



RUTGERS UNIVERSITY

Dean of the Graduate School of Applied and Professional Psychology

Leadership Profile

November 2025



WittKieffer

Executive Summary

Rutgers, The State University of New Jersey, invites nominations and applications for the position of dean of the Graduate School of Applied and Professional Psychology (GSAPP). The university seeks an experienced, visionary, and collaborative leader to guide this highly respected school into its next chapter of excellence and impact.

Founded in 1766, Rutgers is America's eighth-oldest institution of higher education and a nationally recognized academic, health, and research powerhouse. Its flagship campus in New Brunswick is a member of the Association of American Universities and ranks among the nation's leading public research universities. Across its three campuses, Rutgers comprises 29 schools and colleges, enrolling more than 69,000 undergraduate and graduate students, securing over \$969 million annually in research grants and sponsored programs, and boasting a global alumni network of over 600,000.

The Graduate School of Applied and Professional Psychology is committed to preparing exceptional practitioners, scholars, and leaders in applied and professional psychology who serve diverse populations through evidence-based, socially impactful practices. The school is home to a vibrant and diverse community of approximately 419 graduate students, 48 full-time faculty, and 159 full-time administrative, research, and professional staff. GSAPP houses six centers that provide high-quality, evidence-based services to New Jersey residents while advancing research that enhances care delivery and deepens understanding of human functioning. GSAPP's centers form a collaborative ecosystem where clinical service, applied research, and student training intersect to address behavioral, educational, and social challenges across the lifespan.

Offering accredited doctoral, master's, and certificate programs across clinical psychology, applied psychology, and school psychology, GSAPP integrates rigorous academic training with immersive clinical experiences in both campus-based and community settings. The school is deeply committed to community engagement and impact, with faculty and alumni actively shaping psychological services and policy at local, national, and international levels.

Reporting to the provost and executive vice chancellor for academic affairs, the dean serves as the chief academic and administrative officer of GSAPP. The dean will provide strategic leadership to advance the school's mission, foster academic excellence, and promote institutional effectiveness. Key priorities include:

- Articulating a compelling vision aligned with GSAPP's values and strengths
- Recruiting and retaining outstanding students, faculty, and staff
- Supporting student success and faculty development
- Ensuring GSAPP's national and global reputation
- Ensuring sound fiscal stewardship and operational transparency
- Strengthening internal cohesion and external partnerships
- Leading strategic planning, academic innovation, fundraising, and facilities management

The ideal candidate will be a distinguished scholar in psychology with a record of research, teaching, and service warranting a tenured appointment as full professor. They will bring visionary leadership and a deep commitment to GSAPP's mission. Strong communication skills, operational acumen, and experience in fundraising, resource development, and service delivery are preferred.

To submit a nomination or express interest in this position, please refer to the Procedure for Candidacy at the end of this document.



Opportunities and Expectations for Leadership

The dean of the Graduate School of Applied and Professional Psychology will be expected to:

- **Establish a Vision Aligned with GSAPP's mission**

Working collaboratively across constituencies, the dean will shape a cohesive, compelling, and unifying identity for GSAPP—one that reflects and advances the school's deep commitment to social justice. The next dean must not only continue to champion and support existing programs, but also bring an innovative, forward-looking vision that aligns with institutional priorities and responds to the evolving needs of society. In doing so, the dean will play a pivotal role in elevating GSAPP's visibility and reputation. There are myriad opportunities to collaborate across campus to develop programs that are responsive to student, community, and workforce needs, while fostering inclusive excellence.

- **Champion a professional school within a R1 university**

As a premier professional school embedded within a leading R1 institution, GSAPP is uniquely positioned to blend rigorous academic scholarship with real-world clinical training, fostering a dynamic environment where evidence-based practice and cutting-edge research intersect. As part of Rutgers, GSAPP benefits from the university's resources, interdisciplinary collaborations, and commitment to public service, while maintaining its distinct identity as a professional school and hub for developing culturally competent, socially responsible, and scientifically grounded practitioners, scholars, and leaders. The dean will foster an environment that supports this dual emphasis on professional excellence and research innovation, empowering GSAPP graduates to lead in diverse settings—from clinical practice and academia to policy and advocacy.

- **Create unity amongst GSAPP**

The next dean will be expected to create an environment where faculty, staff, and students can thrive while feeling a sense of belonging, a shared commitment to a common purpose, and the motivation to pursue excellence in research, teaching, and service. GSAPP houses three departments (clinical psychology, school psychology, and applied psychology) encompassing multiple disciplines, including clinical psychology, school psychology, organizational psychology, and behavior analysis, as well as a variety of centers, each with its own strengths and traditions. By fostering an integrated and collaborative culture, the dean will unlock new opportunities for interdisciplinary learning, research, and practice across the academic units and centers. This cohesion not only strengthens the school's identity and strategic direction, but also enhances the student experience, as students increasingly seek multidisciplinary perspectives and training that reflect the complexity of real-world challenges.

- **Deepen partnerships within GSAPP and the communities it serves**

The next dean of GSAPP will be instrumental in deepening the school's engagement with both the local communities and its own internal ecosystem of specialized centers. GSAPP has a longstanding commitment to public service and social impact. Strengthening partnerships with community organizations, schools, healthcare providers, and advocacy groups will be essential to advancing that mission. At the same time, the school houses a number of established centers that serve as engines of innovation, training, and outreach—such as those focused on autism, ADHD, substance use, and supporting neurodiverse individuals. The dean will be expected to foster greater

integration across these centers, encouraging collaborative initiatives that amplify GSAPP's visibility, expand its service footprint, and enhance experiential learning opportunities for students. By cultivating these relationships, the dean will foster interdisciplinary collaboration, enhance clinical training, and expand GSAPP's public impact across the communities with which it engages.

- **Recruit, develop, and retain exceptional faculty and staff**

The dean is expected to foster an academic environment that attracts and retains exceptional faculty and staff while championing the vital role of practitioners in shaping student learning. To advance GSAPP's legacy of innovation and social impact, the dean must foster a culture of experimentation, creativity, and resilience. The dean will work to dismantle any barriers to hiring and advancement for underrepresented groups, ensuring all faculty and staff can thrive. Investment in mentorship and professional development will be key to sustaining excellence across GSAPP's dynamic and interdisciplinary community.

- **Cultivate relationships with external constituents**

GSAPP recently celebrated its 50th anniversary with a gala that brought together alumni, faculty, students, donors, and partners from local communities for an evening of reflection, recognition, and renewed commitment to the school's mission. Building on the energy and momentum of this milestone event, the dean will forge strategic partnerships with organizations and community leaders while deepening relationships with alumni, donors, and external stakeholders. From the outset, the dean will engage GSAPP's network to cultivate lasting philanthropic support aligned with the school's priorities. In close collaboration with an embedded development officer and Rutgers' central advancement office, the dean will identify and pursue opportunities that connect donor interests with GSAPP's innovative programs and initiatives.



Professional Qualifications and Personal Qualities

The ideal candidate will demonstrate the following professional qualifications and personal characteristics:

- **Academic Accomplishment and Stature:** A recognized scholar in the field of psychology, with a distinguished record of research, teaching, and service that merits a tenured appointment as full professor in the Graduate School of Applied and Professional Psychology.
- **Dedication to Mission:** A deep and evident commitment to the mission, values, and ethics of a professional school embedded within a leading public research university. A passion for advancing the public good, upholding the highest academic standards, and fostering intellectual openness across diverse constituencies. Capacity to enhance the university's distinctiveness and prominence, including strengthening GSAPP's engagement with local, regional, national, and global communities.
- **Leadership and Vision:** Proven ability to develop and implement a shared, unifying vision across a multifaceted school with multiple locations and modalities. Anticipates the evolving landscape of applied and professional psychology and leads innovation in programs and initiatives. Exhibits agility in decision-making, responsiveness to emerging challenges, and a commitment to shared governance. Willingness to make and execute difficult decisions when necessary, and to engage constructively with conflict. Capable of partnering effectively with university leadership and fellow deans to advance the broader goals of Rutgers University.
- **Community Engagement:** A strong commitment to community engagement, with a demonstrated ability to build meaningful partnerships both within and beyond the university. A commitment to fostering reciprocal relationships that reflect mutual respect, shared goals, and long-term impact across the local, regional, and global communities with which GSAPP engages. Success in integrating community voices into academic and institutional initiatives, and in promoting civic responsibility, public scholarship, and collaborative problem-solving.
- **Communication Skills and Emotional Intelligence:** Demonstrates a commitment to open, reflective listening and transparent communication. Clearly articulates the principles guiding decisions and actively seeks timely input from stakeholders, ensuring that rationales are well understood. Possesses a nuanced understanding of group dynamics and navigates interpersonal challenges with skill and sensitivity. Serves as an effective spokesperson for the school while recognizing when others are better positioned to represent specific areas. Exhibits the emotional intelligence necessary to build trust, foster collaborative relationships, and cultivate broad-based support for institutional decisions, plans, and initiatives.
- **Operational Acumen and Capacity for Execution:** Proven success in leading and managing complex organizations, including the ability to shape and implement strategic plans. Experienced in overseeing large, interdisciplinary projects and managing financial resources with a strong grasp of budgets and business planning. Committed to equitable management of faculty and staff work conditions, and to balancing teaching, research, and practice expectations across faculty cohorts. Effectively engages and deploys staff, collaborates across units, and demonstrates creativity and

responsiveness in anticipating market demand, evolving programs, and leveraging resources to meet institutional needs.

- **Experience with Direct Service Delivery Models:** Brings meaningful experience in educational environments that involve direct, face-to-face psychological interventions. Has supervised or managed service teams and fostered partnerships that enhance experiential learning and community engagement. Demonstrates a deep understanding of how direct service informs training, research, and policy development in applied and professional psychology.
- **Capacity to Develop Essential Resources:** Demonstrates the ability to be a successful fundraiser, working effectively with a wide range of internal and external stakeholders. Skilled in cultivating mutually beneficial partnerships and stewarding existing relationships, with the insight to identify new opportunities. Brings creativity in building revenue streams to support the school's mission and activities. Shows a willingness to learn all aspects of the school's work and the ability to communicate a compelling vision, grounded in a passion for psychology's role in addressing challenges across communities, regions, and the world.
- **Inter- and Intra-Personal Qualities and Principles:** Community-focused, warm, adaptable, and visibly present in the life of the school. Willingness to acknowledge mistakes and learn from others. Guided by integrity and a strong ethical compass. A calculated risk-taker and innovator with a student-centered, strength-based, and solutions-focused approach to leadership.



Graduate School of Applied and Professional Psychology

GSAPP prepares exceptional practitioners, scholars, and leaders in applied and professional psychology to serve diverse populations by translating scientific knowledge into innovative practices that promote social justice and create lasting positive impact.

Overview

At the heart of GSAPP's commitment to academic excellence is a deep dedication to fostering intellectual growth, advancing psychological science and practice, and serving the public good through education, research, and community engagement. These guiding principles reflect the mission of Rutgers University, a world-renowned land-grant institution devoted to the creation and sharing of knowledge that benefits society.

GSAPP faculty are nationally and internationally recognized for their publicly engaged scholarship and their ability to translate evidence into meaningful action. Clinic and center staff are devoted to providing high-quality, high-impact experiential learning opportunities for both students and clients. GSAPP students are passionate about expanding access and dismantling barriers to equity, while alumni serve as mentors and leaders across local, state, national, and international psychological associations.

History

Fifty years ago, GSAPP became the first professional school located within a major research university to award the Doctor of Psychology degree.

Instruction began in 1974 with two specialties: clinical and school psychology. In 1979, the School Psychology Program received program approval from the National Association of State Directors of Teacher Education Certification (NASDTEC) for both School Psychologist Certification and Director of Student Personnel Services Certification.

In 1988, GSAPP introduced an Organizational Psychology specialty, and the Department of School Psychology was reorganized into the Department of Applied Psychology, reflecting the school's evolving interdisciplinary focus.

GSAPP started the first master's program in 2019 with the launch of a Master's in Applied Psychology. Restarted in 2021, the Organizational Psychology (OP) program now includes a master's in organizational psychology.

Degree Programs/Departments

GSAPP offers rigorous academic programs taught in small cohorts by expert, accessible faculty. These programs are enriched by hands-on training in six campus-based centers and through partnerships in the local community, providing students with a comprehensive and collaborative graduate education.

The school's distinctive integration of empirical learning, direct service delivery, and scholarly inquiry—infused with psychological research—embodies the highest ideals of higher education and prepares graduates to lead with impact.

Department of Applied Psychology: The Department of Applied Psychology houses an array of programs at the Graduate School of Applied and Professional Psychology (GSAPP), including:

- [Certificate in Applied Behavioral Analysis](#)
- [Certificate in Performance Psychology](#)
- [Accelerated 4+1 Bachelor's to Master of Applied Psychology \(BA/MAP\)](#)
- [Master of Applied Psychology \(MAP\)](#)
- [Master of Applied Behavioral Analysis \(MABA\)](#)
- [Master of Organizational Psychology \(PsyM\)](#)
- [Doctorate in Organizational Psychology \(PsyD\)](#)
- [Doctorate in Applied Behavioral Analysis \(Coming soon\)](#)

Department of Clinical Psychology: GSAPP's APA-accredited Doctorate in Clinical Psychology (PsyD) program aims to educate the next generation of practitioner-scholar psychologists.

- [Doctorate in Clinical Psychology \(PSYCD\)](#)
- The department is in the draft phase of proposing a Global Mental Health MA program in Clinical Psychology (PsyD) in coordination with the School of Public Health.

Department of School Psychology: The department integrates classroom-based learning with numerous opportunities for practice of professional skills through practicum experiences in public schools and a variety of other settings, such as counseling centers, psychological clinics, and pediatrics settings, that serve the mental health and educational needs of children and youth. The department offers the following programs:

- [Master of Applied Psychology in Multi-Tiered Systems of Support \(MTSS\)](#)
- [Doctor of School Psychology](#)
- [Certificate in Multi-Tiered Systems of Support \(MTSS\)](#)

Research

- **Rutgers and GSAPP: A Powerhouse Connection:** GSAPP stands at the forefront of research, innovation, and collaboration, contributing meaningfully to Rutgers University's mission and reputation as a leading public research institution. For over fifty years, GSAPP researchers have advanced the field of applied and professional psychology through rigorous, contemporary methodologies and a commitment to knowledge generation and dissemination.

The school is dedicated to exploring forward-thinking, cost-effective initiatives that promote human well-being and position GSAPP as a national model in professional psychology. A particular emphasis is placed on research that serves underserved populations and advances the common good.

- **Collaborative and Multidisciplinary Impact:** GSAPP's research culture is deeply collaborative, fostering multidisciplinary partnerships that leverage collective strengths and resources. Faculty, staff, and students bring diverse backgrounds, skills, and areas of expertise, enriching the research environment and amplifying the school's ability to fulfill its mission and extend its legacy.
- **A Culture of Curiosity:** GSAPP encourages lifelong learning and discovery across all levels of the academic community. Faculty members are prolific scholars, often serving as principal investigators on studies that generate evidence-based insights with tangible, sustainable impact. Their work embraces novel approaches to solving complex challenges and pushes the boundaries of traditional psychological inquiry.

Research at GSAPP informs policy and drives progress in areas such as psychotherapy, wellness, autism and developmental disorders, substance use, behavior analysis, school climate, social-emotional learning, and youth mental health. Studies also address disparities in mental health care—spanning assessment, treatment, and education—and utilize cutting-edge technologies and methodologies to benefit individuals, families, communities, and society at large.

Centers & Clinics

- **Answer**
Answer, established in 1981 as the New Jersey Network for Family Life Education, was largely shaped during the 23-year tenure of Susan N. Wilson, MS.Ed. From its inception, Answer has provided high-quality training to teachers and other youth-serving professionals. In May 2005, the name changed to Answer to reflect a commitment to providing honest, accurate answers about sex in response to the many questions teens and adult professionals have about this complex topic.
- **Center for Alcohol and Substance Use Studies (CAS)**
The center is a multidisciplinary institute dedicated to substance use research, education, and training. CAS' collaborations intersect with key translational health domains, broadening impact in the field of addiction science. CAS researchers and educators provide expertise on alcohol and other substance use topics for the public through local, national, and international media outlets.
- **Center for Psychological Services (CPS)**
The center is a state-of-the-art outpatient training center, providing confidential mental health services for a wide range of populations, disorders, and difficulties. CPS is comprised of a main clinic offering assessments and psychotherapeutic services, as well as an array of specialty clinics, serving children, adolescents, and adults from Rutgers University and the surrounding communities.
- **Center for Youth Social Emotional Wellness (CYSEW)**
CYSEW is a cross-disciplinary center that works in partnership with the [Brandt Center](#) with the goal of bringing together researchers, community and business leaders, and mental health providers from psychology, social work, education, psychiatry and other disciplines to develop holistic and comprehensive strategies to address the significant mental health inequities among young people that exist in New Jersey and nationally.

The mission is to promote mental health equity, which is defined as the right to access quality mental health care, particularly for individuals and communities that have been historically

marginalized based on race, ethnicity, socioeconomic status, gender, sexual orientation, disability status, immigration status, and geographical location, among others.

- **Douglass Developmental Disabilities Center (DDDC)**

The DDDC was built on the pioneering work of Dr. Sandra Harris. Dr. Harris founded the center in 1972 to address a lack of services available to children with autism and to train the professionals who were so desperately needed to support individuals with autism in the community. Dr. Harris also worked to build a research base to examine how best to meet the needs of autistic individuals. Until her retirement in 2001, Dr. Harris's work had a tremendous impact on the availability of services for individuals with ASD and the training of professionals to provide those services in New Jersey as well as nationwide and around the world. Today, the center continues its important work to provide support to underserved groups for whom services are not more broadly available with a current focus on school-aged children with significant challenging behavior. The center also trains GSAPP master's and doctoral students to be able to serve children with more significant support needs in the community, in addition to providing those services directly.

- **Rutgers Center for Adult Autism Services (RCAAS)**

RCAAS offers adults on the autism spectrum one-of-a-kind support programs that make an independent and fulfilling life possible. Simultaneously, it advances research and ensures that each year, our graduates leave Rutgers prepared to enter careers in support of this underserved population. The Center is staffed by a highly experienced senior team and trained Rutgers students. Its programs provide the support needed to enable full integration into Rutgers and the surrounding community. From vocational training to academic support, social support, and clinical services, the Center equips those it serves with the tools needed to enhance and maintain autonomy—all while providing innovative training and facilitating translational research to inform best practices going forward.

GSAPP By the Numbers

- 419 students, 48 faculty, and 159 staff
- 400 - average number of clinical hours students perform each academic year
- \$20,683,873 - total active funding (across grant periods)
- 50+ years of making an impact since its founding
- 1400+ alumni around the globe

Rutgers, the State University of New Jersey

Rutgers, The State University of New Jersey, is a leading national research university and the state's preeminent, public institution of higher education. It is dedicated to delivering teaching that meets the highest standards of excellence, conducting groundbreaking research, and providing services, solutions, and clinical care that benefit individuals and communities—locally, nationally, and globally.

Rutgers comprises three major divisions:

- Rutgers University–New Brunswick
- Rutgers University–Newark
- Rutgers University–Camden

Founded in 1766, Rutgers offers education across the full spectrum—from preschool and precollege programs to undergraduate and graduate degrees, postdoctoral fellowships, residencies, and continuing education for professional and personal advancement. It is one of the nation's most diverse and highly ranked public research universities, and the oldest, largest, and top-ranked public university in the New York/New Jersey metropolitan area.

Campus Locations

Rutgers University operates across three main regional campuses, each uniquely positioned to serve student needs:

- **New Brunswick:** The largest campus, located in a vibrant urban setting that spans both banks of the Raritan River, offering a blend of city energy and traditional campus charm.
- **Newark:** Anchored in New Jersey's largest city, this campus is just minutes from New York City and offers rich cultural and professional opportunities.
- **Camden:** Situated across the Delaware River from downtown Philadelphia, Camden provides a close-knit learning environment with access to major metropolitan resources.

Governance and Administrative Structure

The **Board of Governors** is the primary governing body of Rutgers University, established by state law in 1956. It is composed of 15 voting members, with the university president serving as a nonvoting ex-officio member. The Board of Governors is responsible for the general supervision and administration of the university.

The **Board of Trustees**, which predates the Board of Governors, acts in an advisory capacity to the Board of Governors and has certain fiduciary responsibilities over university assets in existence before 1956. The Board of Trustees also has the authority to appoint seven Trustees to the Board of Governors and to participate in Board of Governors committees.

Both boards play crucial roles in the governance of Rutgers University, with the Board of Governors focusing on the day-to-day management and the Board of Trustees providing oversight and strategic guidance.

President William F. Tate leads Rutgers with the support of two key leadership bodies:

- The President's Cabinet: Comprising 18 senior leaders, including chancellors, executive and senior vice presidents, the director of intercollegiate athletics, and the president's chief of staff.
- The Administrative Council: A broader group of more than 100 university leaders, including academic deans, chancellors, vice presidents, vice chancellors, and other senior administrators, who contribute to strategic decision-making and institutional advancement.



Rutgers University–New Brunswick

Rutgers University–New Brunswick is where Rutgers began, more than 250 years ago, and serves as New Jersey's land-grant institution. Ranked among the world's top universities, Rutgers' largest campus is a leading public research institution and a proud member of the prestigious Association of American Universities (AAU) and the Big Ten Academic Alliance.

Home to internationally renowned faculty and more than 50,000 students, Rutgers–New Brunswick offers a dynamic and diverse academic environment. The campus includes 12 degree-granting schools:

- [Edward J. Bloustein School of Planning and Public Policy](#)
- [Graduate School of Applied and Professional Psychology](#)
- [Graduate School of Education](#)
- [Mason Gross School of the Arts](#)
- [Rutgers Business School–Newark and New Brunswick](#)
- [School of Arts and Sciences](#)
- [School of Communication and Information](#)
- [School of Engineering](#)
- [School of Environmental and Biological Sciences](#)
- [School of Graduate Studies](#)
- [School of Management and Labor Relations](#)
- [School of Social Work](#)

In addition, the campus is home to the Honors College, Douglass Residential College, and the Zimmerli Art Museum, enriching the academic and cultural life of the university.

Rutgers–New Brunswick also hosts several prominent research centers, including:

- [Eagleton Institute of Politics](#)
- [Human Genetics Institute of New Jersey](#)
- [Institute for Women's Leadership](#)
- [Rutgers Climate and Energy Institute](#)
- [Waksman Institute of Microbiology](#)

Recognized as one of the most diverse universities in the Big Ten Conference, Rutgers–New Brunswick continues to climb national rankings, currently ranked #16 among Top Public Schools. Students are drawn to its academic excellence, vibrant campus life, and the opportunity to prepare for careers—and lives—of meaning and impact.

Academic Master Plan

Since 2021, the bold and intentional Academic Master Plan has guided Rutgers–New Brunswick toward a more focused and purposeful future. Designed to sharpen institutional priorities and reinforce a commitment to academic excellence, inclusive research, and service to the common good, the plan has laid the foundation for transformative progress.

Anchored in four core pillars—Scholarly Leadership, Innovative Research, Student Success, and Community Engagement—the plan continues to shape teaching, learning, and leadership across the campus. It serves as a blueprint for how a public university can respond to contemporary challenges: by advancing knowledge, expanding opportunity, and improving lives both on and beyond campus.

Now in its fourth year, the plan’s impact is increasingly evident. Faculty, students, staff, and alumni are translating institutional values into action—driving discovery, expanding access, and making meaningful contributions to society. The Academic Master Plan continues to propel Rutgers–New Brunswick forward with clarity, purpose, and momentum.

Learn more about the Academic Master Plan [here](#).



Leadership

William F. Tate IV, Rutgers President



President Tate is an elected member of the American Academy of Arts and Sciences and the National Academy of Education. In addition, he is the recipient of numerous research recognitions, including being elected to fellow status in the American Educational Research Association (AERA) as well as association-related honors, including an Early Career Contribution Award, Presidential Citation, Distinguished Scholar Award in Mathematics Education, and Distinguished Contributions in Education Research Lifetime Achievement Award-Division G.

He was awarded the Anna Julia Cooper Postdoctoral Fellowship to study social and public policy at the University of Wisconsin–Madison. He later completed a second postdoctoral fellowship at the

Washington University School of Medicine, where he earned a Master's in Psychiatric Epidemiology (M.P.E.).

Prior to his postdoctoral training, President Tate earned a Ph.D. in mathematics education with a cognate in human development from the University of Maryland, College Park, where he was a Patricia Roberts Harris Fellow. He also holds an M.A. in mathematical sciences education from the University of Texas at Dallas and a B.S. in economics with a minor in mathematical sciences from Northern Illinois University.

He is married to Kim Cash Tate, and they have two young adult children. Kim Cash Tate is an author, Bible teacher, singer/songwriter, and YouTuber. She earned a B.A. from the University of Maryland, College Park, and a J.D. from the George Washington University Law School.

More on President Tate may be accessed [here](#).

Francine Conway, Chancellor



Francine Conway assumed the title of chancellor on July 1, 2023, after serving as chancellor-provost since July 2021 and previously as provost. She is also a Distinguished Professor in the Graduate School of Applied and Professional Psychology, where she served as dean from 2016 to 2020, and is an internationally recognized clinical psychologist.

Throughout her career, Conway has made significant contributions to the field of clinical psychology, having treated children in hospitals and private practice for more than two decades, and through the Cultivating Compassion Project, a mentalization-based psychotherapy treatment for children with ADHD and their families.

She has served as a past president of the National Council of Schools and Programs of Professional Psychology and as an editor for prestigious journals in her field.

Conway completed her education at Cornell University, Columbia University, and the Gordon F. Derner Institute for Advanced Psychological Studies at Adelphi University, where she later joined the faculty for 13 years.

More on Chancellor Conway may be accessed [here](#).

Jason Geary, Provost and Executive Vice Chancellor for Academic Affairs



Jason Geary, Ph.D., is Rutgers–New Brunswick's provost and executive vice chancellor for academic affairs, [a role he assumed in July 2025](#). As the campus's chief academic officer, Geary works to advance the university's mission of teaching, research, and service by leading strategic initiatives in fulfillment of the [Academic Master Plan](#). Working closely with and reporting to the chancellor, he provides direction to the Rutgers–New Brunswick schools and colleges and oversees the work of the vice provosts. He is also charged with fostering innovative curriculum development, supporting faculty advancement and mentoring, enhancing research infrastructure and support, and ensuring student success and broad accessibility to a Rutgers–New Brunswick education.

Prior to becoming provost, Geary served as dean of Mason Gross School of the Arts and later in his tenure was appointed senior vice provost for academic initiatives. As dean, he launched several interdisciplinary collaborations, including a minor in creative expression and the environment with the School of Arts and Sciences and the School of Environmental and Biological Sciences and a minor in arts management and leadership with the Rutgers Business School.

Before joining Rutgers in 2020, Geary served as Director of the School of Music at the University of Maryland. Prior to that, he taught musicology for twelve years at the University of Michigan, where he also rose to become an associate dean for graduate studies in the School of Music, Theatre & Dance.

More about Provost Geary can be seen [here](#).

Procedure for Candidacy

All applications, nominations, and inquiries are invited. Applications should include, as separate documents, a CV or resume and a letter of interest addressing the themes in this profile.

WittKieffer is assisting Rutgers University in this search. For fullest consideration, candidate materials should be received by February 16, 2026.

Applications, nominations, and inquiries can be directed to:

Robin Mamlet, Randi Miller, and Corin Edwards

RutgersGSAPPDean@wittkieffer.com

The expected salary range for this position is \$300 – 350K.

It is university policy to provide equal employment opportunity to all its employees and applicants for employment regardless of their race, creed, color, national origin, age, ancestry, nationality, marital or domestic partnership or civil union status, sex, pregnancy, gender identity or expression, disability status, liability for military service, protected veteran status, affectional or sexual orientation, atypical cellular or blood trait, genetic information (including the refusal to submit to genetic testing), or any other category protected by law. As an institution, we value diversity of background and opinion, and prohibit discrimination or harassment on the basis of any legally protected class in the areas of hiring, recruitment, promotion, transfer, demotion, training, compensation, pay, fringe benefits, layoff, termination or any other terms and conditions of employment. For additional information please see the Non-Discrimination Statement.