

# CONNECTICUT COLLEGE



Dean of  
Institutional  
Equity and Inclusion



Leadership Profile

MARCH 2021





## | The Opportunity

**DURING THE PAST FIVE YEARS**, a time of historic challenge for the nation and the world, Connecticut College has been making history of its own. The story begins in 2015, when the Connecticut College faculty adopted a bold new curriculum, **Connections**, that puts the ideal of full participation at the very core of student learning and success. One year later, the Board of Trustees ratified a 10-year strategic plan, **Building on Strength**, that translates this educational mandate into an institutional priority, with the vision of an environment where all people have the opportunity to thrive, reach their potential, and contribute to the flourishing of others for the greater good.

To advance this priority, a new integrated division of institutional equity and inclusion was created and, under the leadership of a highly effective inaugural dean and a talented team of professional staff, the College has made remarkable progress on its goals. As President Katherine Bergeron writes in the preface to the Equity and Inclusion Action Plan, the College recognizes that “to develop true citizens of a global society means preparing this generation for the difficult challenges of the next. It means recognizing the inequities and exclusions that define the world we inhabit now, and then developing the tools to build a better one for the future: by learning to speak respectfully and act honorably through our differences.” This important work has been underway at Connecticut College for several years now, the momentum only increasing through the coronavirus pandemic and worldwide calls for racial justice.

## Notable achievements include:

- launching **The Agnes Gund '60 Dialogue Project** with a generous endowment from the philanthropist, alumna, and social justice advocate Agnes Gund
- implementing a comprehensive **Equity and Inclusion Action Plan**
- ratifying a new curricular requirement on **social difference and power**



➤ To develop true citizens of a global society means preparing this generation for the difficult challenges of the next. It means teaching every one of us to recognize the inequities and exclusions that define the world we inhabit now, and then to develop the tools to build a better one for the future: by learning to speak respectfully and act honorably through our differences. That work begins right here.

—KATHERINE BERGERON, PREFACE TO THE EQUITY AND INCLUSION ACTION PLAN (2019)

- establishing a multi-generational **President's Council on Equity and Inclusion** to set policy and direction for the work of full participation
- publishing a nuanced statement on **freedom of expression**
- mandating universal **anti-bias training** for the campus
- expanding the community's capacity for mindful reflection and dialogue through **PAUSE**, a weekly gathering for prayer, poetry, silence, and solidarity
- bringing a second **Posse from New York City** to join the College's longstanding Posse from Chicago
- galvanizing **support for first-generation and BIPOC students** in their transition to College







- developing and integrating a range of innovative, intersectional **programs in gender, sexuality, and sexual violence prevention**
- embedding **Title IX** fully into education and prevention efforts around sexual misconduct
- bringing **accessibility services** fully into the work of equity and inclusion
- collaborating with the publisher of the local newspaper to create a high-profile public lecture series, **Conversations on Race**, for the campus, the city, and the region
- partnering with the Mayor of New London to release a seminal **report on community policing**
- unveiling **Elevate**, Connecticut College's first annual conference on social justice

**EACH OF THESE INITIATIVES** represents a notable accomplishment. Together, they amount to an achievement that significantly elevates the College's commitment and compels us to go further. Now, as the inaugural dean prepares to depart, we are seeking a highly talented individual with the skills, imagination, and experience to build on this platform, expand the vision, and make Connecticut College a national leader in education for dialogue, equity, and justice.



# | The Role

**REPORTING TO THE PRESIDENT**, the dean of institutional equity and inclusion has one of the broadest portfolios of all the senior leaders in the cabinet. Serving as the College's chief diversity officer, the dean works closely with colleagues in the senior administration to advance equity, inclusion, and full participation in every aspect of the educational, residential, and professional life of the College. The dean collaborates with:

- the dean of the College and the dean of students in an integrated team designed to advance equity in the student experience through shared programs, policies, and philosophies
- the dean of the faculty in ongoing efforts to recruit and retain a diverse faculty and to develop all faculty in advancing equity-minded teaching and learning
- the dean of admission and financial aid in increasing proportional diversity of the student body through targeted recruitment

► **The dean of institutional equity of inclusion is a vital member of the President's cabinet who, with a talented team of professional staff, oversees the education, development, and sustenance of a just campus community.**

- the vice president for human resources in enhancing staff development and support and equitable employment practices, including ADA compliance, affirmative action, and non-discrimination and harassment
- the vice president for communications in ensuring that campus publications are representative of the College's values
- the vice president for advancement in establishing fundraising priorities around equity and inclusion for the current capital campaign

The dean of institutional equity of inclusion is a vital member of the President's cabinet who, with a talented team of professional staff, oversees the education, development, and sustenance of a just campus community. One of the hallmarks of this position is the high level of integration and collaboration among leaders both within and beyond the division. The unique collaboration between the dean of students, the dean of the College, and the dean of institutional equity and inclusion—the so-called Student Experience Group—is a case in point, providing a comprehensive vision of support for BIPOC students on campus.

Division offices are located in six distinctive spaces across campus: Unity House, a two-story dwelling on central campus that once housed four of the College's presidents; Burdick House, adjacent to Unity House; Crozier-Williams campus center, to the west; Hillel House, to the north; Harris, further north; and Harkness Chapel, further west. In the College's current comprehensive campaign, there are plans to renovate Burdick House to bring division staff into closer proximity. Together with the renewal of Crozier-Williams, also planned, the Burdick renovation will create a whole student support precinct. The next dean will have the opportunity to lead this project.

# Your Team

**THE EIGHT STAFF MEMBERS** (associate dean, directors, program coordinators, and senior administrative assistant) who report directly to the dean, along with seven supporting staff members, are responsible for the excellence of the College's programs in equity and compliance; race and ethnicity; gender and sexuality; religion and spirituality; and accessibility services, as well as bias training and response. The portfolios are described below:

## **Associate Dean for Equity and Compliance Programs**

The associate dean ensures equity in education and the workplace through overseeing policies and programs that work to reduce bias and that prevent discrimination based on sex, gender, disability, race, color, and/or national origin. As the College's Title IX coordinator, the associate dean manages the institutional response to reports of sexual assault, sexual misconduct, relationship violence, and sexual harassment, aligned with both College policies and federal legislation. The associate dean manages the deputy Title IX coordinators and supervises the Director of Sexual Violence Prevention and Advocacy and the Senior Investigator/Compliance Officer.

### *Director of Sexual Violence Prevention and Advocacy*

The director of sexual violence prevention and advocacy provides education and outreach related to prevention of sexual misconduct, intimate partner violence, and stalking; as well as confidential advocacy for students who have experienced them. Through collaboration with faculty, staff, students, and community partners, the director is responsible for developing and implementing a range of innovative programs, including the College's highly successful Green Dot bystander intervention program.

### *Senior Investigator/Compliance Officer*

The senior investigator provides equitable, timely, and thorough investigations into reports of campus policy violations, such as complaints of hazing, harassment or discrimination. The investigator reports to both the director of campus safety and the associate dean in ensuring compliance with state and federal policies and procedures.

## **Director of Race and Ethnicity Programs**

The director of race and ethnicity programs helps to advance campus-wide social justice education and student advocacy, specifically providing leadership on matters related to racial and ethnic differences. The director oversees the Unity House multicultural center and works with professional colleagues and a staff of student leaders in the design and implementation of support services, events, and initiatives promoting intellectual achievement, personal success, and belonging. Essential programs include a pre-orientation for incoming first-generation and BIPOC students, called "Genesis," and a follow-on credit-bearing course called "How College Works."

## **Director of Gender and Sexuality Programs**

The director of gender and sexuality programs leads campus-wide social justice education related to gender identity and sexual orientation. The director oversees the LGBTQIA and Womxn's Centers and supervises numerous student employees in creating services, events, and initiatives designed to support students of marginalized gender and sexual identities. The director also oversees The Agnes Gund '60 Dialogue Project.



## **Director of Religious and Spiritual Programs/College Chaplain**

This director provides campus leadership on religious and spiritual practice and interfaith education.

The director serves as a pastoral presence for the community and contributes to the intellectual and spiritual life of the campus in ways that enhance our efforts to promote health and well-being. The director/chaplain oversees Baccalaureate, PAUSE, and other public events; organizes student staff; and supervises four professional chaplains:

### *Jewish Chaplain/Director of the Zachs Hillel House*

is responsible for the cultural and religious life of Jewish students and for providing a place for all Connecticut College students to learn about and explore Jewish culture and traditions. Oversees the Hillel student board and contributes to multifaith programs and events.

### *Muslim Chaplain*

supports Muslim members of the campus community and the planning and implementation of multifaith programs and events.

### *Protestant Chaplain*

offers support and services to Protestant members of the campus community and to the planning and implementation of multifaith programs and events.

### *Catholic Chaplain*

serves Connecticut College along with several other parishes and communities in the southeastern Connecticut region through a memorandum of agreement with the Diocese of Norwich. The Chaplain says Mass for the Conn community and directs other spiritual programs and observances, while contributing to multifaith programming.

## **Director of Student Accessibility Services**

The director manages the office of student accessibility services, developing best practices and policies in determining eligibility for students and coordinating reasonable accommodations for equal access to academic and nonacademic activities.

The director supports students with documented disabilities and others at the recommendation of deans. The director oversees a student accessibility coordinator, and regularly collaborates with college and professional networks to develop awareness and services related to disability.

### *Student Accessibility Coordinator*

supports the director and all office functions, including new student accommodation requests, correspondence with students and families, support of faculty in managing accommodations.

## **Equity & Inclusion Program Coordinator**

The program coordinator provides logistical support to professional staff and student employees within the division, supports student organizations, and coordinates cultural and social programming.

## **Genesis Program Coordinator**

This coordinator works between the DIEI and the [Holleran Center for Community Action and Public Policy](#) to administer a pipeline mentorship program for prospective and current first-generation college students and students of color. Duties include outreach and mentoring for high school students in the New London region, and support for the Genesis pre-orientation program and its sequel, "How College Works."

## **Senior Administrative Assistant to DIEI**

The senior administrative assistant supports all the deans and directors in the division, answering communications; coordinating staff schedules; recording minutes of staff meetings; and processing financial transactions. The assistant also provides direct support to faculty and staff coordinators in the Mellon Mays Undergraduate Fellowship program and manages grant reporting.

These individuals make up a highly integrated team that functions in a collaborative working environment based on mutual respect, an attribute that has contributed to their collective success. The next dean will need to foster the same kind of collaborative vision.



# Desired Qualifications and Attributes

**THE IDEAL CANDIDATE** for this position will be a professional with an established or emerging national reputation; deep knowledge of the scholarship of race, equity, and justice; proven experience in leading effective programs and in building diverse communities; and demonstrated commitment to policies and practices ensuring the just and equitable treatment of all people.

The candidate will hold a a doctoral degree, with significant years of experience in college or university administration; success in working with diverse constituents on complex issues; and a high level of cultural awareness, sensitivity, humility, and discretion. Understanding of the culture of liberal arts colleges as well as the legal landscape of Title IX, Title II, 504, and other federal legislation related to equity in education is desired. Moreover, the candidate will be:

- **a superb communicator**, skilled in the art of dialogue and capable of responding effectively and dynamically to the concerns of faculty, staff, students, alumni, and trustees
- **a strong collaborator**, with the ability to maximize the connections among different interest groups and to support a holistic and integrated approach to teaching and learning about difference
- **a deep listener**, open to different points of view, relatable, approachable, and patient when dealing with misunderstanding and conflict
- **a strategic thinker**, with the ability to plan and carry out long-range collaborative agendas
- **a team builder**, with the capacity to manage and mentor talented staff by communicating goals and expectations, evaluating work, creating professional development opportunities, engendering trust, and instilling the courage to lead
- **a caring and compassionate educator**, with the ability to both teach and learn; the courage to speak truthfully; the wisdom to model accountability; and the grace to inspire interpersonal dialogue and growth
- **an articulate spokesperson**, fluent in critical concepts informing diversity education and empowerment, such as: full participation, intersectionality, ability, identity, critical race theory, queer theory, transgender equality, internalized oppression, transformative justice, universal design, and inclusive pedagogy, among others
- **a connector**, able to establish healthy relationships across both internal and external constituencies
- **a willing partner**, with broad and deep knowledge of, respect for, and interest in all areas of expertise that make up DIEI at Connecticut College
- **a thoughtful planner**, experienced in collecting, assessing, and analyzing data to support planning and decision making
- **a savvy manager**, skilled in budgeting and in growing programs that have the potential to provide both new educational opportunities and new sources of revenue
- **a visionary leader**, ready to join a team of dreamers working toward a better world





## President Katherine Bergeron

**KATHERINE BERGERON** became the 11th president of Connecticut College in January 2014. Over the past 7 years, her work has focused on building the College's reputation by building its academic, residential, community, and financial strength. Starting in 2014, Bergeron vigorously supported the faculty's development of Connections, a bold new venture in interdisciplinary education, designed to prepare students for leadership in an interconnected world. During this same period, Connecticut College received some of the largest single gifts in its history to enhance financial aid, career education, academic support, athletics, and the arts. Capital projects completed during her tenure include the renovation of the Charles E. Shain Library, and the creation of both the Walter Commons for Global Study and Engagement and the Hale Center for Career Development. The newest project, now underway, is the revitalization of the College's historic art deco theater, Palmer Auditorium, into the Nancy Athey '72 and Preston Athey Center for Performance and Research, slated to open in August 2021.



A Phi Beta Kappa graduate of Wesleyan University, Bergeron earned master's and doctoral degrees in music history from Cornell University, and wrote two prize-winning books on French music and culture. Before coming to Connecticut College, she was dean of the college and professor of music at Brown University. She currently serves as chair of the Board of the Council of Independent Colleges; on the Board of the American Academic Leadership Institute; on the Board of the Association of American Colleges and Universities; and on the Board of Directors of the Eastern Connecticut Symphony Orchestra. She hosts a podcast, **Think. Do. Lead.**, about creativity and innovation, and has co-taught, with her husband, media artist Butch Rovon, a course on songwriting that has yielded **two albums of original songs** by Connecticut College students. She and her husband also wrote and produced an updated version of the Connecticut College alma mater, "**Alma Mater by the Sea**," and performed it together with a talented staff colleague and a group of student musicians for the Class of 2020 virtual Commencement.











President Bergeron leads celebrations of Founders Day



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## Connecticut College

**FOUNDED IN 1911**, Connecticut College is a selective four-year residential college with a history of excellence in the liberal arts and sciences. The College's unique mission of "educating students to put the liberal arts into action" has encouraged students, from the very beginning, to combine rigorous academics with real-world experience not just to make a living but to make a difference.

The College's bold new curriculum, Connections, realizes that mission for the 21st century. Connections is a holistic approach to the liberal arts that unleashes curiosity and promotes complex thinking and problem-solving to prepare students for next-generation success. Students maximize the impact of their academic major by combining it with interdisciplinary study, world languages, off-campus learning, guaranteed internships and other professional development in a personally meaningful pathway leading beyond college. 93% of the most recent incoming class said that the comprehensive, integrative vision of Connections was the reason they chose to enroll at Conn.

Students at Connecticut College have the opportunity to enhance their pathways with unique certificate programs in museum studies and in distinguished centers for interdisciplinary scholarship: the Holleran Center for Community Action and Public Policy; the Goodwin-Niering Center for the Environment; the Ammerman Center for Arts and Technology; the Toor Cummings Center for International Studies and the Liberal Arts; and the Center for the Critical Study of Race and Ethnicity. A sign of its commitment to equity and student success, the College supports the most highly endowed Academic Resource Center in the country, enabling excellence for every student. The new Walter Commons for Global Study and Engagement allows all students to integrate meaningful international experiences into their pathways. And the newly renovated Hale Center for Career Development enhances the academic programs of every student with its own four-year curriculum, offering the opportunity to integrate College-funded internships and research experiences into pathways in preparation for life beyond college.

The College supports 176 full-time faculty in 60 academic departments and programs. Excellence in research is evident through the many grants and awards garnered annually by faculty for their scholarship through disciplinary societies and through local, national, and federal foundations, including the National Endowment for the Humanities, the National Science Foundation, the National Institutes of Health, the Social Science Research Council, the Ford Foundation, the Andrew W. Mellon Foundation, the Sloane Foundation and many others. The intimate 9:1 student-to-faculty ratio means students benefit directly from this research, working closely with faculty on research programs and frequently serving as co-authors in faculty publications.

The community as a whole is bound by a fiercely held value of shared governance, by high academic standards, by a student-run honor code, and by a commitment to environmental stewardship and to full participation. The campus is known for its eclectic and creative mix of artists, scientists, researchers, and activists. The College's scholar-athletes compete in NCAA Division III sports through the elite New England Small College Athletic Conference.

Connecticut College's strategic plan, Building on Strength, seeks to advance the academic program, enrich residential learning, and elevate the experience of all by making the community more equitable and the College more sustainable. Capital projects completed in the last five years include the renovation of the Charles E. Shain Library; the creation of both the Walter Commons for Global Study and Engagement and the Hale Center for Career Development; and the revitalization of the College's historic art deco theater, Palmer Auditorium, into the Nancy Athey '72 and Preston Athey Center for Performance and Research. Major renewals of the campus center, the athletics complex and the College waterfront, and the creation a center for social justice, are also planned. A capital campaign has raised over \$140 million in the three and a half years of its silent phase to support the plan's goals.

Excellent outcomes have been a hallmark of the College from its origins. Today, our faculty win an outsized share of competitive external grants. Nearly 100% of students report being well situated in life less than a year after graduating, with over half going on to complete advanced degrees and many making a lasting difference in their communities

➤ **The community as a whole is bound by a fiercely held value of shared governance, by high academic standards, by a student-run honor code, and by a commitment to environmental stewardship and to full participation.**

The student body is drawn from 45 states and over 70 countries and supported by generous financial aid, with 29% domestic and international students of color in 2020, an increase of about 30% since 2015. The College's faculty includes 26% U.S. and international faculty of color. Of the 34 new tenure-track professors hired between 2016 and 2020, almost 50% were faculty of color.

and on the national stage. A significant number of Connecticut College alumni have been named to Forbes "30 under 30" list, recognizing the world's brightest young entrepreneurs, leaders, and stars. The College is consistently ranked among the top producers of Fulbright scholars in the country and in 2020 it produced the first Marshall Scholar in its history. For more information about the College, visit [www.conncoll.edu](http://www.conncoll.edu).



## New London, Connecticut

### LOCATED ON THE NORTHEAST CORRIDOR

equidistant between Boston and New York, New London is a historic port city with a rich Native American and maritime tradition owing to its location on the Thames River and Long Island Sound. Before the arrival of European settlers, it was known as Nameaug, the home the Mashantucket Pequot, the Eastern Pequot, Mohegan, and other indigenous tribal nations. In the 19<sup>th</sup> century, the city was a major trade and whaling center and the boyhood home of the great American playwright Eugene O'Neill. In the 20<sup>th</sup> century, it became the home of Connecticut College, the U.S. Coast Guard Academy, and Mitchell College.



**TODAY THE CITY OF 25,000** residents has a progressive culture and a lively arts community. The Providence Journal once described it as a “seaside haven with a funky, hipster vibe.” It neighbors many beautiful towns along the Connecticut shoreline—from Niantic to Groton to Mystic to Stonington—offering access to beaches, farms, and other outdoor activities. Since the founding of Connecticut College, the city of New London and the college have enjoyed a mutually beneficial partnership that continues to this day.



# Application Process

**INQUIRIES, NOMINATIONS AND APPLICATIONS** are invited from all qualified parties. Review of candidates will begin immediately and continue until the position is filled. Applicants should provide a statement of interest, reflecting how their qualifications and experience match those described in this leadership profile, and include names and contact information for five references. References will be contacted only following candidate approval. Send materials to the search committee's consultant, Charlene Aguilar, at [CTDIEI@wittkiever.com](mailto:CTDIEI@wittkiever.com). For full consideration, materials should be received no later than **April 26, 2021**.

As a selective residential liberal arts college, Connecticut College is committed to creating a vibrant community enriched by diverse perspectives, talents, and experiences. We encourage applications from candidates who share this commitment and will contribute to the diversity of our college community, especially members of historically under-represented groups. AA/EOE.







# CONNECTICUT COLLEGE

270 Mohegan Ave., New London, CT 06320 | [www.conncoll.edu](http://www.conncoll.edu)