

# CONNECTICUT COLLEGE



Dean of  
the College



Leadership Profile

MARCH 2021



## | The Opportunity

**THE MISSION OF CONNECTICUT COLLEGE** is to educate students “to put the **liberal arts into action** as citizens of a global society.” That means combining rigorous academics with real-world experiences so that graduates will learn not just to make a living, but to make a difference. This much has been true since the founding of Connecticut College in 1911, but in the past six years, the College has seen its mission elevated to a whole new level.

It started in 2015, when the Connecticut College faculty created **Connections**, a nationally recognized program that promotes complex thinking, problem-solving, and off-campus learning to prepare graduates for next-generation success. Connections is a **holistic approach to higher education** that allows students to turn their academic major into something much greater—by combining it with interdisciplinary study, a world language, off-campus learning, guaranteed internships and focused professional development. The dean of the college is the senior leader responsible for overseeing this four-year experience.



The journey begins with a question that animates the academic inquiry and ends with a reflection that provides perspective on what has been learned and what is to come. At the center is the “**integrative pathway**,” a vehicle for students to explore their question from multiple perspectives, here and abroad, in and out of the classroom. The goal is to unleash creativity; to ignite curiosity; and to trace an arc of purpose and passion over four years and beyond. The result is a remarkably connected and coherent path leading to life and leadership beyond college. It is an experience that can only be found at Connecticut College.

The College launched Connections in 2016 with the Class of 2020. In the same year, the Board of Trustees endorsed a 10-year strategic plan, **Building on Strength**, making this educational vision foundational to the College's future. The Andrew W. Mellon Foundation and the Christian Johnson Endeavor Foundation supported the vision, awarding Connecticut College \$1.55 million to develop Connections in its initial phase. In 2018, the **Walter Commons for Global Study and Engagement** opened, making it possible for every student to integrate global learning into the four-year experience. In 2019, the christening of the new **Hale Center for Career Development** put professional development at the heart of the journey. In the same year, a \$10 million gift from anonymous donors to endow a second phase of development for the College's signature **Academic Resource Center** made student success a central priority. And in 2020, the Connecticut College faculty ratified, as part of Connections, a new **Social Difference and Power** requirement to ensure that every student is prepared to embrace equity as part of their path toward leadership.

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All this has distinguished Connecticut College among its peers. With stronger and more diverse cohorts of students being admitted every year, over two-thirds of students in the Class of 2024 ranked Conn as their first choice and 92% cite Connections as one of the main reasons they chose to enroll at the College. And following the resounding success of our second annual **All-College Symposium**—the culminating event of Connections—interest among students continues to grow, with 70% of current sophomores fully engaged in the program. This is a powerful platform on which to build.

The College now seeks a creative, collaborative, and entrepreneurial leader to build on this strong educational vision and raise it to the **next level of excellence**, in order to make Conn a national leader in purpose-driven, integrative, equity-minded education.



# | The Role

**REPORTING TO THE PRESIDENT**, the dean of the college is the chief student success officer, serving as a member of the President's cabinet and working collaboratively with key senior leaders and colleagues across the institution to ensure the highest quality student academic experience on campus and overseas.

This commitment to excellence and success, which begins before students arrive on campus and continues after they depart, requires the close cooperation of every student-facing member of the senior administration, as well as those who support faculty work. In that respect, the dean of the college partners with:

- the dean of the faculty in implementing the College's curricular, advising, and fellowship programs both on campus and around the globe
- the dean of admission and financial aid in supporting student recruitment, selection, and yield, and in ensuring the smooth transition of admitted students through matriculation, and in supporting students in finding meaningful student employment on or off campus
- the dean of students in developing co-curricular programs that promote the core principles of challenge, ownership, reflection, and engagement and in supporting the College's **CARE team**
- the dean of institutional equity and inclusion in creating academic policies and practices that promote equity for all students, and in providing direct support to our New York and Chicago Posses, as well as to students chosen for the Mellon-Mays Undergraduate Fellowship program
- the vice president for communications in ensuring the timely production of web, print, and video materials in support of Connections

At Conn, the dean of the college, the dean of students, and the dean of institutional equity and inclusion form a uniquely integrated "student experience group," with a focus on providing comprehensive support for all populations. This is an unusually strong partnership that has helped advance the strategic goals of all three divisions.

Working with these senior colleagues, the dean is responsible for communicating with students, faculty, and families about all the ways the College is prepared to support students' academic success, engagement, wellbeing, and professional development. With an innovative program in career preparation launched on the opening of the new Hale Center for Career Development and a significant new endowment supporting the next phase of development for the College's signature Academic Resource Center, the next dean will have an exceptional opportunity to activate the synergies within the division to provide even more robust avenues for student excellence and achievement.



# | Your Team

**THE NINE STAFF MEMBERS** (deans, associate deans, directors, and senior administrative assistant) who report directly to the dean, along with 13 supporting staff members, are responsible for the quality of the College's outstanding advising programs for first-years, sophomores, juniors, and seniors, including our unique **team advising program**; as well as the support of Connections, and the oversight and development of academic programs in support of student retention and success, career development, international programs, and fellowships. These include the **Posse program**, the **Mellon-Mays Undergraduate Fellowship** program, and the Presidential Scholars program, along with a full range of awards and prizes recognizing student achievement.

## **Associate Dean of the College/Dean of First-Year Students**

The associate dean/dean of first-years is responsible for the wellbeing of first-year students in their transition to College and for strong first-year-to-sophomore retention. The associate dean works collaboratively with the dean of students division in designing and implementing the College's new student orientation; mentors and trains student advisers participating in the College's team advising program; oversees the Presidential Scholars program to engage students of promise; and supports over 30 First-Year Seminars each year. The associate dean is also responsible for creating and managing online resources to support students, including an online onboarding process for matriculating students and a weekly online newsletter, "This Academic Week at Conn," to keep students informed of important opportunities in their academic journey.

## **Assistant Director for Student Support**

The assistant director works with the associate dean to provide one-on-one advising of first-year students in support of a healthy and productive transition to college.

## **Associate Dean of the College/Dean of Sophomores & International Student Adviser**

The associate dean/dean of sophomores is responsible for the support and wellbeing of sophomores in a critical year: as they choose academic majors, join integrative pathways or centers for interdisciplinary scholarship, decide how or when to study away, and develop the critical questions that will guide their next years. The associate dean is also responsible for the specialized care of the international students on campus, from the Odyssey orientation program to graduation and beyond, including legal support for visas, as well as applications for optional practical training by students holding F-1 visa status.

- The vision that animates the work of the dean of the college at Connecticut College can be summarized in two words: full participation — the ideal of an environment where all people, whatever their circumstances, have the ability to thrive, reach their potential, and contribute to the flourishing of others. This vision is increasingly vital for the current challenging moment in higher education and in our country, and requires forward-looking and entrepreneurial leadership.

### **Associate Dean of the College/Dean of Juniors & Seniors**

The associate dean/dean of juniors & seniors is responsible for the wellbeing, persistence, and success of upper-class students through graduation and their transition beyond college. This includes oversight of the College's special December ceremony for mid-year completers. The associate dean also has considerable responsibility for supporting, with the dean, the exceptional student leaders and faculty mentors in the College's two Posse programs, as well as the students preparing for post-graduate research through the Mellon Mays Undergraduate Fellowship program. As the person most responsible for degree completion, the associate dean works with the dean in monitoring the six-year graduation rate. The associate dean also plans the orientation program for transfer students and works closely with transfers to integrate them into the College community.

#### ***Assistant Dean of the College for Connections***

The assistant dean supports all the associate deans in advising students about the opportunities available to them through the College's **unique four-year integrative curriculum**. This includes making presentations in first-year seminars; organizing special advising and declaration days to introduce students to different integrative **pathways and centers** for interdisciplinary scholarship; and, most importantly, organizing the annual **All-College Symposium**, a day-long event where students present the results of their four-year journey. The assistant dean also works with the dean in the design, development, and execution of new summer programs.

### **Executive Director of the Academic Resource Center/Dean of Academic Support**

The executive director/dean of academic support is responsible for advancing the College's strategic goal of achieving national leadership in academic support and skill building for life. The portfolio involves oversight of the College's extensive academic support services—including support for tutor training, oral and written communication, quantitative skills, ESOL, time management, neuro-diverse learning styles, and more—through the Academic Resource Center (ARC), one of the most highly endowed centers of its kind in the country, designed to help students at every level, from beginners to those pursuing advanced research. The executive director/dean also teaches accounting; supports the College's entrepreneurship pathway; and runs, in partnership with the Hale Center, "Fast Forward," a January course designed to jumpstart student career development.

#### ***Director of the Academic Resource Center***

The director, a specialist in STEM education, supports the executive director in creating a Center that is a national model by developing and maintaining overlapping systems of support to guide all students towards their academic goals. The director also oversees a range of learning specialists in STEM, quantitative skills, writing, ESOL, tutoring, and other fields.

#### ***Director of the Roth Writing Center***

supports faculty in the Writing Fellows Program and teaches "English 300, Theory and Practice of Teaching Writing."

#### ***Assistant Director for Programs, Learning Specialists & ESOL***

supports language learning for English speakers of other languages and the Fulbright fellowship program.

#### ***Strategic Learning Specialist & Tutoring Coordinator***

supports students in developing time management skills and oversees training for the Center's corps of tutors.



### ***Learning & Writing Specialist***

provides one-on-one writing support, as well as supervision and training for writing tutors, and special assistance for students writing theses and capstone projects.

### ***Assistant Director for Operations***

The assistant director supports all staff in their roles; manages student workers; organizes ARC-specific events for students, faculty, and staff.

## **Executive Director of the Hale Center for Career Development**

The executive director supports the professional growth of all students by advancing the Center's mission of connecting liberal arts to career success, as well as the College's strategic goal of becoming the best liberal arts career program in the country. The executive director is responsible for the Hale Center's innovative career development curriculum; funded internship program; and advanced career exploration program; as well as individual programs in pre-business, pre-law, and pre-health; and employer relations management. The executive director partners with the office of alumni relations in supporting alumni engagement with student career exploration; with the division of institutional equity and inclusion in supporting the career advancement of first-generation and BIPOC students; and with the office of admission and financial aid in supporting on-campus employment.

### ***Director of Advising/Pre-Health Advising***

The director oversees all career advising programs; oversees "LA 102, the Career Preparation Course"; supports advising for all students in their career journeys; and advises students who are seeking admission to medical, dental, or veterinary school.

### ***Senior Associate Director/Pre-Business Advising***

supports advising for all students in their career journeys; advises students seeking employment in business; serves as liaison to

the Academic Resource Center and the Toor Cummings Center for International Studies and the Liberal Arts; manages the College's Career Informed Learning program; and oversees the Finance Cohort in collaboration with staff in the ARC.

### ***Associate Director/Pre-Law Advising***

supports advising for all students in their career journeys; participates in "LA 102, Career Preparation Course;" advises students seeking admission to law school; and produces the Hale Center newsletter.

### ***Associate Director/Career Fellows Supervisor***

supports advising for all students in their career journeys; participates in LA 102, Career Preparation Course; and oversees training and programming for Hale Center student career fellows.

### ***Director of Employee Relations***

The director supports talent acquisition with 60 corporate, non-profit, and government agencies to create hiring pipelines for liberal arts majors, with a special focus on business, finance, healthcare, and technology sectors.

### ***Assistant Director of Employee Relations and Operations***

oversees the College's internship program, from application to funding; supports employers interested in hosting Conn interns; and assists in planning and building talent pipelines between Conn students, alumni, and employers.

## **Director of National and International Programs**

The director supports students and faculty in realizing their goals for global education and engagement by promoting carefully selected study away programs that encourage immersive education highlighting international cultures, languages, and issues. The director supports the Study Away/Teach Away program, as well as summer opportunities. The director also helps with the Global Scholars Fund, supporting students with international travel expenses.

## Director of Fellowships/Associate Director of the Global Commons

The director, reporting to both the dean of the college and the director of the Walter Commons, supports students seeking distinguished international post-baccalaureate fellowships, such as Fulbright, Watson, Rhodes, and Marshall, beginning with the application process through the final interview.

## Senior Assistant to the Dean & Coordinator for Student Employment

The senior assistant to the dean supports the dean of the college division in all its administrative needs; oversees the annual distribution of prizes and awards; assists the dean and the president with logistics for the **President's Distinguished Lecture Series**; coordinates, with the Hale Center, the gathering and posting of on- and off-campus student employment and work-study opportunities; trains student workers; and manages the dean of the college office.

With these talented staff colleagues, the dean of the College works to ensure the success of the College's approximately 1800 domestic and international

students, including maintaining strong retention and six-year graduation rates. The next dean will have the opportunity to build on the College's impressive record of post-graduate success—exemplified this year in our largest ever cohort of Fulbright semi-finalists, the renewal of our partnership with the **Watson Foundation**, bringing Connecticut College two Watson Fellows this year, and the very **first Marshall scholar** in our history—by growing the pipeline for distinguished international fellowships and awards.

In the end, the vision that animates the work of the dean of the college can be summarized in two words: full participation—the ideal of an environment where all people, whatever their circumstances, have the ability to thrive, reach their potential, and contribute to the flourishing of others. This vision is increasingly vital for the current challenging moment in higher education and in our country, and requires forward-looking and entrepreneurial leadership. The next dean will be expected to demonstrate that leadership by designing new in-person and online programs, especially summer offerings, that both support student success and provide new sources of revenue for the College.





# Desired Qualifications and Attributes

**THE IDEAL CANDIDATE** for this position will be a respected academic leader with an earned doctorate and a track record of administrative success in an environment of shared governance. The dean will also possess many of the following qualities and capabilities:

- A strong commitment to equity, access, and to the ideal of full participation
- Passion for the College's mission of educating students to put the liberal arts into action
- Exceptional writing and public speaking skills and facility in communicating with a broad range of audiences, including students, faculty, staff, alumni, and parents
- Excellence in teaching, advising, and academic administration, with a laser-like focus on student success
- Keen strategic vision and the ability to execute long-range agendas
- Respect for collaborative and consultative decision-making and demonstrated proficiency working with a wide range of constituents, from students to trustees
- Capacity to recognize talent and delegate authority among staff, to communicate goals and expectations, to mentor and evaluate work, and to build strong teams
- Deep reserves of empathy, emotional intelligence, and compassion, including the ability to listen with objectivity, fair-mindedness, and respect, and to develop and apply academic policies with sensitivity and nuance
- Experience using data for planning, decision-making, and budget management
- Success in applying for grants to support strategic needs
- Sound judgment, professionalism, discretion, and trust
- Creativity, humility, and a sense of humor



## 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

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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 [CTDOC@wittkieber.com](mailto:CTDOC@wittkieber.com). For full consideration, materials should be received no later than **April 20, 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.





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