

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

NEW BRUNSWICK

AN INTERVIEW WITH DOROTHEA BERKHOUT

FOR THE

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INTERVIEW CONDUCTED BY

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Shaun Illingworth: This begins the second oral history interview with Dr. Dorothea Berkhout on June 8, 2021, with Shaun Illingworth. Thank you very much for joining me again. To begin, last time, we talked about how you moved from working for a publisher on the Livingston Campus, for one of the professors there, into the Provost's Office. Then, you gave me an overview of how the Provost's Office grew and changed and, ultimately, was erased.

Dorothea Berkhout: I would say "eliminated."

SI: Morphed into another position. Now, it is back again. Tell me a little bit about what your responsibilities were when you first joined the Provost's Office.

DB: The first position that I had was Executive Assistant to the Provost. My job was to fully support the Provost by both sending inquiries and mail and organizing responses to those that came in (we didn't have email then) from the associate provosts. I had to divide up the workload and have them handle the various requests and issues, and prepare draft correspondence.

I had to research some issues and draft correspondence. I also had to research various issues at the University, compile data, write reports, manage some meetings. We had regular Council of Deans meetings for which I prepared the agendas and followed through on actions. To put agendas together I had to gather information from the deans.

Then, the Provost asked me to do other tasks. Kenneth Wheeler was very much concerned about having all the background information and issues related to people before he would meet with them. So, his secretary and I would go through his calendar, see what was coming up. I'd make sure he was fully prepared to discuss whatever the issues were, whether it was bringing in another associate dean or someone else appropriate.

[Editor's Note: Dr. Kenneth Wheeler, an urban historian, served as the first Provost of Rutgers-New Brunswick from 1972 to 1987.]

There were four associate Provosts. One was for Faculty and Staff Personnel, one was for Space and Budget (Finance), one was for Arts, Humanities and Social Sciences--the other one was for Physical and Biological Sciences. So, all kinds of issues came up about moving schools, building new buildings, for which the Provost was responsible. There was also an Assistant Provost for Student Affairs.

A big issue for the administration of the New Brunswick Campus for the New Brunswick Provost's office was that the New Brunswick Provost was not responsible for any of the administrative units, like Facilities, Public Safety, Admissions, Registrar, and it was difficult to get them to focus on New Brunswick Campus needs. At that same time, the Newark and Camden campus provosts did manage most of these areas at their local level. In New Brunswick, these administrative offices all reported to the President's Office. The New Brunswick Provost organized a regular meeting of the associate deans (referred to as the "working deans") of all of the academic schools and colleges and representatives of the administrative units to try to get those units to be of service to the New Brunswick Campus and

not just on their own decide, "Well, we know better than the schools what the admissions policy should be."

Back then, there were still five colleges that each had their own admissions standards and there was always a battle among them. For example, the Douglass Dean was always unhappy because she didn't think she was being treated fairly by admissions. Rutgers College always said, "Well, we have higher admission standards. If everybody were on the same level, we wouldn't have this competition." Eventually, of course, those differences disappeared, but many years after I was there.

[Editor's Note: In an effort to transform Rutgers into a leading public research institution, in 1981, the University merged the faculties of the independent colleges into a single centralized unit, the Faculty of Arts and Sciences (FAS). Despite the reorganization and the increasing power of the central administration, Rutgers College, Douglass College, University College, Livingston College and Cook College continued to exist until 2006, when the liberal arts colleges merged into the School of Arts and Sciences and Cook College became the School of Environmental and Biological Sciences.]

SI: In general, how did these administrative units react when you would try to get something that either the Provost wanted or to smooth over these situations with the deans?

DB: Sometimes, they realized that they were there to functionally help out the New Brunswick schools, but, sometimes, they had minds of their own.

Associate Provost for Budget and Space John Salapatias, who eventually went to work with Joe Seneca when he was Vice President for Academic Affairs, was the one who had the most difficult time working with Facilities, because they definitely had a mind of their own. The priority for Facilities was what the President's Office and the central units wanted. To get their attention and get roofs fixed or renovations done was always difficult.

[Editor's Note: Dr. Joseph J. Seneca served as Rutgers' Vice President for Academic Affairs from 1991 to 2003, the University's chief academic officer. He served as a University Professor at the Edward J. Bloustein School of Planning and Public Policy until his death in 2020.]

Back then, the schools didn't really have the ability to manage their own budgets, either. When faculty left, they in essence had to give up the line that the faculty was on to the Provost's Office, who then could reallocate it someplace else or approve that it go back to that unit to do a search. That was because the central administration required us to do that. I think it had to go all the way up to some central office for approval as well.

SI: I think of this period as a time of growth for Rutgers, after the bond issues of the 1980s, building scientific faculty and facilities particularly, but all over to an extent. How did that work out on the Provost level? Was the Provost fighting for resources or was a lot of this pretty easy to get because of what the bond issues provided?

DB: Well, during the 1980s, that was when T. Alexander Pond (or Alec Pond) was the Executive Vice President who worked hand-in-hand with Ed Bloustein to increase the profile of Rutgers and get us into the AAU (Association of American Universities), which is the prestigious sixty research universities in the US. That happened in a few ways. Danny Gorenstein was a great faculty member who helped initiate the process.

[Editor's Note: Dr. Edward J. Bloustein served as Rutgers University President from 1971 until his death in 1989. Dr. T. Alexander Pond served as Executive Vice President and Chief Academic Officer from 1982 until Dr. Bloustein's passing, when he took over as Acting President. In 1990, he was appointed University Professor in the Physics Department and retired in 1997. Dr. Daniel Gorenstein joined the Rutgers Department of Mathematics in New Brunswick in 1969 and was the Jacqueline B. Lewis Professor of Mathematics. In the 1980s, Dr. Gorenstein chaired a faculty task force that dealt with the issue of evaluating graduate and professional programs, a committee that evolved into the Committee on Standards and Priorities in Academic Development (CSPAD).]

SI: You talked a little bit about the Gorenstein Committee, but go ahead.

DB: Yes. So, he established this committee around 1980 to help each of the programs find out what it would take (resources and everything else) to become top ranked.

The university would bring in teams of external reviewers, for example. There were some group ones, such as for all of the biological sciences, but, then, there were individual ones, just for the English Department, for example. This was only the New Brunswick Campus. You'd bring in reviewers from peers or schools we wanted to strive to be like. They would tell us, "Well, you don't have enough of this," or whatever the mix was. They'd make recommendations.

Then, there was the Gorenstein Committee (the Committee on Standards and Priorities in Academic Development). They would review every program and give it a rank, like, "This is ranked #1--this is a really strong program. We have to maintain its strength," or a #2 or #3 ranking meant it needed to improve. If it were a #4 ranking, it should have been eliminated, but I don't know if they ever eliminated them. This process really is what helped us understand which programs really needed more resources to get to the top.

Ed Bloustein had a really good relationship with Tom Kean, who was Governor. That was when the Commission on Science and Technology was established and five different research centers were established at Rutgers. Paul Leath, who was an Associate Provost for the Sciences, worked really closely with Alec Pond to get funding for these centers. There was a ceramics research center, there was a fiber optics center, and several others. They all had boards from industry who would advise them on new trends and needs in the industry, what it would take to get patents or how to increase financial support for research.

[Editor's Note: Republican Thomas H. Kean served as Governor of New Jersey from 1982 to 1990. In 1982, Governor Kean appointed the Commission on Science and Technology. In December 1983, the Commission published its recommendations, which included creating high-tech research centers in areas where New Jersey's academic and industrial sectors showed

strength. Dr. Paul L. Leath, Professor of Physics, first came to Rutgers in 1967. He served as Associate Provost for the Sciences from 1978 to 1987 and Provost of the New Brunswick Campus from 1987 to 1992.]

Kean also provided, through the Legislature, funding for top world scholarly leaders, for whom who then received funding and hired some of the world's best. Mostly, it was in the sciences. This also increased funding available to attract top graduate students. These actions really strengthened a lot of the graduate programs and increase grant funding for other units. This helped us reach the threshold we needed to be in for getting into the AAU, in terms of our research expenditures.

I wasn't as directly involved in that as Paul Leath, because he was the Associate Provost for the Sciences who worked with Alec Pond. There was a lot of other background work we had to do for the hiring of these faculty and extra packages of funding they would need, and all the approvals that had to take place according to certain deadlines. I managed (on the administrative side) to make sure that all of these processes were moving along and getting completed.

SI: You were talking about the WCSL Program, the world-class scholars.

DB: Yes.

SI: I have heard from other folks that Rutgers would often be at a disadvantage as a state school, that they could not offer as much as maybe some of the private schools or other state schools. What went into one of these packages to attract a world-class scholar?

DB: In addition to salary, there was also space, such as lab space and equipment. They would also need to have enough fellowships to attract good Ph.D.-level students to do research with them or for junior faculty. In addition to the WCSLs ["wixels"], world-class scholarly leaders, we also established Henry Rutgers Research Fellows, who were newly recruited junior faculty who were very promising researchers. They got extra stipends to be able to start up their research at Rutgers.

I don't recall whether that was specially designated from the Legislature or whether that was something that Rutgers decided to put more resources into, but that also kind of catapulted many of our programs into higher-ranking, research-active programs.

SI: I would imagine the Provost's Office would also be at the center of some of the social justice movements of the time, a place where people would protest. Is that correct or incorrect?

DB: Yes. We also had an Assistant Provost for Student Affairs. Yes, there were protests, including over potential development of the land known at the Ecological Preserve between River Road and the Livingston Campus. The land was given to Rutgers by the State of New Jersey as part of the Busch Campus and Livingston space and all of that. It was going to be kept as an ecological preserve, but, then, Rutgers wanted to expand its buildings.

Ed Bloustein had some master plans created that may have involved using some part of that land. Sue Kozel who was an undergraduate student at the time and, who I think is now active with unions in New Jersey, used to come in and sit down in the lobby of the Provost's Office and refused to leave until somebody would promise her that that wasn't going to happen. She should have protested Ed Bloustein, not us.

Really, most of the protests were against Bloustein. In fact, my current husband, who was an associate dean at Rutgers College at the time, remembered going to Ed Bloustein's last Board of Governors meeting, at which the board was voting to increasing the tuition. A student named Flavio came in with a barrel on held up by straps over his shoulders to illustrate that "You've got us over a barrel. You're increasing our tuition again. We're not going to stand for it."

Just before that meeting, Ed Bloustein had fired a football coach, Dick Anderson. When he came out of the meeting at which the board voted on the tuition increase, but some young female student spit at Bloustein's face. He stood there and said to her, "Young woman, your mother would not be proud of you," and he left. He went on a plane to the Bahamas, for a meeting of a board of which he was a member, and he died of a heart attack. That was in 1989. [Editor's Note: Dick Anderson served as Rutgers University's head coach from 1984 to 1989.]

We didn't see as many protests at the New Brunswick level as there were at the President's Office. There was another issue that caused protests, which was a move to divest Rutgers' money from South African investments. In fact, Bloustein went to New York City and was in a protest was arrested at one point for his protesting. So, he thought protest was a good thing. His field was First Amendment rights. [Editor's Note: In 1985, Rutgers University announced that it would sell its investments in companies doing business in South Africa while apartheid remained in effect.]

Ed Bloustein would go out and talk to students. He didn't avoid confrontation like Fran Lawrence did and say, "Get me out of here quietly. Don't let anybody see me leave." He would actually welcome having the dialogue with people who didn't think the same way he did.

SI: Yes, the divestiture and apartheid issues come up frequently during this period. Were there any building takeovers during the period that you were there?

DB: I think Old Queens might have been, for three days.

SI: Old Queens, all right.

DB: I just don't remember when that would have been exactly.

SI: Would the Provost's Office be involved with that at all?

DB: Not really. Some students chained themselves to a radiator in Old Queens and stayed there.

SI: Okay.

DB: I don't know how that worked out, but we didn't have takeovers of our building because, again, we weren't seen as where the power was. We were seen as some administrative office for New Brunswick, but it was really the President's Office that made decisions.

SI: There has been what has now become a thirty, forty-year debate over the role of the different campuses and trying to separate the central administration from New Brunswick a bit.

DB: Yes.

SI: The opponents of that kind of centralization say that the President has too much power over New Brunswick. New Brunswick gets all the attention. How do you think the Provost's Office worked with the President's Office? Was it a good relationship?

DB: Yes, it was, although during the time Alec Pond was here, he took over hiring for the New Brunswick Campus essentially, because there was this special thrust to hire these world scholars. It was his mandate by Bloustein to do this. So, Kenneth Wheeler was cooperative and we worked with them on it, but it was really not completely our initiative--it was his. However, it was good for the campus.

Eventually—about two years before Bloustein passed away, he asked Kenneth Wheeler become his Vice President for Academic Affairs. Kenneth did that for two years, and then, Bloustein passed away. Then, when Fran Lawrence came in, Fran asked Kenneth to stay on a few more years, but Kenneth retired, eventually, I think around maybe '91.

My role changed a bit, when Kenneth went to become academic vice president and Paul Leath was appointed as Provost, I worked with Paul for several years. He was a big proponent of the New Brunswick Campus as the flagship campus, and that we should present ourselves as that and we should try to unify the campus.

My background in publishing and writing was useful, as he had me develop and write a faculty newsletter. Every month I wrote and published this newsletter for several years. I still have all of the copies. [laughter] I don't know if anybody ever wants to see them again, but we've scanned them all. I sent them up to the new Provost, but I don't know she or anyone else will ever read them.

Every month, we would have news that specifically would have been of interest to faculty. For instance, all the new faculty hires would be listed by department and field. We would organize a new faculty orientation and bring all new faculty together for a day at one of the student centers and presented panel discussions on how to get promoted and what kind of resources there are at the University for research and libraries. It was a good way to socialize them to the campus and to each other. They got to meet each other from different departments, because they would all come together there.

Then I initiated annual reports on the campus. We felt like we were finally moving toward having a little more control over how things were administered.

Then, Fran Lawrence put the whole kibosh on it. He didn't want to have anything to do with presenting New Brunswick as a flagship campus with its own administration and told Paul Leath to step down and he appointed Joe Potenza as Provost. Joe had been Associate Provost for Physical Sciences under Paul Leath. Joe had chaired the Chemistry Department. He was, I would say, less persistent about the visibility of the New Brunswick Campus and was more amenable to doing what the President would want.

Nevertheless, most of the faculty did not really support Lawrence at all and they had a protest against him when he made his racially-charged statement that he claimed had been a misstatement. He claimed it was a misstatement--people claimed he was racist. There was a protest at a basketball game where people sat down on the middle of the floor during halftime and some protesters stopped traffic on Route 18.

[Editor's Note: On November 11, 1994, in an address to the Camden faculty, President Lawrence made a racially-charged statement in which he attributed low standardized test scores of African Americans to "genetic hereditary background." Robert Braun broke the story in *The Star-Ledger* on January 31, 1995.]

Paul Leath also established a New Brunswick Faculty Council, with elected faculty members from each of the units. I was instrumental in establishing this governing body along with all the election procedures and governance documents. The first chair of that Faculty Council was Dick McCormick. I would meet with the Faculty Council, make sure the issues were brought to them and agendas prepared.

[Editor's Note: The New Brunswick Faculty Council was established in 1989 as a body to provide advice to the administration of Rutgers' New Brunswick/Piscataway Campuses on academic policy issues and hold the administration accountable regarding those issues. Dr. Richard L. McCormick served as Rutgers University President from 2002 to 2012.]

This Faculty Council had a long discussion at a rowdy meeting and then took a vote to protest Fran Lawrence as President. I don't think they technically held a vote of no confidence. Fran Lawrence heard about it and quickly eliminated the Provost's Office, as if all criticism would stop if there were no Provost's Office.

He assumed the Provost's office were ringleaders, but we were just there to facilitate a discussion to prevent the faculty from going to Old Queens as an angry mob. [laughter] There was one professor, Mo Lee, Maurice Dupont Lee, who, in fact, likened Fran Lawrence to one of the authoritarian English kings. It was a very interesting meeting where people vented about all kinds of matters.

Shortly after that--it was right after commencement, Friday before Memorial Day Weekend--Fran Lawrence called in the New Brunswick deans and told them he was eliminating the Provost's Office. Then, he let the Provost know on Tuesday. The Provost's Office staff and the deans all thought this action was really terribly handled. Joe had gotten wind that something was going to change, so he had gone directly to Christine Haska, who was the right-hand person for Fran, and whom Fran had brought with him from Tulane, and asked whether rumors were true

that some change might be contemplated, but she said, "Oh, no, we would never do that." Yet, a month later, the entire office was gone.

It appeared that the Lawrence Administration did not put Rutgers-New Brunswick first—or advance Rutgers. The only accomplishment I saw during his presidency was an improvement to Rutgers' computing systems. Christine Haska was really the person behind this, and she understood that all of our computing systems were way out-of-date. I remember going to a meeting at which a consultant whom Christine brought in indicated that all the administrative computing systems at Rutgers were like "automated cow paths." He explained that every unit had its own processes and all we did was to add some automation to it, but we never really changed our whole business operation to take advantage of really good systems. We're still struggling with that problem. However, the New Brunswick Provost had no control over computing systems.

Computing was handled centrally, although, at the same time, Newark and Camden had control over their own admissions, they had their own registrars, their own facilities, their own public safety, their own computing. There may have been some centralized systems that they used, but most was local at those campuses. In New Brunswick, we were beholden to the President's Office for all of the IT support and systems. That situation made it seem really lopsided. IT served the President's Office and the central units and gave less priority to serve the schools.

I was not actually at the university when the announcement was made that the Provost's Office was eliminated. I was a school board president in Highland Park and I had been at a school boards training workshop over that weekend. I came back and Barbara Bender, Associate Dean of the Graduate School, called me—at the very end of the Provost's Office, we were combined with the Graduate School.

She asked, "Are you sitting down?" I said, "I will. Why?" and she said, "The Provost's Office is being eliminated." Barbara was in the Graduate School, which survived, but the Provost's Office didn't. Karen Stubaus, who had replaced Bob Pack as Associate Provost for Personnel, and John Salapatas had to talk to every staff person between then and July 1st. We had until July 1st, basically one month, to get fired, laid off or find another job. Central Administration kept Karen and John and brought them to work at Old Queens with Joe Seneca, who was the new Vice President for Academic Affairs and to whom all of New Brunswick would then report. Everyone else was going to be laid off.

I tried helped the two people who worked for me to get other jobs and I applied and was interviewed for two other associate dean positions. Mason Gross School of the Arts had an opening and the School of Pharmacy had an opening.

The Bloustein School was a brand-new school and had never had an associate dean before. A leading faculty member of the school Mike Greenberg who lives in Highland Park came to my front porch while walking his dog, and he said, "I'm really sorry the Provost's Office is being eliminated, but I told Jim Hughes, Dean of the School, that he should hire you." I said, "In what capacity?" He said, "I don't know. We have this administrator who's retiring, so, we have a

position." Nancy Winterbauer, Vice President for University Budgeting, helped him craft an associate dean description, and then, I interviewed for it.

I was offered all three positions, but I decided to go to the Bloustein School because it was new. It was like working at a startup company and it seemed like the most interesting of the three jobs. Then, for the next 16 years, from 1996 until 2014, there was no New Brunswick administration. It was all managed out of Old Queens. Even after Dick McCormick became President in 2002.

[Editor's Note: Dr. Michael R. Greenberg, a Rutgers faculty member from 1971 to 2021, served as Associate Dean of the Faculty at the Bloustein School from 2000 to 2017 and Interim Dean from 2017 to 2018. Dr. James W. Hughes also joined the Rutgers faculty in 1971 and served as Dean of the Bloustein School from 1995 to 2017.]

Toward the end of McCormick's presidency, he established a New Brunswick administration. This action took place because the legislation merging the medical school with Rutgers required four separate "campuses," each with its own administration: Newark, Camden, RBHS, and New Brunswick. That is when Dick Edwards became, essentially, a Chancellor for New Brunswick or an Acting Chancellor, but that took place after about sixteen years. And all that time there was not any separate administration at the New Brunswick Campus administration.

[Editor's Note: Dr. Richard L. Edwards came to Rutgers to serve as Dean of the School of Social Work in 2005. He served as Executive Vice President for Academic Affairs from 2011 to 2014 and Chancellor of Rutgers -New Brunswick from 2014 to 2017.]

SI: Let me ask a few more questions about the Provost's Office before we move on to the Bloustein School. You mentioned the Faculty Council. What was it intended to do? Was it any different in practice? Did it wind up doing what it was supposed to do?

DB: It was intended to be a governance body with proportional representatives from each of the schools in New Brunswick and I think there were also a few research centers who had representatives. They would bring in central administration people to talk to them about their areas. There were committees who tried to advise the central administration on such matters as computing resources or what was needed in the research areas, or if there were other policies that they felt either negatively or positively impacted the academic areas that they wanted to give advice on. In essence, they had no power, because the Provost had very little power.

I don't know what happened with it after there was no more Provost's Office, though. That Faculty Council still exists, as far as I know. I'm not sure what it does. I know there was a period of time when that council really got heavily into athletic spending, for example. There were constant complaints about the amount of money the University was putting into athletics. Did they affect anything? Doesn't look like it, right?

On the other hand, it was a good way for faculty across the campus to get to know each other. Maybe some collaborations happened as a result, but I think it was a needed council. I'm not sure if it exists anymore, or what it does, but, apparently, the New Brunswick Chancellor's Office is supposed to have some kind of an advisory board. I don't know if she does or if Molloy's had

that or not. It doesn't take the place of the Faculty Council, but it may end up being more useful for him than the Faculty Council. Yes, I should say the Faculty Council still exists, because we do have Bloustein School representatives on it.

SI: For President Lawrence, the racist comments controversy was an obvious breaking point, but it sounds like the relationship was never really that great with almost any unit in the University that I have come across. How was he initially seen by the Provost's Office?

DB: Not favorably. Paul Leath, who was then our Provost, was involved in interviews with the candidates for Bloustein's replacement. I remember there was a huge complaint about the process which ended having Fran Lawrence as the final candidate. There apparently wasn't a consensus among the committee members. I wasn't on the committee, I don't know this, but, apparently, the committee broke itself up into four groups.

Each group researched one-quarter of the candidates, and then, each of them was supposed to come up with their best candidate out of that. Then, I guess, those were reviewed by the committee as a whole. The problem with that is that you could have had five really good people in one quarter of that candidate pool and no good ones in the other ones. So, I guess Fran Lawrence got put ahead, who happened to be the best out of some group of not very good candidates.

There were other interviews with him. I remember the head of the AAUP went down to see Fran at Tulane and tell him, "You better fire Susan Cole. She's a terrible person." Susan Cole held a position to the one that Karen Stubaus holds now, in charge of personnel, negotiating on behalf of the administration with the unions, for example. When Fran Lawrence came to Rutgers, one of the first things he did was to tell Susan Cole, "You're a terrible person. You're fired. Clear out your office today." This is a woman who's now President of Montclair University. She's a really fine person and strong leader. As a result of that firing, both Alec Pond and Kate Stimpson resigned and left the university.

What's really ironic is that, eventually, New Jersey established this Council on Higher Education of presidents of universities. Susan Cole became the president of that council while Fran Lawrence was still the President of Rutgers and had to go to meetings that she chaired. So, what comes around goes around, it seems. [Editor's Note: Dr. Susan A. Cole served as the President of Montclair University from 1998 to 2021. She served as Rutgers' Vice President for University Administration and Personnel from 1980 to 1991.]

In any case, Provost Paul Leath, who had to interview him, came back to the office after his interview with him and sat down in a sofa in our front lobby. Our building was on Bishop Place, which has now been replaced by the new Academic Building. We asked him, "So, how is Fran Lawrence?" and he said, "Well, he dyed his hair." [laughter]

I said, "That's all you can say?" He said, "Yes. He doesn't speak French very well, either." [laughter] He was a seventeenth-century French scholar. In his pictures prior to his interviewing at Rutgers showed him with salt-and-pepper-colored hair and slightly balding. Paul said, "Well, he is going to become the next President." When he came to Rutgers, he had a full head of hair

that was shoe-polish black. It never looked right on him, because his skin was pale. For whatever reason, that's what he did.

I think what Paul was trying to convey was that he seemed very superficial. He didn't seem to know much about what it was going to take to be a good President. He wasn't engaged in talking about it. So, Paul did his best as Provost, absent good leadership in the President's Office, and then, ended up having to step down, because he and the New Brunswick faculty were a threat to Fran.

That was unfortunate. I remember, the faculty—the same ones who criticized him at the Faculty Council meeting that I mentioned—would joke that, "He came from a Tulane ["two-lane"] University to a four-lane university." [laughter] That was the feeling. So, that was an era gone by.

Then, I think when Dick McCormick came back to Rutgers after having been at other universities, he understood the strengths of Rutgers and tried to finish what Bloustein probably would have done, which was to eliminate the colleges as degree-granting institutions and transform them into residential colleges, because there was always that competition. A student would apply to Rutgers and have to decide, "Am I going to apply to Douglass, Rutgers College, Livingston?"

They would get accepted in Douglass and not in Rutgers College, because Douglass didn't have as high a GPA requirement. Then, they were always made to feel like "lesser citizens" because, "Gee, I wasn't good enough to get into Rutgers College." Yet, they would all be in the same classes together. It was not good for attracting the best students.

That was something that I think Dick did that would have eventually happened anyway. Again, he did it as President, not as the New Brunswick Campus head, because we didn't have one then.

SI: Were there other instances that you recall where different campuses would try to assert their role? We always hear about conflicts between, particularly, Rutgers College and Douglass College, but also Livingston. They were in this weird position once the faculties are taken away. I think Ken Wheeler, in his interview, mentioned something about how they were just "innkeepers," not an actual ...

DB: Not academic units.

SI: Yes. Were there any other incidents where they tried to assert themselves?

DB: Yes. They competed with each other for resources and amenities. For instance, they each wanted their own recreation and student center. I remember John Salapatras trying to appease them, but they all wanted their own. So, that got costly, because you'd have to build duplicate facilities on the various campuses.

There was this one person, Bill Wright in capital planning got the great idea to build the Werblin Center, which is the premier recreation center in New Brunswick. He said, "Let's start putting

resources into a central rec center that's really state-of-the-art instead of trying to make do with little outposts at each of the campuses." In fact, it was a very successful building at the time. Students used it and it became very popular.

Rutgers does have this problem of having way too much land that is far-flung. It is similar to bad suburban sprawl. Instead of being compact and centralized on a forty-acre campus like University of Texas, which has the same number of students as we do in New Brunswick. UT Austin has forty acres; Rutgers-New Brunswick has several hundred acres, which is why we have the large bus system that most students dislike.

One of the things the Provost's Office dealt with over and over was changing the class schedule, so that students taking back-to-back classes on two different campuses had sufficient time between them, so that they wouldn't come into all their classes a half-hour late or whatever the timing was at that point. It's still a problem for students, but, now, more classes are being offered virtually on a permanent basis, so, that may help them out.

By the way, the Livingston Campus' total redevelopment was spearheaded by Phil Furmanski and Dick McCormick. They actually requested that our planning students conduct a studio course, taught by New Urbanist faculty member Tony Nelessen of the Bloustein School on how to transform the Livingston Campus. They took many of the recommendations from the class, and that campus is now the place where students want to go mostly, it seems. Other than College Avenue, they really like the Livingston Campus. So, that was a positive thing. Dick seemed to have some sense of the importance of good design and planning.

[Editor's Note: Dr. Philip Furmanski served as Executive Vice President for Academic Affairs from 2003 to 2011. He is currently a Professor of Cell Biology and Neuroscience at Rutgers-New Brunswick. Anton "Tony" Nelessen, a Professor of Urban Design, also serves as a program planner at the Bloustein School.]

SI: Getting into the Bloustein School era, roughly what year did you start as Associate Dean?

DB: 1996. The Provost's Office was eliminated July 1, 1996, and I began at the Bloustein School July 1, 1996. The school had been established in 1992, in the spring. It was a school of planning and public policy. In the fall of 1992, the board named it after Ed Bloustein.

The various components of the school had lived in various locations, mostly at Lucy Stone Hall on the Livingston Campus, which is where the Planning Program was. The Policy Program didn't exist then. It was basically moved from Eagleton to the Bloustein School and became a degree program. Before that, it had been a master's in political science in the Graduate School, for students interested in public policy, who received fellowships from Eagleton and took some classes at Eagleton.

They called them Eagleton Fellows, but there's still a problem in that people who graduated in political science in those years as Eagleton Fellows call themselves alumni of Eagleton, but Eagleton's not a degree-granting institution. So, they've now (many of them) shifted to calling themselves alumni of the Bloustein School. [laughter] There were also some centers that were

moved into the Bloustein School. Some were at Livingston, one was up in Newark. When the building in downtown New Brunswick was completed, all of those organizations and departments came together in one school. I arrived several months after they had moved into downtown New Brunswick, which had been in Fall of '95.

[Editor's Note: The Eagleton Institute of Politics at Rutgers University, which focuses on state and national politics, was established in 1956.]

SI: You mentioned that they created this position. There had not really been anyone specifically designated to do these types of tasks.

DB: That is correct.

SI: What I understand from Dr. Greenberg's interview is that it was being shared between a dean and other people.

DB: Yes. There was a dean, his secretary and an administrative assistant, who had been an administrative assistant for just the Urban Planning Department. That's all that existed. Mike realized they needed a higher-level administrator to oversee a whole number of things now that it was a school. So, yes, it was truly new.

I had to establish several administrative procedures. One of the first things Jim told me related to the school's budget. He handed me a green ledger sheet. Since the schools did not have any electronic budget system at the time, the administrative assistant who had retired wrote, in pencil, the full school budget, and then, she would subtract faculty salaries, TA salaries, non-salary expenses and ended up with some balance at the end. Jim said, "Don't ever let there be a balance at the end, because central will take it away from us." He said, "Make sure you spend every penny every year, no carryover."

Although I hadn't really managed a school before, but I knew people to call. I immersed myself in the budget details that we would get with printouts--they were an enormous waste of paper. I immediately tried to find somebody who could set up an electronic budget system (a shadow system) for us. That was Claude Houston. He had worked with a few other schools, and he set up a very rudimentary system for us.

Eventually, Jim said, "You have so many other things to do, you really ought to have somebody just do budget." He suggested Jan Wells, who was one of his graduate students and who had previously had a CPA and worked for an audit firm, work for us part-time, and then, she became full-time. She really organized everything. She developed a chart of accounts and prepared financial reports that were much more professional than the school had had before she came. This was before we had any access to any University systems to manage our own internal budgets and keep track of faculty lines, and other financial details.

Likewise, we needed somebody to manage student affairs. So, we created a position and Steve Weston, whom I hired back in '97, is still there. He's an Assistant Dean for Student and Academic Services and his office has expanded from just him to about ten people because of the

expansion of programs and students. We have two career development people. Steve oversees them as well as graduate student counselors, undergraduate student counselors, a recruitment person.

Over time, the school really mushroomed in size and complexity. The budget of the school when I started was three million. The budget now is reaching fifty million--a huge increase over that time. I built the administrative structure of the school. When I started we did have one IT person, but that IT person reported to the then Chair of the Planning Program, who happened to be a GIS (geographic information systems) computing person. He didn't know how to manage staff and he would let the IT person her come and go as she pleased. Nobody ever knew when Miriam was going to be in.

So, Jim said, "You know what? You should do something about it. We can't just let it go on this way." Then, Dick Brail, Professor of Urban Planning and Public Policy, was really happy for that change. He said, "You should post the job and get a really good person in, and that person should report to you, not to me." [laughter] We hired a person, Rich Bochkay, who's still at the University, with SAS. We now have five full-time IT people for desktop and systems support and instructional technology support. That area grew as well. Eventually, we also hired our own communications, events and facilities, and development staff.

In 2000, there was an external review of the school, still part of the Gorenstein/CSPAD committee process. The reviewers recommended that we should eliminate individual departments and become a school-wide faculty and create an Associate Dean of the Faculty position. The school reorganized itself in 2000 according to these recommendations, and Jim made Mike Greenberg the Associate Dean of the Faculty.

Jim also established the position of Associate Dean for Academic Programs, because that person had to merge all these siloed departments into a school-wide faculty and have synergies among them. That happened really well, but more major changes occurred when the budget process changed from All Funds Budgeting, established under Dick McCormick, to RCM (Responsibility Center Management), which came into effect under President Barchi.

SI: Yes, I was curious, because I was thinking of the RIAS (Rutgers Integrated Administrative Systems). That came in, I guess, in the early 2000s. Is that right?

DB: Yes, and I was on a committee that was advisory to the Senior Vice President and Treasurer Bruce Fehn on a new HR system at the same time. I was on the HCM (Human Capital Management) side and hoped that system would provide a way to track faculty personnel. In the end, Bruce Fehn said, "That's too many bells and whistles. We can't afford to do that. We're not doing it." As a result, we all still had our own shadow systems.

There's still a lot of faculty data the system does not track, but of the data the administration does have, they don't seem to know it, because they continue to ask the units to provide the same data that they already have, such as: "All right, tell us who your faculty are who are due for reappointment." "Well, look in your system and you tell us." It's just annoying that--again, centralized computing, centralized HR, is not New Brunswick-based--they still don't think about

what the school needs are. They never consulted with any of us about changes they made, yet when we did suggest helpful changes, they did not implement them.

Finally, Romaine Botti, a new Vice Chancellor for Finance in the Chancellor's Office, had some empathy for the needs of the academic units and said something like, "This is really important to us. This affects our daily life. You can't just change the whole thing and not let us have some input into what we need to keep track of--grant projects and gifts and endowments and all kinds of things that they don't care about, because they're just reporting to the state, but we need it. So, let's not go down that path again of creating systems that aren't usable for us."

It's just a constant battle, though, in every area, including a new student system being planned. They really didn't consult with the schools. Instead, we are told: "This is what the Registration Office needs. This is what Admissions needs." The attitude is that they will develop it and let us know once they have decided how it will work.

In addition to the new student system being developed, there is going to be yet a new HCM system. There are constantly changing financial systems, and the last one was a disaster, because they implemented it in the middle of a budget year and a lot of data got lost. We're still dealing with the results of that, and it seems like Rutgers-New Brunswick always gets the short shrift of these changes, especially because we have the largest amount of grants to keep track of, and the system changes did not take that into account.

SI: Going back to your management of the budget, did that include grants?

DB: Yes.

SI: They must have had a separate grant accounting office. Was that centralized?

DB: Yes, that is still the case.

SI: Was that difficult, working with them in your work on the budget?

DB: Well, we didn't have that many grants in 1996, perhaps three million in state allocation dollars and maybe about one-and-a-half million in grants. They were small grants, but a lot of that was managed by the PIs (primary investigators) who dealt with them. We centralized the accounting for them and the reporting for the school, but it was the same thing—it was hard to get all the information we needed from central system to be correct, so, we had to keep track of it ourselves on spreadsheets. Now that the school has much more grant income, there are business staff in the school to handle them. However, they have to spend a lot of time working with the centralized grants accounting office to ensure deadlines are met and financial data is accurate

SI: In terms of what was expected of faculty, would they come in being directed, "You must bring in grants as well," or was it that if they brought in grants, it was good, but not necessary?

DB: We had a couple of centers when I came to the Bloustein School. The Center for Urban Policy Research used to be freestanding and report to, the Provost's Office, and then, the President's Office. In 2000, the external review team recommended folding both Eagleton and CUPR into the school. Ruth Mandel protested vehemently and brought out all her constituents to lobby for Eagleton to remain free-standing and not part of the school. So, that never happened. But CUPR did become part of the school. That center was already in our building on its own floor. CUPR had, probably, the most grants in the school.

[Editor's Note: Dr. Ruth B. Mandel (1938-2020) served as Director of the Eagleton Institute from 1995 to 2019. She founded and directed Eagleton's Center for American Women and Politics from 1971 to 1994.]

The other unit that was grant-funded, primarily, was the Center for Government Services, which had a lot of contracts with the state. They were not really grants, but contracts. They conducted trainings for various municipal types of positions, such as zoning officials and planning officials, construction code people. That still exists, but it's no longer part of the school. It's under DoCS (Division of Continuing Studies). There were also some individual faculty who had grants and that would be managed. After I did it, then Jan Wells came in and she would manage them.

Eventually, Jan wanted to finish her Ph.D. and focus on an academic positions. I then hired Linda Gardabaccio to become our new budget/finance manager and she had been the finance manager for the Center for Government Services. She eventually hired two other people from Center for Government Services, because we were growing. We had more finances to manage, more grants to manage. These two other people, Fran Loeser and Keri Albia, are still with the school.

The third person we hired came from CUPR, because CUPR was no longer bringing in many grants, but their business manager, Bill Marosy's area was grants management. He became part of the school's business office, and then he became the grants manager for the whole school. He was very good at grant budgets and management and worked well with faculty and centers.

We then established the Alan Voorhees Transportation Center and the John J. Heldrich Center for Workforce Development. They were two big, endowed centers that eventually had fifteen to twenty staff members. The National Transit Institute became part of the school. That had been separately reporting to the President.

Each of those centers had its own business manager, because they had to process all their grants, and that's still the case. They are coordinated by the central business manager, but they're large enough to have their own business staff. We grew from the early days of having a Ph.D. graduate student managing the budget to a centralized office of four people managing budget and HR and some of the larger centers having their own.

SI: Can you talk a little bit more about how the mission evolved after that review in the early 2000s, how the mission grew, if it changed at all?

DB: You mean the external review of the school?

SI: Yes, the one that said, "Unify the faculty."

DB: The Urban Planning and Policy Development Department was the largest program and was ranked in the top ten nationally. When the school was formed, we also established a public policy department as well. Carl Van Horn was instrumental in getting that off the ground. He's now the Director of the Heldrich Center. He had been Associate Director of the Eagleton Institute. We had to research how to go about establishing a degree program and what it was going to take in terms of faculty size.

In fact, faculty who were in the Political Science Department who affiliated with Eagleton and taught some of the classes there--their tenure was all moved into the Bloustein School. Alan Rosenthal, who had been Director of Eagleton, stepped down as Director, but remained as faculty. He was on our faculty, Henry Raimondo, Steve Salmore, Carl Van Horn--a lot of them left Eagleton and became the faculty who started our master's program. That was something Eagleton couldn't do, because it is not a degree-granting school, but an institute.

About three years after the establishment of the Public Policy program the external review took place. They recommended that these areas were so integrated with each other and they along with the undergraduate programs would really be strengthened. We also had undergraduate programs in public health (that used to be "community health," and then, it became "public health") and an undergraduate planning major. The faculty of all of those departments became one. New faculty hires, then, were told in their offer letters that they were going to be teaching across a variety of programs. It would be rare to have someone only teaching graduate planning students.

There was also a Ph.D. program originally in planning, but, then, we enlarged it to include planning and policy. That really helped the school become more integrated. By 2014 the school developed a new mission statement, when there was a new strategic planning effort from the President's Office. The centers also have been really great for us in helping students get involved in research, because they hire a lot of graduate students to work on research projects.

SI: From my perspective, as a former student as well, I saw the Bloustein School as mostly a graduate school institution, but you have these undergraduate programs. Was there much effort to attract more undergraduates or was it kept at that level, those programs that you mentioned?

DB: Well, originally, the undergraduate programs were like stepchildren. [laughter] The faculty were divided and the review helped to get school-wide faculty to participate more in the undergraduate program.

In the 2000s we moved to the all-funds budgeting model—when McCormick was President and Phil Furmanski was Executive Vice President. They changed the budget model to the all-funds budget model that was meant to incentivize schools to produce more tuition revenue and rely less on state allocation. That really made a big difference for us, because we realized the most lucrative, income-producing programs were our undergraduate majors and our costly, deficit-producing programs were our graduate programs. Graduate programs are costly because they

need to provide a lot of financial aid to attract students don't produce nearly as much tuition income.

During the 2000s our Public Health major became one of the most popular undergraduate majors, once we advertised it more widely. We had close to four to five hundred students as majors. Now, we have eight hundred, nine hundred. We have a couple of thousand students enrolled in those classes. Then we added other undergraduate majors, including health administration.

Eventually, we established a graduate program in health administration. That program, along with the public health undergraduate program, really helped carry the school financially, so that we could more easily afford to run those deficit-producing graduate programs that can't really manage to bring in a positive net balance at the end of the year. But these graduate programs are highly ranked and attract really good students and faculty to the school. So, there's kind of a balance there.

The future of the undergraduate program, the origins of which date back to the late 1960s at Livingston College, is going to be interesting. Initially, before the Bloustein School was established, there was a New Jersey graduate program in public health. Mike Greenberg was the Rutgers faculty member and co-leader of this joint program and there was a UMDNJ component. The graduate program grew out of one of the centers established by Governor Kean. EOHSI, the Environmental and Occupational Health Sciences Institute, was a collaboration between UMDNJ and Rutgers, and the Public Health graduate program developed from that collaboration. The UMDNJ and Bloustein School faculty collaborated in both teaching and research. The Bloustein School Dean used to sign all of the diplomas jointly for the master's of public health and the doctor of public health programs.

Eventually, the graduate public health program faculty decided to create a School of Public Health. When the School of Public Health was established, that collaboration ended. The School of Public Health only wanted to have a graduate program. The Bloustein School retained the undergraduate program, and it became one of the first undergraduate programs to become accredited in the country. Nationally, most undergraduate public health programs are in liberal arts schools, and most public health schools concentrate on graduate programs.

[Editor's Note: In 2012, restructuring legislation integrated most of the units of the University of Medicine and Dentistry (UMDNJ) with Rutgers University, creating the Chancellor-level unit Rutgers Biomedical and Health Sciences (RBHS). Dr. Brian Strom serves as the inaugural Chancellor of RBHS and the Executive Vice President for Health Affairs at Rutgers University.]

Brian Strom, the Chancellor of RBHS, has expressed great interest in moving our undergraduate public health program to the School of Public Health. However, it was created with Bloustein School resources and we hired the faculty from our budget. It can't just be moved. RBHS would have to create its own program and get approval to offer an undergraduate public health degree and hire faculty to teach undergraduates.

If something like that were to happen, it would be a huge loss for the Bloustein School and for the New Brunswick Campus. There have been other changes implemented by RBHS that has had a negative budgetary impact on schools in the New Brunswick Campus. For example, he moved faculty members at research institutes in RBHS out of the RBHS budget and required the New Brunswick Campus schools where they were tenured to pay their full salaries, without moving any of the funding to us from which they were originally paid.

We have a lot of researchers who now do health policy and health planning-related work. So, it makes sense for us to retain our undergraduate programs. We've considered the idea of adding something to the name of the school, like the Bloustein School of Planning, Public Policy and Health, but that might cause some controversy. The Bloustein School has a thirtieth anniversary coming up and the Dean wants to initiate a new strategic planning process, so there may be some change in name considered.

SI: Is that something you can do on your own or do you need the Board of Governor's approval?

DB: It would need Board of Governor's approval. When the school was established by the Board of Governors in 1992, they also approved the name. In addition, they specifically mentioned the programs that were going to be part of it and included those two undergraduate majors. The Board would have to approve any name change and also any movement of a program.

The problem is, the New Brunswick administration is in flux and may not have a strong advocate for keeping New Brunswick majors in New Brunswick. Instead of having a strong Chancellor as do Newark, Camden, and RBHS, it looks as if we are returning to the previous state of having the Rutgers President also be the chief administrator for the New Brunswick Campus. If the President is really an advocate for New Brunswick, he would not allow that to be moved out of New Brunswick and into RBHS.

The other complicating factor is that two-thirds of the students in the Bloustein School undergraduate majors are either SAS students or SEBS students, because they are offered as joint degrees with those schools. Our undergraduate majors only accept upper division students into the major. They do not admit freshman. In addition, the programs accept direct transfers from other schools. So there would be the complication for an SAS student, admitted into New Brunswick and Arts and Sciences, to have a major in RBHS. It would be across chancellor units.

SI: Are there other areas where there has been competition with other units or worries over duplication?

DB: Not really. Landscape Architecture, which is at SEBS, at some universities is in a school of planning. Sometimes, it's separate. We've had some joint studios with planning and landscape architecture and they've worked out really well.

In fact, we offered a joint studio course on beautifying Easton Avenue north of the train station. The Mayor was the client. Unfortunately, none of the recommendations were implemented. It is quite an unsightly area and not a good introduction to the New Brunswick Campus for parents

and students coming to decide about coming to Rutgers. Easton Avenue does not look attractive, but it's a popular area for students to hang out.

In addition to collaborations with Landscape Architecture, there is also some crossover with Geography, in terms of graduate students taking each other's classes. We have one educational policy class, whereas GSE, Rutgers Graduate School of Education, has "Educational Policy," but the students take each other's courses, because ours is more policy-based and theirs is more based on teaching and education.

As I mentioned earlier, the Institute for Health, Health Care Policy and Aging Research used to be a New Brunswick institute, founded by David Mechanic, who was the first Dean of the Faculty of Arts and Sciences [1980-84]. He stepped down as Dean and established this institute. He was given resources by the University and he hired several faculty who had tenure in academic units. The Bloustein School had three faculty members who were affiliated with that institute. The institute paid their salaries and administered all of their grants, but they were tenured in our school and they each taught a course or two. That institute was moved from New Brunswick to RBHS when RBHS was established.

When Brian Strom was hired to lead RBHS, he told the New Brunswick Chancellor, "I'm not paying for those faculty anymore. The Bloustein School has to pay for those faculty." So, we had to take on three senior faculty members with very high salaries and suddenly come up with about \$500,000 in new funding for to pay them. The New Brunswick Chancellor helped us over the first three years, but we were never consulted about this move. We would have negotiated allowing the schools to receive the income from grants those faculty members brought to the university, but that has not happened.

Two of the faculty who were moved to our budget generated more income to the school by teaching a full load and managing a research center. However, the third faculty member has a low teaching load and runs his grants through the institute in RBHS, yet we are responsible for a hundred percent of his salary if he does not charge any of it to grants.

SI: The school does a lot of outwards-facing, public good type projects. What would you say were some of the more successful ones, in your opinion?

DB: Let's start with the National Transit Institute. It receives about three-and-a-half million dollars a year by the federal government to run training for the transit industry. After 9/11, they developed several new security-related training courses and protocols for the transit industry. We are able to retain it at Rutgers even though we need to continue to compete with other universities for the funding.

In addition, we have a lot of studio courses in planning and policy practicums, where students are placed in communities throughout the state or in agencies in Trenton and help them understand such areas as how to use data better, how to make good decisions for the public good.

The school has provided many planning recommendations for redevelopment in communities throughout the state, such as in Newark, New Brunswick, Paterson, Jersey City, and Atlantic

City. It has also provided leadership, in collaboration with SEBS, in climate resilience research. We also have a successful green building center that helps to advise industry and entities such as the Board of Public Utilities in New Jersey, for which it analyzes new energy programs, like wind turbines out in the ocean. So the school does provide a lot of technical support.

The Voorhees Center and the Heldrich Center are both involved in advising federal government and state government in either transportation-related policy (and we hope in infrastructure, should that ever get passed) and workforce development-related issues, relying on the expertise of the faculty and the researchers for advancing better policy. The Heldrich Center was fully involved in a lot of the unemployment-related issues that came during COVID. We're really considered to be a school with a lot of expertise that can help communities, local government, state government and federal government.

SI: Were there any efforts in that regard that did not pan out the way you had hoped they would?

DB: Not really. The Center for Government Services that used to be part of the school was moved to DoCS, and is still going well, but was not a high income-producer. However, they may have increased their number of contracts and helping out DoCS in bringing in more revenues. I see they came out with a new *Legislative District Data Book* recently that's now totally digital, which is great. They collect a lot of data that's of a lot of use to local government.

Our new Dean wants us to increase of visibility to a more national and international stage than we have. We have a lot of international students. We used to be awarded fellowships for the Hubert Humphrey Fellowship Program, out of the State Department, that brought mid-career professionals from developing countries to our school to learn about planning and government in the United States. That was a great program, but it was moved to MIT. I know the school is applying to get the program back to Rutgers, but there is competition with MIT.

SI: Yes, Dr. Greenberg mentioned that MIT raids the faculty quite a bit.

DB: Yes.

SI: Would you say that there was an institution that the Dean (and you, the administration) at the Bloustein School tried to emulate or were you just reacting to what the needs were here?

DB: Our Dean is familiar with a few other schools similar to ours or programs similar to ours. She was at the University of North Carolina, which has a good planning program. She was at the University of Illinois at Chicago, and she then headed a big research center in Glasgow. She herself is South Asian, and has a much more international perspective than some of our faculty who do research based in New Jersey.

When Jim Hughes became Dean in the 1990s, he was asked to develop a stronger relationship with the state of New Jersey by making sure the state saw our faculty as experts. That was a priority for the university then, so the school did focus on state-related issues. But we also some international programs. In addition to the Humphrey Program, we have a Korean group that

comes from South Korea to finish their master's in policy--that's been there now for twenty years--that Jim Hughes started.

I would say the one school that's organized like us—and there are only a few—is the Sol Price School at the University of Southern California. Many planning programs are in schools of design and architecture and landscape architecture. Public policy is usually in schools of government, like the Kennedy School at Harvard and the LBJ School at Texas, where planning is in a different school. The University of Southern California (which is my alma mater and, in fact, I'm now on our fiftieth class reunion committee) actually has a school similar to ours--it's called the Sol Price School--it has urban planning, public policy, public administration, health administration, health policy, all in the same school.

They renamed themselves the Sol Price School of Public Policy. They don't include planning or health in their name. Although the name is limited to public policy, when you look at all of their programs, there are really an array of them, like ours are, and they've had some good faculty. In fact, one of them was on our external review team in 2000 that recommended our reorganization.

SI: I wanted to ask about the work you have done on the history of New Brunswick, culminating in the book *New Brunswick, New Jersey: The Decline and Revitalization of Urban America* (2016). How did that get started? Tell me about your role in producing the book.

DB: I'll start with the inspiration for the project. I was a next-door neighbor to Ralph Voorhees, a great benefactor to Rutgers and many organizations. The Voorhees Family are benefactors throughout the University, going back to Voorhees Mall. His family is amazing. They were always very charitable. Ralph had a grandmother or great grandmother who used an inheritance to found the now historically black college Voorhees College in Denmark, South Carolina.

[Editor's Note: Philanthropist Ralph Voorhees (1835-1907) and his wife gave the Denmark Industrial School (Voorhees College since 1947) a donation to buy land and construct their first building in 1902. Ralph Whitaker Voorhees (1926-2013), Rutgers College Class of 1948, continued his family's tradition of university-based philanthropy.]

In any case, I got to know Ralph because I ended up living next-door to him in Highland Park, and through him I also met his best friend John Heldrich, with whom he grew up in Highland Park. During a meeting with both of them in the Dean's office, Ralph suggested that someone should conduct an oral history with Lou Gambaccini, who was the person who first headed the National Transit Institute for us, and was stepping down. Lou had founded New Jersey Transit. It made me realize that both John and Ralph were getting older and had great histories in the area and with Rutgers, and John, especially, who was a leader of the revitalization of New Brunswick when he was a Vice President at Johnson & Johnson. I said, "Well, we ought to have oral histories of the people involved in the leadership of the revitalization of New Brunswick."

[Editor's Note: Louis J. Gambaccini (1931-2018) held many regional transit-related positions over the course of his career, including service as New Jersey Commissioner of Transportation from 1978 to 1982 and director of the Alan M. Voorhees Transportation Center in 1998.]

I lived in Highland Park for many years and participated in many community service activities. I also became involved in Rutgers-New Brunswick. Kenneth Wheeler sat on the New Brunswick Tomorrow board for many years and involved me in some projects related to his work there. John Heldrich and Ralph got me involved in the board of the State Theatre. So, I served on that board for several years. I then replaced Jim Hughes on the New Brunswick City Market board.

I gained a lot of knowledge about New Brunswick and realized there would be great value in getting the histories of John Heldrich and Ralph Voorhees about New Brunswick.

I enlisted David Listokin, Distinguished Professor at the Bloustein School, who as Director of CUPR had done several research projects for the City of New Brunswick, for example a demographic study for the State Theatre. He seemed very knowledgeable as well about New Brunswick, but I knew many of the leaders of New Brunswick, because I had served on those other boards. I then worked with John and Ralph to develop a list of people to be interviewed.

We started with a list of twenty people and eventually added five more, suggested by some of the interviewees. We applied for and received funding from Phil Furmanski's office for research initiatives. We applied for it to fund video and audio equipment transcription of the interviews. We also hired a graduate student to write summaries of the main points of each interview, which we produced with photographs from video screenshots put them in a loose-leaf binder.

Marlie Wasserman was a good friend of mine. She was the Director of the Rutgers University Press [from 1978 to 2016]. I asked her if there were any way that Rutgers Press would be interested in publishing this collection of oral histories. Although she didn't think the press would publish it as is, she did suggest that we consider writing a book that would examine what happened in New Brunswick in a national context.

That seemed like a monumental. I'm not a planner. [laughter] My Ph.D.'s in comparative literature, not in history or planning or demography, but David's is. But I did have a good writing ability and editorial background. We also enlisted Jim Hughes, who had a large interest in the history of New Brunswick going back to when the Johnson Family established their business in New Brunswick. So, we put together a proposal and worked with Marlie on it, and then, she said, "Great, we'll publish it."

Jim worked on the historical background, David worked on the national comparisons, and I wrote up sections on individual institutions in New Brunswick, such as the State Theatre, taking quotes from the various transcriptions of the interviews. I also handled all the photo research. That's how we ended up publishing this book. It was a big undertaking, but it was fun.

SI: I was curious about opportunities to do that kind of research over your time there. I understand that your job involves a lot of research.

DB: Yes, but not that kind of research.

SI: Yes, stuff that is more outward facing.

DB: The book was a lot of extra work beyond my administrative work. I must say though, it inspired me and my husband to move our residence to New Brunswick. We moved to 1 Spring Street in 2013. He said it seemed like a no-brainer, because we were living in Princeton. I was commuting, he was still working at Princeton, but we had a large house there and property taxes were skyrocketing.

There were new condos going up in New Brunswick, such as The Vue, and there was that new Fresh Grocer Market. Everything looked like New Brunswick was going in the right direction and adding amenities for residents. I was working on the book project and I was a believer in walkability and not having to drive everywhere.

Then, after about five years, it's starting to take a downturn. We longer have a decent grocery store. To grocery shop, we have to get in a car and drive out of New Brunswick. No one is managing the retail area. The streets look a mess. It hasn't lived up to what we thought it would be. One of our senior faculty members is leading a studio course in the spring semester, fully involving the Mayor and the city planner and City Market, to do an in-depth study on the retail on George Street and the possible permanent conversion of that street into a pedestrian corridor.

I am interested to see what will happen, but I had an in-depth discussion with her about a lot of the issues that really have to be confronted to make improvements. I said, "They cared for a long time about attracting visitors. They don't seem to care about all the residents. They keep putting up more apartments, either for students or for other professional residents, but they don't make the place usable for us. There are no stores that we need. We all have to get in our cars and go out on a highway somewhere for shopping or services. That's got to change."

I don't know how that will happen, but maybe not in my lifetime anymore. [laughter] I'm now in Florida, where we have Matt Gaetz as a Representative, so, I shouldn't complain. [laughter]
[Editor's Note: Republican Matthew Gaetz has served as the US Representative for Florida's 1st Congressional District since 2017.]

So, the only other thing I wanted to say about the New Brunswick Campus administration, is that it looks like we're returning to having a weak Chancellor's Office and a very strong President who wants to manage the New Brunswick Campus. I can see that happening and I don't know what that means for services we have to depend on from central units.

Most university systems have a president whose office is removed from the campus administration, such as in a state capital, like the State University of New York System--the president is in Albany, but all the main campuses are elsewhere. We don't have a president sitting in Trenton. If the President were in Trenton, maybe we would have better relations with the state, I don't know, and we could develop a strong New Brunswick governance structure with strong advocacy for New Brunswick academic and research units that manages the administration of New Brunswick.

I will say, since RCM came into effect, the one area which the Chancellor closely manages is the budget of the academic units. The Chancellor's Office gets involved in reviewing details of our budgets. We have quarterly reviews of our budget and projections and they ask for explanations

for even small deviations from projections. This is difficult, especially if a large portion of a school's budget is from grants, since it is difficult to predict when they're going to hit the ledger. It is also true of personnel changes. We are now also required to get approval for all hires, including hundreds of PTLs each semester since COVID caused a reduction in state allocations to the university. It is as if the schools can't be trusted to live within their budgets. I hope the President realizes the importance of a strong New Brunswick Campus administration, but I don't know if that will happen.

SI: Can you tell me a little bit about the impact of COVID on the Bloustein School?

DB: Yes. Our school's IT staff was phenomenal, let me say that. They had to turn on a dime last March and shift everything from in-person to remote. Fortunately, we have two instructional technology people, one of whom we had just hired for a specific project.

Their focus was on helping faculty to switch--mid-semester--their classes to a remote environment. Some of them had never done that. There was a lot of training that had to be done and although it began as recording a lecture and putting the lecture on Canvas, they continued to help faculty improve the delivery of on-line courses. They did a phenomenal job.

They also had to help all the staff. For instance, some people could just bring a laptop home and work from home. Other people, like our student services people, had to have extra monitors. They were doing advising of hundreds of students, keeping up with all of that.

The remote environment isolated people for over a full year, but I think some people functioned even better virtually than in-person. We also got larger audiences for our virtual events than when they were in person. For example, we had journalist and political commentator Nicholas Kristof talk. That event attracted many more attendees than if we had it in person at five o'clock in the afternoon in downtown New Brunswick, where attendees have to find a place to park and come to an in-person lecture. The virtual events we've had have been really good and popular and attracted people.

But it was also very hard on many people. We had a lot of students with hardship issues and we developed a fund to help some of those students. Our enrollments haven't been badly damaged. In fact, we have a big increase of students enrolling in the fall in our graduate programs. There were lessons learned. It was a bad year.

For me, I decided it was time to retire, as did a number of others. One reason was due to my dislike of sitting in front of a laptop for all of my work all day for emailing and zoom meetings. I also have grandchildren whom I haven't been able to see and spend time with. We bought this beach house and have guest rooms, but no one could come this past year. Now, they are; now, they're starting to come.

I also want to do other things, such as have time for more oil painting, golfing, and traveling. I thought the timing would be good and that our new dean, Distinguished Professor Piyushimita (Vonu) Thakuriah) could hire her own person. I had helped her for two years during her transition to Rutgers and as dean. But now we just promoted Theresa Kirby to replace me. She

had experience as administrator of the Geography Department, in grants administration at SEBS, and then in the Math Department. I hired her as our business and HR manager. Her background in SAS and as our business-HR manager for four years was good for becoming the new Associate Dean. She's promoting the business manager for the Voorhees Transportation Center to replace her.

As an aside, I am proud of the staff I hired and developed at the school. I'm leaving a gift to the school to establish a staff professional development fund, which has already reached ten thousand. When I step down, my really great staff whom I've hired will have a fund for their continued professional development. Jim Hughes told me when I came to the school, "I want this to be the best-administered school at Rutgers." I'm not sure we always reached that, but it required training and mentoring staff. By establishing this fund I hope to really impress on everybody that you need to keep training and try to mentor and promote from within. So, I'm proud of at least being able to do that.

Yes, COVID had some interesting outcomes, but, in general, our students do not want to all virtual learning. They want to be in-person, especially the planning students. Planning and policy graduate students like to be in-person and talk with each other and meet with each other and be in the classroom together. So, that's what's going to happen in the fall again.

SI: Aside from your deep involvement with Rutgers, I want to talk a little bit about your life outside of Rutgers. You mentioned that you lived in Highland Park for many years and that you became involved with the board of education.

DB: Right. I was appointed, then elected to the Board and was President of the Board of Education for four years.

SI: Okay.

DB: I had to manage getting a bond referendum passed. That was difficult. It failed the first time. The second time, I involved Janice Ballou, former Director of the Center for Public Interest Polling at Eagleton and a long-time Highland Park resident to conduct a survey of the community, and that survey really got people educated about the need for the bond issue. So, then, the second time, it passed.

Then, in Princeton I worked on the committee that consolidated the two Princetons – the borough and the township. My husband, Paul, left Rutgers around 2000, after working at Rutgers for 18 years. Shortly after he left Rutgers to work at Princeton University as Assistant Vice President we were married and bought a house in Princeton together. We had both been divorced.

I wanted to get involved in activities in Princeton, and volunteered to work on this Transition Task Force. This consolidation reduced the number of municipalities in New Jersey from 566 to 565. [laughter] That was an interesting experience. Princeton Borough and Princeton Township had been one municipality until they split over schools in the late nineteenth century. Then, even though the schools came back together, there were two different municipalities. So, now, they're one. That was an interesting [process].

I thought if I participated in something like that, I'd really feel part of the community, because, for me, it was a bedroom community. I came to Rutgers every day in New Brunswick and I didn't know that many people, socially, in Princeton. I also enjoy getting engaged in the communities in which I live. Then, of course, we eventually moved to New Brunswick. But I've always believed in getting involved in the community, as my father did in Paterson.

I also like the arts, and I went back to oil painting after not painting since high school. When I was in Princeton, I took classes from a really great painter, who now has the Princeton Academy of Art. I also took piano lessons for many, many years and haven't kept up with it as I'd like to, so I hope to do a lot more piano playing.

I also hope to get involved down here, playing golf--we joined a golf and beach club in Santa Rosa Beach--but I also hoped to do some kind of community service or political work, perhaps for a candidate to run against Matt Gaetz, I don't know. I did work for Joe Biden's campaign last fall here, although Florida did not support Joe Biden, but I made phone calls. I'll continue to be active in some way.

SI: Is there anything else that I either skipped or that you would like to discuss more? The only question I have is, going back to the Provost period, would the New Brunswick Provost ever have a reason to work with the Newark and/or Camden Provosts? Would they have common issues that they would work on, or was it more just, "They are out there and we are all competing for the same pot?"

DB: Well, they all reported to the President and I think there were periodic meetings that the President would call with the three Provosts. They also all served on the Promotion Review Committee. It's still the case, I believe, that the Chancellors, or maybe Chancellors each have a Provost who serve on the University-wide Promotion Review Committee. Those were required times they all got together and dealt with University-wide matters.

Kenneth Wheeler used to have a monthly meeting that involved the three Provosts, but I don't recall the details of those meetings.

At the Bloustein School we had discussions with units on the different campuses. We talked about more collaboration with the School of Public Health, once it got established, and it was based in Newark and also had a location on the Busch Campus. We also talked about working with SPA, the School of Public Affairs in Newark, of maybe establishing a public health undergraduate major there that we would help them with in Newark, but that never resulted in anything.

As to inter-campus activities when I was in the Provost's Office – I did serve on a communications committee. Bill Owens was the head of Rutgers Communications (that was before Kim Manning, Vice President for University Communications and Marketing,) and he established a committee to recommend how to better promote Rutgers University through communications and marketing. That was a University-wide committee. We had meetings in Camden, in New Brunswick, and in Newark with the heads of their communication divisions.

That was when Fran Lawrence was president and wanted to focus on being all one university and not differentiating the campuses.

We also had this issue that the communities around New Brunswick didn't like the fact that we called ourselves Rutgers-New Brunswick. For a while, we called ourselves "Rutgers at New Brunswick-Piscataway." That didn't make complete sense because Rutgers has a footprint in five different other municipalities around New Brunswick.

In any case, Bill Owens tried tackling that. We used to have to produce reports on what the campuses each did to help their local communities, explaining what was the involvement of Rutgers-New Brunswick in the City of New Brunswick, what they did in Newark and Camden. Those were some areas in which we collaborated with Newark and Camden.

In the faculty promotion process, there used to be a structure called "sections," that involved faculty from New Brunswick, Newark and Camden in the same academic field -- English for example, having a role in reviewing the promotion packets of faculty being promoted with tenure or to a higher rank. There would be one meeting that involved faculty of the English Department in Camden, Newark and New Brunswick that would provide them an opportunity have to weigh in on promotion of a candidate. Likewise, New Brunswick faculty reviewed candidates in Newark and Camden. Sections were eliminated about twenty years ago.

That was probably a good way to get faculty to meet each other across campuses and have more consistent standards for promotion, which is now handled by the university-wide Promotion Review Committee.

SI: Thank you very much, I really appreciate it.

DB: Thank you.

SI: I might have more questions in the future, but, for now, this is a good stopping point. Once you see the transcripts, if there is more that you want to add, you can write it directly or we can do another session.

DB: You'll have to let Francine Conway know that this oral history is available.. She is the new Chancellor/Provost. Why can't she have a full time provost? Newark, Camden and RBHS each have their own chancellors and provosts.

SI: I have never seen a title like that. I do not know what that means.

DB: [laughter] All right, well, thank you very much.

SI: Thank you.

DB: And good luck to your center.

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Reviewed by Zach Batista 11/22/2021

Reviewed by Shaun Illingworth 12/17/2021

Reviewed by Dorothea Berkhout 2/4/2022