

# LUCAS A. GREELEY

[lgreeley@business.rutgers.edu](mailto:lgreeley@business.rutgers.edu) • [www.linkedin.com/in/lukegreeley](http://www.linkedin.com/in/lukegreeley)

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## **Education**

**Ph.D., Education (Theory, Organization, and Policy Concentration)** May 2021  
*Rutgers University, New Brunswick, NJ*

**Master of Arts, Higher Education,** May 2011  
*University of Maryland, College Park, MD*

**Bachelor of Arts, Sociology & Religious Studies, Cum Laude** May 2009  
*Bucknell University, Lewisburg, PA*

## **Professional Experience**

**Associate Dean,** Undergraduate Newark Program January 2023-Present  
*Rutgers Business School, Newark and New Brunswick, NJ*

- Program Director for a 2,400+ student undergraduate business program, composed of 6 academic majors, serving the 5<sup>th</sup> most diverse undergraduate business population in the nation
- Supervise a staff of 3 Assistant Deans, 3 Program Coordinators, 6 Academic Advisors, and 1 Administrative Specialist
- Lead all aspects of the student lifecycle from recruitment, advisement, student experience, retention, and career preparation to graduation
- Strategically coordinate academic and support initiatives with academic departments and university offices to maintain the highest level of service and academic success for our students

**Assistant Professor of Professional Practice / Program Manager** January 2021-Present  
*Rutgers Business School, Newark and New Brunswick, NJ*  
Rutgers Stackable Business Innovation (rSBI) Program

- Developed and launched a cutting-edge, admissions-based graduate certificate program which allows students to take courses in emerging business domains such as Blockchain or Cryptocurrencies ‘a la carte’ or to ‘stack’ them toward one of 25+ non-degree certificates
- Teach 2-3 large introductory undergraduate courses a semester to a diverse student body in areas of career development, business ethics, and professional communications, emphasizing the cultivation of practical skills and competencies which improve student career outcomes and social awareness

**Chancellor’s Scholar-in-Residence Fellowship** September 2022-May 2023

- Recipient of grant program designed to support and incentivize Rutgers-Newark faculty conducting research related to student outcomes and to promote innovative curricular development

**Assistant Dean,** Academic Programs and Scheduling August 2014 – January 2021  
*Rutgers Business School, Newark and New Brunswick, NJ*

## **Major Accomplishments**

- Project manager and author on RBS’s five year (2013-2018) AACSB business accreditation report, soliciting broad institutional input and data evidencing engagement, innovation, and impact for our 19 academic programs
- Overhauled RBS’s academic scheduling process, moving coordination from the program to school level, thereby reducing the workload for academic departments and creating synergies in course offerings and space utilization

- Lead author on two grant proposals which secured a combined \$1.5 million in private and foundational support to develop sustainable and socially responsible business education curricula

#### Primary Responsibilities

- Academic scheduling director for 19 academic programs, 200+ full-time faculty, and 100+ part-time faculty across the Newark and New Brunswick campuses serving 9,000+ business school students
  - Coordinate with department chairs and program directors to plan teaching and class schedules
  - Assess student demand through data tracking and enrollment forecasting
  - Oversee new course development and ensure curricular consistency across program
  - Execute a space management strategy for two buildings each containing 20+ classrooms
- Project manager and research assistant to the RBS Dean
  - Conduct school assessment and analysis on topics such as faculty hiring and promotion, student demographics, industry and business engagement, and curriculum development
  - Serve as the Dean's point for strategic initiatives by implementing project timelines, communicating across units, and ensuring the production of quality deliverables
  - Author periodic and annual reports summarizing school activities to a variety of constituencies

#### Senior Program Administrator,

February 2013 – July 2014

*Rutgers Business School, Newark and New Brunswick, NJ*

- Coordinated and executed a comprehensive academic schedule for over 1,000 courses a year at the undergraduate, graduate, and PhD levels in the Rutgers Business School
- Designed and implemented a strategic long-term plan for data collection and management pertaining to enrollment, space management, and teaching
- Utilized multiple software and database platforms to collect, maintain, and report RBS academic accreditation and demographic data

#### Residence Life Coordinator

July 2011 – January 2013

*Rutgers University, New Brunswick, NJ*

- Directed residence hall operations and student life for approximately 500 first-year and transfer students
- Supervised, trained, and evaluated 10 Resident Assistants
- Oversaw the operations, staff, and programming for two full service campus coffee houses
- Responded to psychological, criminal, and medical emergencies for over 16,000 Rutgers, New Brunswick residents through 24 hour on-call system

#### Assistant Coordinator for Administrative Operations,

July 2009 – June 2011

*Department of Resident Life, University of Maryland, College Park, MD*

- Managed the inspection, billing, and appeals process for approx. 3,500 students
- Facilitated room reassignment process for hundreds of students through a priority-based system
- Coordinated with IT specialists and the Assignments Office to develop a new online room exchange process

#### Research Assistant, Bucknell University, Lewisburg, PA

May 2008 – May 2009

*Department of Sociology; Berwick United Way Needs Assessment Project*

- Conducted field research in Berwick, PA using interviews and participant research in schools, senior care centers, churches, and businesses to gather qualitative data on community needs
- Triangulated qualitative data with a 1,000 response community health survey dataset using SPSS
- Prepared and presented a status report for the Berwick United Way leadership on senior citizens in the Berwick area that connected field data with relevant research, identified areas of concern, and made suggestions for improvement

### **Peer Reviewed Journal Articles**

- Swindell, A., **Greeley, L.**, Farag, A., & Verdone, B. (2024). Against Artificial Education: Towards an Ethical Framework for Generative Artificial Intelligence (AI) Use in Education. *Online Learning*, Vol 28(2), (7-27). DOI: <https://doi.org/10.24059/olj.v28i2.4438>
- Greeley, L.**, McLaury, W., Baveja, A. (2023) A participatory framework for bridging the conceptual and talent gaps in supply chain management education. *Decision Sciences Journal of Innovative Education*. 00, 1–17. <https://doi.org/10.1111/dsji.12304>
- Farag, A., **Greeley, L.**, Swindell, A. (2021) Freire 2.0: Pedagogy of the digitally oppressed. *Educational Philosophy and Theory*, DOI: [10.1080/00131857.2021.2010541](https://doi.org/10.1080/00131857.2021.2010541)
- Greeley, L. (2018). Neoliberal exclusion and the fantasy of competition: What are children learning from Monsters University? *Educational Studies*, 54(3), 335-345.

### **Book Chapters**

- Greeley, L. (2022). Consumer education for attaining life goals. In Coffin, S. V. (Ed.) *Overcoming the educational resource equity gap*. Rowman & Littlefield.
- Greeley, L. (2013). Creating an engagement model of advancement for young alumni. In Drezner, N.D. (Ed.) *Expanding the donor base in higher education: Engaging non-traditional donors*. (pp. 187-205). New York: Routledge.

### **Invited Publications**

- Giarelli, J. M., & **Greeley, L.** (2017). Review essay for What is a public education and why we need it: A philosophical inquiry into self-development, cultural commitment, and public engagement by Walter Feinberg. *Educational Theory*, 67(6), 744-750.

### **Book Reviews**

- Greeley, L. (2015). Review of the book Corporate humanities in higher education: Moving beyond the neoliberal academy by J. Di Leo. *Review of Higher Education*. 39(1), 165-167.

### **Academic Awards**

- Honorary Mention – University of Oxford’s Future of Humanity Institute Thesis Proposal Competition (2014) for my proposal entitled “Increasing compassion to reduce existential risk: a global initiative”
- Association of Fundraising Professionals’ Skystone Partners Research Prize in Philanthropy and Fundraising (2014) awarded to the book in which I was a contributing author in Drezner, N.D. (Ed.) (2013). *Expanding the donor base in higher education: Engaging non-traditional donors*

### **News Media Publications**

- Swindell, A., & Greeley, L. (2020). Why it is do or die for US public higher education. PESA Agora. <https://pesaagora.com/ideas/why-it-is-do-or-die-for-us-public-higher-education/>
- Greeley, L. (2019, September 18). Divestment is also a moral issue. *The Chronicle of Higher Education*. Letter to the Editor. Retrieved from <https://www.chronicle.com/blogs/letters/divestment-is-also-a-moral-issue/>

### **Peer Reviewed Conference Presentations**

Greeley, L. & Zegar, C. (2018). Examining the precariat and credentialism within the global economy: a pessimist's guide, presented at the American Education Studies Association annual conference, Greenville, SC.

Greeley, L. (2016). Motivational frameworks and economic perceptions of college student campaigners, presented at the American Education Research Association annual conference, San Antonio, TX.

### **Teaching Experience** (appointments prior to, or adjacent to, above Assistant Prof. of Practice teaching loads)

**Instructor**, Rutgers University, New Brunswick, NJ  
15:255:611 Leadership I (Graduate Course, 3.0 credits) Summer 2022  
Teaching effectiveness score: **5.0/5**; Instructor preparation & organization score: **5.0/5**

**Instructor**, Rutgers University, Newark, NJ  
29.011.300 Business Forum (Undergraduate Course, 3.0 credits) Spring 2020, Fall 2020  
Teaching effectiveness score: **4.82/5**; Instructor preparation & organization score: **4.85/5**

**Instructor**, Rider University, Lawrenceville, NJ  
EDUC 535 The Higher Education Organization (Graduate Course, 3.0 credits) Fall 2019  
Aggregate teaching rating: **4.62/5**; Created an environment conducive to participation: **4.9/5**

**Instructor**, Rutgers University, New Brunswick, NJ  
15:255:612 Leadership II (Graduate Course, 3.0 credits) Summer 2018, Summer 2019  
Teaching effectiveness score: **4.94/5**; Instructor preparation & organization score: **4.94/5**

**Instructor**, Rutgers University, Newark, NJ  
29:522:334 Ethics in Business (Undergraduate Course, 3.0 credits) Spring 2019  
Teaching effectiveness score: **5.0/5**; Instructor preparation & organization score: **4.96/5**

**Co-Instructor**, Rutgers University, New Brunswick, NJ  
15:310:551 Education and Society (Graduate Course, 3.0 credits) Fall 2017  
15:255:611 Leadership I (Graduate Course, 3.0 credits) Summer 2017

**Teaching Assistant**, *Rutgers University, New Brunswick, NJ*  
15:230:505 School Community Relations (Graduate Course, 3.0 credits) Spring 2017

**Instructor**, *Rutgers University, New Brunswick, NJ* Fall 2012  
05:300:372 Foundations of the Resident Assistant Experience II (Undergraduate Course, 1.5 credits)

### **Academic Affiliations**

**Editor**, *Mid Atlantic Education Review* (maereview.org) August 2015 - August 2018

- Managed the peer review and solicitation process for a graduate student run academic journal, focusing on helping early career academics to develop their research and writing
- Led a team of associate editors and reviewers to maintain high standards and a developmental focus

**Chapter Co-Founder**, Principles for Responsible Management Education (PRME) 2017-2020

- Launched a chapter of PRME at Rutgers Business School, the organization strives to raise the profile of sustainability education as part of the U.N.'s Sustainable Development Goals

### **Member**

- American Educational Research Association
- American Educational Studies Association