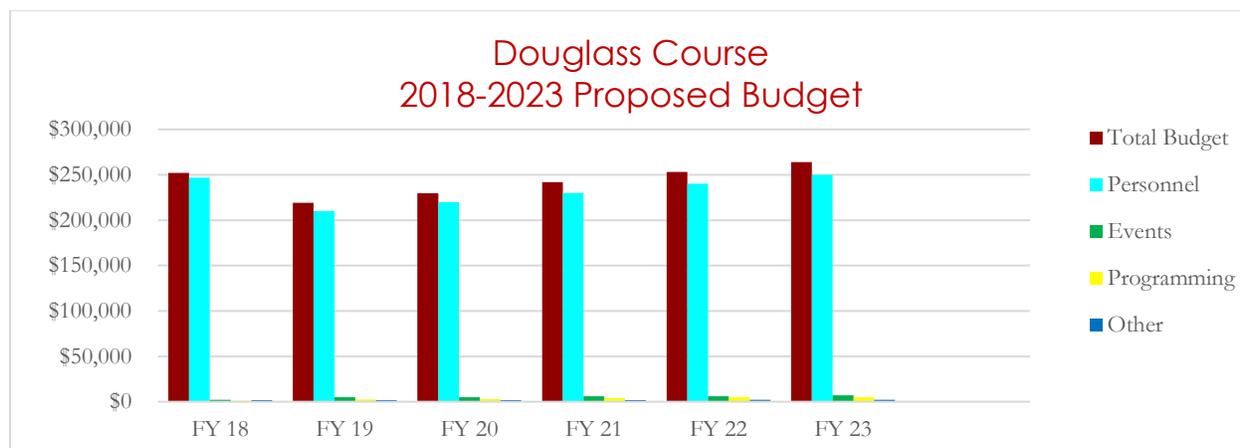
- Establish Academic Programs at Douglass as an innovator in delivering cutting-edge, nimble programming centered on women's issues, academic rigor, and global awareness.
- Create a sustainable avenue for Douglass women whose interests reside with Arts, Education, and Business, among other non-science fields of study, to engage with active, meaningful, and original research.
- Elevate the academic rigor of the Douglass Course and position it as a leading example of introductory courses at women's colleges throughout the country.
- Hire a full time Global Village director with expertise in international or global education and/or gender studies or relevant field to staff the Global Village office.
- Identify a designated space in the Willets building in Jameson for the Global Village office that will serve as a hub and primary point of liaison for students and staff.
- Position the Global Village, both locally and internationally, as a site of activism centered on global issues at home and abroad. This includes ongoing training, travel opportunities, and establishing a partnership with an institution abroad.
- Design the Gender and Arts program with a co-curricular landscape whereby Douglass women engage in hands-on, meaningful ways with renowned artists and artwork.
- Enhance the Honors College connection with Douglass to foster a supportive and academically engaging environment for women in both programs on the Douglass campus.

# Douglass Course

## Overview

The Douglass Course is the mission course at DRC. It is required of Douglass women, and they typically take the course in their first year at Rutgers. This course offers a common core of ideas, readings, critiques, and questions, and creates a platform for women to claim an education toward a transformative experience.

## Budget



## Objectives

- 2018-2019
  - Elevate the academic moxie of the Douglass Course and position it as a leading example of introductory courses at women’s colleges throughout the country through curricula revisions and at least one conference presentation.
  - Revise the Douglass Course curriculum to include emerging issues in women’s lives as well as the MS Digital Reader, NJ Tech Council, and the fourth industrial revolution.
  - Host thought leaders and change agents through the Douglass Course plenary series.
  - Host authors connected to the required summer reading for the Douglass Course.
  - Engage Douglass Course students in other leadership opportunities at Douglass and beyond.
  - Identify a space for a student resource center for the Douglass Course.
- 2019-2020
  - Increase student engagement through the first-year living learning community (LLC).
  - Disseminate information about the Douglass Course through at least one staff member’s conference presentation.
  - Continue to revise the Douglass Course curriculum to include emerging issues in women’s lives as well as the MS Digital Reader, NJ Tech Council, the fourth industrial revolution, among other avenues.
  - Create a plan for designing and implementing project based learning across sections and in coordination among sections of the Douglass Course.
  - Continue to host thought leaders and change agents through the Douglass Course plenary series.
  - Host authors connected to the required summer reading for the Douglass Course.
  - Offer thoughtful professional development to retain and recruit successful instructors.
  - Begin to operate space for a student resource center for the Douglass Course.
- 2020-2021
  - Increase student engagement through the first-year living learning community.

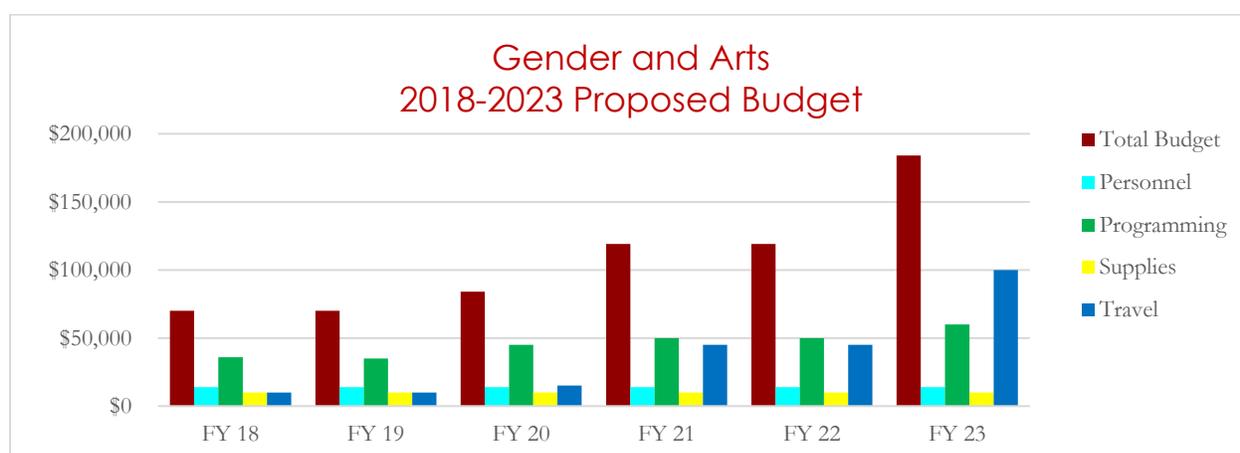
- Disseminate information about the Douglass Course through at least one staff member's conference presentation.
- Continue to revise the Douglass Course curriculum to include emerging issues in women's lives.
- Implement project based learning across sections.
- Plan project based learning among sections.
- Continue to host thought leaders and change agents through the Douglass Course plenary series.
- Host authors connected to the required summer reading for the Douglass Course.
- Engage Douglass Course students in other leadership opportunities at Douglass and beyond.
- Identify internship opportunities for students to staff the Douglass Course resource center.
- 2021-2022
  - Increase student engagement through the first-year living learning community.
  - Disseminate information about the Douglass Course through at least one staff member's conference presentation.
  - Continue to revise the Douglass Course curriculum to include emerging issues in women's lives.
  - Sustain project based learning across sections and among sections.
  - Continue to host thought leaders and change agents through the Douglass Course plenary series.
  - Host authors connected to the required summer reading for the Douglass Course.
  - Engage Douglass Course students in other leadership opportunities at Douglass and beyond.
  - Continue to enhance Douglass Course resource center.
- 2022-2023
  - Increase student engagement through the first-year living learning community.
  - Disseminate information about the Douglass Course through at least one staff member's conference presentation.
  - Continue to revise the Douglass Course curriculum to include emerging issues in women's lives.
  - Sustain project based learning across sections and among sections.
  - Continue to host thought leaders and change agents through the Douglass Course plenary series.
  - Host authors connected to the required summer reading for the Douglass Course.
  - Engage Douglass Course students in other leadership opportunities at Douglass and beyond.
  - Continue to enhance Douglass Course resource center.

# Gender and Arts

## Overview

- Through the Gender and Arts Program, Douglass women engage in hands-on, meaningful ways with renowned artists and artwork. In addition to cultivating a nuanced perspective on the ways that gender is situated in viewing, making, disseminating, and historicizing art, students will assist with curating exhibitions, will create their own art, and will interact with feminist artists such as Linda Stein, among others. Additionally, Douglass women living in the Global Village will engage with art forms from around the world, and might try their hands at refashioning replicas from different geographical and historical periods.

## Budget



## Objectives

- 2018-2019
  - Design the Gender and Arts program with a co-curricular landscape whereby Douglass women engage in hands-on, meaningful ways with renowned artists and artwork.
  - Identify speakers and events as well as systemic programming.
  - Host artists at Douglass and support students' travel to meet with artists in their studios.
  - Hold exhibitions that display a variety of fine arts disciplines.
  - Hire a graduate assistant to coordinate the program.
- 2019-2020
  - Design and revise the Gender and Arts program with a co-curricular landscape whereby Douglass women engage in hands-on, meaningful ways with renowned artists and artwork.
  - Identify speakers and events as well as systemic programming.
  - Host artists at Douglass and support students' travel to meet with artists in their studios.
  - Hold exhibitions that highlight a variety of fine arts disciplines.
  - Design a plan for a public record of the Gender and Arts Programs
  - Plan a platform for students to engage with art forms from around the world whereby students try their hands at refashioning replicas from different geographical and historical periods.
  - Hire a graduate assistant to coordinate the program.

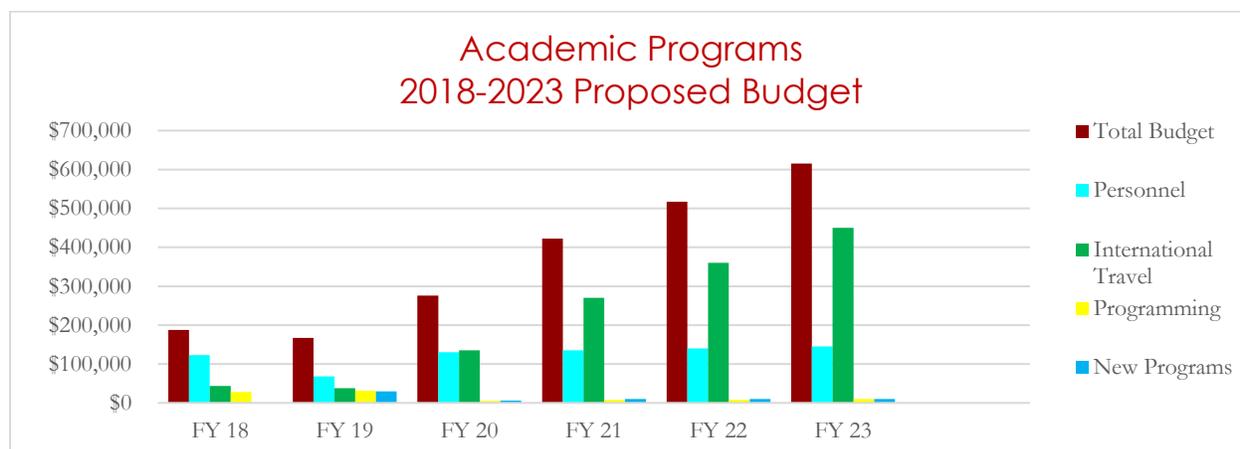
- 2020-2021
  - Design and revise the Gender and Arts program with a co-curricular landscape whereby Douglass women engage in hands-on, meaningful ways with renowned artists and artwork.
  - Identify speakers and events as well as systemic programming.
  - Host artists at Douglass and support students' travel to meet with artists in their studios.
  - Hold exhibitions that highlight a variety of fine arts disciplines.
  - Implement plan for a public record of the Gender and Arts Program.
  - Link the Gender and Arts Program to global activism through the Douglass Course and the Global Village.
  - Pilot a platform for students to engage with art forms from around the world whereby students try their hands at refashioning replicas from different geographical and historical periods.
  - Hire a graduate assistant to coordinate the program.
- 2021-2022
  - Design and revise the Gender and Arts program with a co-curricular landscape whereby Douglass women engage in hands-on, meaningful ways with renowned artists and artwork.
  - Identify speakers and events as well as systemic programming.
  - Host artists at Douglass and support students' travel to meet with artists in their studios.
  - Hold exhibitions that highlight a variety of fine arts disciplines.
  - Implement plan for a public record of the Gender and Arts Program.
  - Link the Gender and Arts Program to global activism through the Douglass Course and the Global Village.
  - Sustain a platform for students to engage with art forms from around the world whereby students try their hands at refashioning replicas from different geographical and historical periods.
  - Hire a graduate assistant to coordinate the program.
- 2022-2023
  - Design and revise the Gender and Arts program with a co-curricular landscape whereby Douglass women engage in hands-on, meaningful ways with renowned artists and artwork.
  - Identify speakers and events as well as systemic programming.
  - Host artists at Douglass and support students' travel to meet with artists in their studios.
  - Hold exhibitions that highlight a variety of fine arts disciplines.
  - Sustain and contribute to public record of the Gender and Arts Program.
  - Link the Gender and Arts Program to global activism through the Douglass Course and the Global Village.
  - Design a Gender and Arts LLC in another country in coordination with Douglass partner institution abroad.
  - Additionally, enhance the platform for students to engage with art forms from around the world whereby students try their hands at refashioning replicas from different geographical and historical periods by visiting museum and/or other countries where the art originated.
  - Hire a graduate assistant to coordinate the program.

# Global Village

## Overview

The Global Village is a Living-Learning Community that seeks to develop language skills, intercultural appreciation, global awareness, and a sense of community among participating students. This unique environment combines residential life and activities, in and outside of the classroom, to foster community and synergy among the students, instructors, courses, houses, beyond. Student engagement is an essential part of the Global Village experience. The Global Village is a supportive, enriching, and dynamic living-learning environment that fosters creative and innovative approaches to traditional and emerging fields of education and research. With an overarching theme of women and globalization, the Global Village empowers Douglass students to become leaders in their own right in the classroom, in the community, and beyond.

## Budget



## Objectives

- 2018-2019
  - Identify a designated space in the Willets building in Jameson for the Global Village office that will serve as a hub and primary point of liaison for students and staff. Create a workspace for at least one staff as well as five student computers to serve as a mini-lab and meeting space for students to discuss international opportunities with Global Village staff.
  - Hire a full time Global Village director with expertise in international or global education and/or gender studies or relevant field to staff the Global Village office.
  - Increase the number of houses that travel internationally from one to three with student learning outcomes (analyze the historical impact on current situations and human interaction) with high practice impacts (generate ideas or models that effect oneself, peers, and/or the global community).
  - Establish a global mentoring program whereby students are mentored through internal and external partners, and in turn, Global Village students mentor others.
  - Pilot project based learning for two houses. The annual project will be public and historical record of the Global Village's student engagement and academic and service highlights. For example, the annual project might be an electronic journal, and each year students will manage the journal and highlight their academics, activism, and other activities.
  - Create a monthly electronic bulletin with events, highlights, and important news.
  - Consider plans for a house on Livingston campus.
  - Plan the 2020 Global Summit.

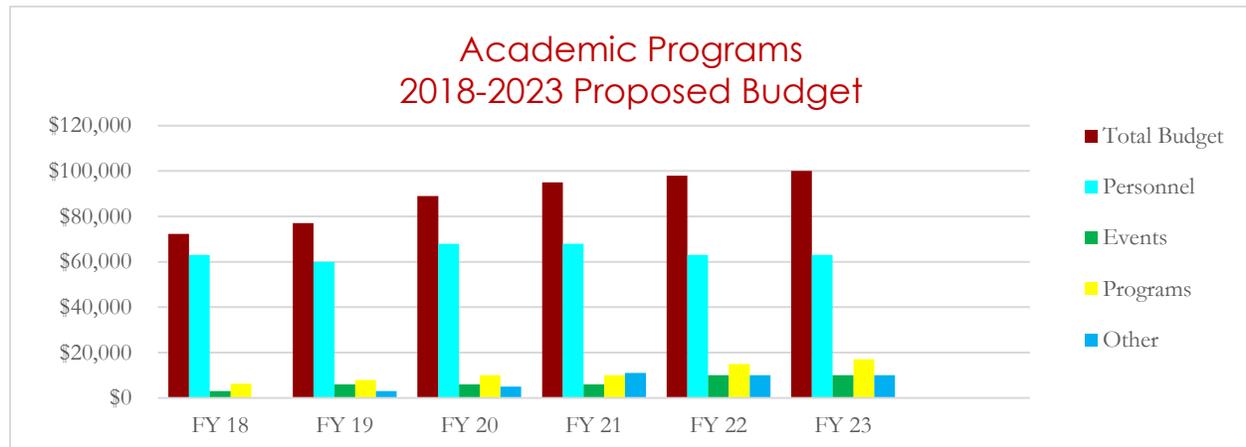
- Position the Global Village as a site of activism centered on global issues at home and abroad. This includes ongoing training, travel opportunities, and establishing a partnership with an institution abroad.
- 2019-2020
  - Increase the number of houses that travel internationally from three to six with student learning outcomes (analyze the historical impact on current situations and human interaction) with high practice impacts (generate ideas or models that effect oneself, peers, and/or the global community).
  - Implement project based learning for all houses.
  - Continue monthly bulletin.
  - Continue global mentorship program.
  - Identify a research program for Global Village students to be modeled after Project SUPER.
  - Establish partnership through a memorandum of understanding with a partner institution abroad for the purpose of activism and collaborating in living-learning community.
  - Host the 2020 Global Summit.
- 2020-2021
  - Increase the number of houses that travel internationally from six to eight with student learning outcomes (analyze the historical impact on current situations and human interaction) with high practice impacts (generate ideas or models that effect oneself, peers, and/or the global community).
  - Continue project based learning.
  - Continue monthly bulletin.
  - Continue global mentorship program.
  - Pilot research program.
  - Plan the 2022 Global Summit.
  - Plan house on Livingston campus.
  - Collaborate with international partner for activism and establishing an LLC abroad.
- 2021-2022
  - Increase the number of houses that travel internationally from eight to ten with student learning outcomes (analyze the historical impact on current situations and human interaction) with high practice impacts (generate ideas or models that effect oneself, peers, and/or the global community).
  - Continue project based learning.
  - Continue monthly bulletin.
  - Continue global mentorship program.
  - Implement research program.
  - Implement house on Livingston campus.
  - Collaborate with international partner for activism and implementing an LLC abroad.
  - Host the 2022 Global Summit.
- 2022-2023
  - Sustain the number of houses that travel at ten with student learning outcomes (analyze the historical impact on current situations and human interaction) with high practice impacts (generate ideas or models that effect oneself, peers, and/or the global community).
  - Continue project based learning.
  - Continue monthly bulletin.
  - Continue global mentorship program.
  - Continue and grow research program.
  - Collaborate with international partner for activism and implementing an LLC abroad.
  - Plan the 2024 Global Summit.
  - Review all Global Village programming for improvements and effectiveness.

# Honors College Connection

## Overview

The Douglass Honors College Community supports the nearly 200 Honors College participants through events designed to develop students' interests in social justice and community leadership. There are also special events to connect students to existing opportunities at Douglass in order to facilitate participation on the Douglass campus in their sophomore year and beyond. A few events include an annual welcome dinner with faculty, administrators, and staff from Douglass and the Honors College, cultural activities, opportunities for leadership and activism, networking and career development events, as well as movie nights and public lectures. The Douglass Honors College connection leverages the best of both institutions.

## Budget



## Objectives

- 2018-2019
  - Enhance the Honors College connection with Douglass to foster a supportive and academically engaging environment for women in both programs on the Douglass campus.
  - Plan to pilot an LLC on the Douglass campus.
  - Create innovative programming for the Innovator in Residence program.
  - Plan and design link with Global Activism initiative.
  - Plan and design an internship program.
  - Develop research and outreach.
  - Engage with Rutgers Global for increased visibility and partnership.
- 2019-2020
  - Enhance the Honors College connection with Douglass to foster a supportive and academically engaging environment for women in both programs on the Douglass campus.
  - Pilot an LLC on the Douglass campus.
  - Propose a revised program for the Innovator in Residence program.
  - Pilot link with Global Activism initiative.
  - Pilot the internship program.
  - Further research and outreach.
  - Continue to engage with Rutgers Global for increased visibility and partnership.
  - Plan a mentorship program.
- 2020-2021
  - Enhance the Honors College connection with Douglass to foster a supportive and academically engaging environment for women in both programs on the Douglass campus.

- Further develop the LLC on the Douglass campus.
- Implement the revised Innovator in Residence program.
- Review and revise link with Global Activism initiative.
- Revise and grow the internship program.
- Further research and outreach.
- Continue to engage with Rutgers Global for increased visibility and partnership.
- Implement the mentorship program.
- 2021-2022
  - Enhance the Honors College connection with Douglass to foster a supportive and academically engaging environment for women in both programs on the Douglass campus.
  - Further develop the LLC on the Douglass campus.
  - Sustain the revised Innovator in Residence program.
  - Sustain link with Global Activism initiative.
  - Sustain the internship program.
  - Further research and outreach.
  - Continue to engage with Rutgers Global for increased visibility and partnership.
  - Sustain the mentorship program.
- 2022-2023
  - Enhance the Honors College connection with Douglass to foster a supportive and academically engaging environment for women in both programs on the Douglass campus.
  - Further develop the LLC on the Douglass campus.
  - Sustain the revised Innovator in Residence program.
  - Sustain the internship program.
  - Pilot link with Global Activism initiative.
  - Further research and outreach.
  - Continue to engage with Rutgers Global for increased visibility and partnership.
  - Sustain the mentorship program.
  - Review all Honors Program Connection programs for effectiveness.

# Appendix

## Excel: Douglass Course

Program	Constituents	Strategic Priorities	FY'19	FY'20	FY'21	FY'22	FY'23	Total Cost over Next 5 Years
Douglass Course	700 students /year	Advance intellectual excellence in the core curriculum	\$219,100	\$229,800	\$241,900	\$240,000	\$250,000	\$1,180,800
			<b>Current Funding Available at College - Annual Basis</b>					<b>Total Current Funding Available at College for Next 5 Years</b>
			FY'19	FY'20	FY'21	FY'22	FY'23	
			<b>Funding Gap - Annual Basis</b>					<b>Total Funding Needed to be Raised over Next 5 Years</b>
			FY'19	FY'20	FY'21	FY'22	FY'23	

Funding priorities:

- Project based learning with student run journal
- 3 full time lecturers for the Douglass Course
- Designated space for Douglass Course resource center
- Student worker and/or intern in the resource center
- Invited speakers in conjunction with the summer reading

**Excel: Gender and Arts**

Program	Constituents	Strategic Priorities	FY'19	FY'20	FY'21	FY'22	FY'23	Total Cost over Next 5 Years
Gender and Arts	100 students/year	Advance intellectual excellence in the core curriculum	\$70,000	\$84,000	\$119,000	\$119,000	\$184,000	\$576,000
			<b>Current Funding Available at College - Annual Basis FY'19</b>	<b>FY'20</b>	<b>FY'21</b>	<b>FY'22</b>	<b>FY'23</b>	<b>Total Current Funding Available at College for Next 5 Years</b>
			\$70,000	\$70,000	\$70,000	\$70,000	\$70,000	\$350,000
			<b>Funding Gap - Annual Basis FY'19</b>	<b>FY'20</b>	<b>FY'21</b>	<b>FY'22</b>	<b>FY'23</b>	<b>Total Funding Needed to be Raised over Next 5 Years</b>
			\$0	\$14,000	\$49,000	\$49,000	\$114,000	\$226,000

Funding priorities:

- Permanent space allocated for exhibits
- Opportunities for students to engage with the fine and creative arts at home and abroad
- Host artists at Douglass
- Acquire a permanent collection

**Excel: Global Village**

Program	Constituents	Strategic Priorities	FY'19	FY'20	FY'21	FY'22	FY'23	Total Cost over Next 5 Years
Global Village	165 students/year	Advance intellectual excellence in the core curriculum	\$167,000	\$276,000	\$422,500	\$517,500	\$615,000	\$1,998,000
			<b>Current Funding Available at College - Annual Basis FY'19</b>	<b>FY'20</b>	<b>FY'21</b>	<b>FY'22</b>	<b>FY'23</b>	<b>Total Current Funding Available at College for Next 5 Years</b>
			<b>Funding Gap - Annual Basis FY'19</b>	<b>FY'20</b>	<b>FY'21</b>	<b>FY'22</b>	<b>FY'23</b>	<b>Total Funding Needed to be Raised over Next 5 Years</b>

Funding priorities:

- Project based learning with student run online journal
- Global Village resource center in Willets with staff
- International travel for all students
- DRC hosted living learning community abroad

## Excel: Honors College Connection

Program	Constituents	Strategic Priority	FY'19	FY'20	FY'21	FY'22	FY'23
Honors College Connection	300-500 students/year	Advance intellectual excellence in the core curriculum	\$77,000	\$89,000	\$95,000	\$98,000	\$100,000
			<b>Current Funding Available at College - Annual Basis FY'19</b>	<b>FY'20</b>	<b>FY'21</b>	<b>FY'22</b>	<b>FY'23</b>
			<b>Funding Gap - Annual Basis FY'19</b>	<b>FY'20</b>	<b>FY'21</b>	<b>FY'22</b>	<b>FY'23</b>

Funding priorities:

- Establish a 1.5 credit 2nd year experience course and LLC
- Community engagement for global activism at home and abroad including networking via travel and internet
- Internship program for 3rd year students
- Innovator in Residence program available to students by application