



Students after participating in a Unity House "Family Meeting" Fall 2018

# Equity & Inclusion Action Plan

## 2018-2025



CONNECTICUT  
COLLEGE



# Table of Contents

From the President .....	2
From the Dean of Institutional Equity & Inclusion .....	2
Plan Overview.....	3
Strategic Priorities, Goals & Action Items .....	4
1. Curriculum, Teaching, and the Faculty Experience .....	4
2. Campus Life and the Student Experience .....	6
3. Excellence, Inclusion, and the Staff Experience.....	8
4. Access and Opportunity .....	10
Implementation Plan.....	13
Tracking and Reporting .....	17
- Appendices -	
Glossary .....	17
Timeline of Equity & Inclusion Milestones .....	21
Acknowledgements .....	24
President’s Council on Equity & Inclusion Roster.....	25



CONNECTICUT  
COLLEGE

# From the President

From our founding in 1911 as the only college in the state dedicated to providing higher education for women, Connecticut College has embraced equity and inclusion as part of our distinctive moral framework and sense of obligation. That obligation was most recently rearticulated in our strategic plan, *Building on Strength*, through the goal of full participation. We have committed ourselves to an educational environment that will allow all people to thrive, to reach their full potential, and to contribute to the flourishing of others, not just on our own campus but also in a more just society. This Equity and Inclusion Action Plan provides a roadmap to get us there.



Achieving this goal is central to our mission and values. 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.

The mission of Connecticut College is to put the liberal arts into action. This plan requires collective action. I am grateful to the many student, faculty, and staff leaders over the years whose dedication and vision brought us to this point, and I look forward to seeing how much more we can achieve together.

Yours sincerely,

A handwritten signature in black ink, reading "Katherine Bergeron".

Katherine Bergeron

# From the Dean

I am pleased to be a member of the beloved Connecticut College community at such an important time in the College's trajectory. In this moment, we have a clear strategic direction, an innovative new curriculum, an exciting master plan, and an ambitious comprehensive campaign – all of which will help the College continue to achieve educational excellence in its second century. Now, we present the *Equity and Inclusion Action Plan for Connecticut College*, which provides guidance and a specific set of actions that will help us organize our collective efforts and make us accountable for advancing the goals of equity, inclusion, and full participation.



One of the most rewarding aspects of this kind of work is that we are always building upon the efforts of our predecessors and, in the process, uncovering inspiring historical narratives. While reviewing dozens of materials documenting the work accomplished by many current and former students, staff, and faculty, I was deeply moved to learn about all the examples of community organizing and student activism, intellectual engagement and dialogue, curricular and co-curricular initiatives, and coalition-building efforts that have led us to this point. We have a history worth celebrating – and as we continue working together, our future looks very bright.

Sincerely,

A handwritten signature in black ink, reading "John F. McKnight, Jr.".

John F. McKnight, Jr.

# Plan Overview

In the spirit of the principle of full participation, the Connecticut College Equity and Inclusion Action Plan offers an institutional strategy for advancing priorities that create and sustain an environment where all members of the community can flourish and contribute to the flourishing of others. This plan overview summarizes the highest-level strategic priorities and goals. Specific action items under each goal are provided later in this document. Finally, an implementation plan listed at the end of the document offers a timeline for accomplishing this important work over the next seven years.

This plan reflects our commitment to shared governance and includes ideas and suggestions from students, staff, faculty, alumni, and trustees. We will utilize normal processes for implementing policy changes and new initiatives, working closely with faculty leadership (e.g. faculty committees, department chairs, center directors), Student Government Association (SGA), Staff Council, and the senior administration. For example, we recognize that any initiatives relating to the curriculum will need to be carefully discussed and voted on by the faculty as a whole; similarly, any major policy changes affecting students and staff are always discussed with SGA and Staff Council, respectively.

---

## **Strategic Priorities and Goals:**

### **1. Curriculum, Teaching, and the Faculty Experience**

- 1.1. Offer a curriculum that increases students' knowledge of the world's peoples, communities, nations, and cultures, deepens understanding of their subject position, and sharpens their skills in critical analysis
- 1.2. Increase the capacity of the faculty to facilitate learning experiences that foster full participation
- 1.3. Increase compositional diversity through recruitment and retention, and improve the overall climate, particularly for underrepresented faculty

### **2. Campus Life and the Student Experience**

- 2.1. Enhance and expand experiential, out-of-classroom, and international educational opportunities for students, emphasizing learning about power and social difference
- 2.2. Create new and enhance existing physical spaces on campus to promote full participation and active engagement and interaction across social differences
- 2.3. Improve the campus climate by continuously identifying and mitigating structural forms of inequity and providing additional support for historically underrepresented, minoritized, and marginalized community members

### **3. Excellence, Inclusion, and the Staff Experience**

- 3.1. Increase the capacity of the staff to facilitate learning experiences and offer support services that foster full participation
- 3.2. Improve the campus climate and increase retention of staff, particularly staff from underrepresented groups
- 3.3. Expand opportunities for the staff to participate in the intellectual life of the campus and to pursue professional development
- 3.4. Increase the compositional diversity of the staff

### **4. Access and Opportunity**

- 4.1. Increase enrollment of students from historically underrepresented groups
- 4.2. Ease the financial burden of attendance and full participation for students and families
- 4.3. Ensure equitable access to academic opportunities and robust support for success at Conn

# I. Curriculum, Teaching, and the Faculty Experience

Connecticut College has expanded and reshaped its curriculum over the years to meet the changing needs of its student population as well as the demands of a dynamic workforce. *Connections* – our distinctive approach to the liberal arts – gives students opportunities to take ownership of their learning and to creatively seek answers to the most challenging questions of our times. This plan prioritizes the expansion of equity and inclusion in teaching, learning, and the faculty experience in order to ensure students are gaining the critical knowledge and skills necessary to become active citizens and leaders within a global society.

## Goals

## Action Items

- | Goals   | Action Items  |
|---|---|
| 1.1 Offer a curriculum that increases students' knowledge of the world's peoples, communities, nations, and cultures, deepens understanding of their subject position, and sharpens their skills in critical analysis | <ul style="list-style-type: none"><li>1.1.1. (a) Review current catalogue for courses that address social difference and power; (b) Propose and vote on a new curricular diversity requirement for all students, allowing them to choose from the courses identified in 1.1.1.a.</li><li>1.1.2. Seek external funding to support incentivization of faculty development of new courses that meet established criteria in 1.1.1.</li><li>1.1.3. Consider developing departments or programs in ethnic, race, cultural, and indigenous studies</li><li>1.1.4. Propose courses in Intergroup Dialogue (IGD) to be taught by faculty across disciplines who have received specialized training in IGD pedagogy</li><li>1.1.5 Review current catalogue for courses that include a community-based learning or research component and consider creating new course designation</li><li>1.1.6 Propose American Sign Language as an option for the world languages requirement</li><li>1.1.7. Develop a curricular initiative that serves the needs of students who excel in their work on racial justice and equity</li><li>1.1.8. Increase endowed resources for the Center for the Comparative Study of Race and Ethnicity</li></ul> |
| 1.2 Increase the capacity of the faculty to facilitate learning experiences that foster full participation  | <ul style="list-style-type: none"><li>1.2.1. (a) Expand and enhance opportunities for faculty development in equity, inclusion, full participation, and universal design (b) Provide support, coordination, and ongoing development for faculty with advanced knowledge and experience</li><li>1.2.2. Continuously review the All-Campus Evaluation and add required and optional questions pertaining to equity, inclusion, and/or full participation</li><li>1.2.3. Consider including a description of full participation activities as part of tenure and promotion files</li><li>1.2.4. Identify "invisible service" and make faculty service loads more equitable across groups</li><li>1.2.5. Implement mandatory faculty training program on Title IX and ADA compliance and best practices</li></ul>   |

## Goals

## Action Items

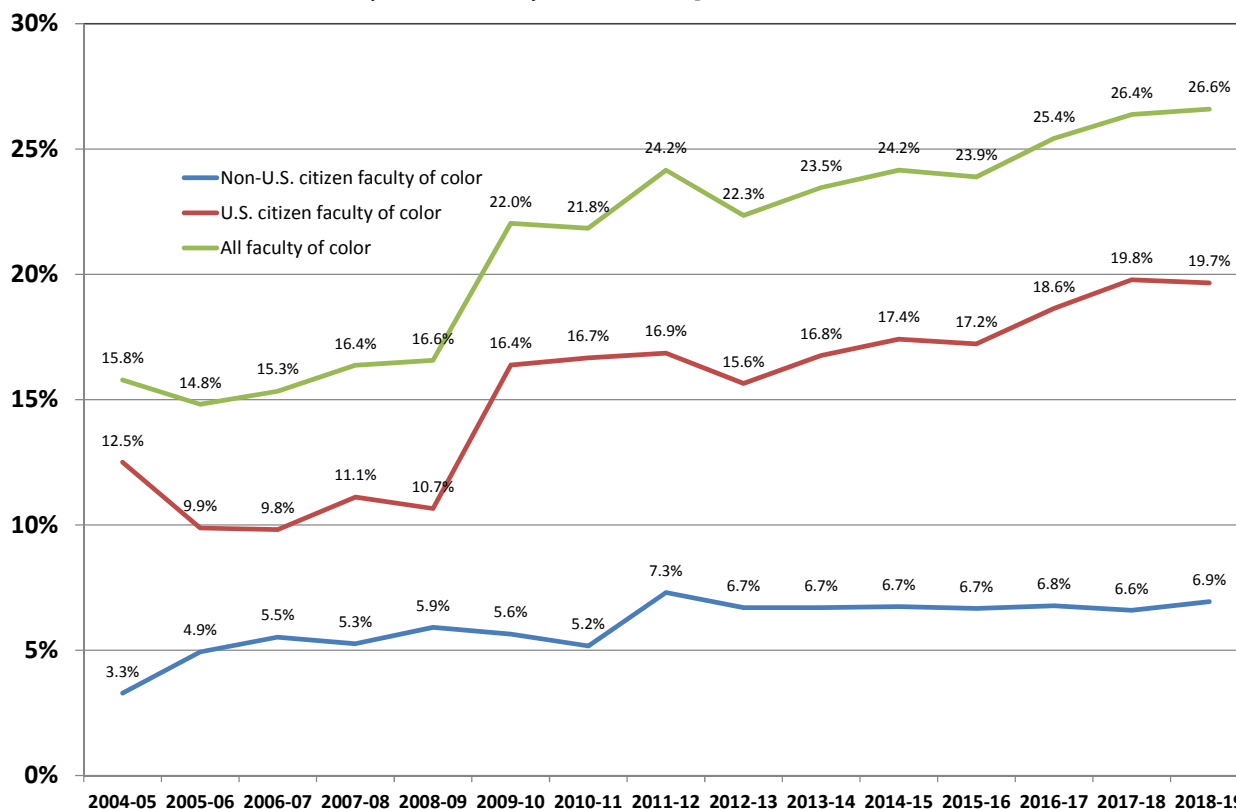
1.3 Increase compositional diversity through recruitment and retention, and improve the overall climate, particularly for underrepresented faculty

- 1.3.1. Activate the Creating Connections Consortium (C3) New Scholar Series
- 1.3.2. Enhance formal faculty mentorship program
- 1.3.3. Periodically administer the Higher Education Data Sharing (HEDS) Campus Climate Survey
- 1.3.4. Identify and implement equitable strategies for spousal hiring
- 1.3.5. Capture data on faculty gender identity, sexual orientation, religious affiliation, and generational status in one-time voluntary survey, with annual dissemination to all new faculty
- 1.3.6. Create social networks for underrepresented faculty and staff
- 1.3.7. Enhance and expand faculty and staff ombudsperson resources (3.2.4.)

## In the Spotlight: Increasing Faculty Diversity

In 2008, Roger Brooks, former Dean of the Faculty, and Armando Bengochea, former Dean of the College, introduced new processes and procedures to guide search committees in helping to attract scholars from underrepresented racial and ethnic backgrounds. The implementation of these processes from 2008-2012 resulted in unprecedented success for the hiring of domestic and international faculty of color. Learn more [here](#).

**% Faculty of Color by Citizenship, Fall 2004-Fall 2018**



## 2. Campus Life and the Student Experience

Connecticut College promotes experiential learning to help students develop the necessary skills for life beyond graduation. Through experiential learning, students can build solid foundations in identity development, cultural competence, and social justice awareness – foundations that will, ultimately, prepare them for their lives as leaders within their professions and as responsible members of their various communities. This plan prioritizes the enhancement of campus life and the student experience to maximize learning and improve the climate.

### Goals

- 2.1 Enhance and expand experiential, out-of-classroom, and international educational opportunities for students, emphasizing learning about power and social difference



*Students participate in the Emerging Leaders Conference at the historic Garde Arts Center in downtown New London*

- 2.2 Create new and enhance existing physical spaces on campus to promote full participation and active engagement and interaction across social differences

### Action Items

- 2.1.1. Establish a new institute for leadership and dialogue, an intersectional social justice education program, that connects with the new intergroup dialogue courses
  - 2.1.2. Strengthen identity-based student clubs and organizations through additional leadership training and increased funding
  - 2.1.3. Endow fund to support social justice programming and events
  - 2.1.4. Create a formal ally development program for White students, men, cisgender people and others who want to increase their effectiveness as allies
  - 2.1.5. Increase staffing with expertise in equity and inclusion in the Office of Community Partnerships to expand students' opportunities for civic engagement in New London and off-campus
  - 2.1.6. Endow the Leadership Development program
  - 2.1.7. Continue to refine the DIEI portion of new student orientation program to better introduce concepts of power, privilege, oppression
  - 2.1.8. Implement new co-curricular student learning outcomes that promote equity and inclusion
- 2.2.1. Establish new center in Smith-Burdick residence hall that: houses the new Institute for Leadership and Dialogue; promotes intersectionality; offers distinct and common spaces for DIEI staff, LGBTQIA, and Womxn's Centers; enhances spaces for international students and minority religious groups; and offers meditation and sensory-friendly space
- 2.2.2. Revitalize and enhance Unity House as a functional and stylish, student-run multicultural house
- 2.2.3. Renovate and revitalize Harkness Chapel as a functional and stylish space for multi-faith activity
- 2.2.4. Develop residential component to social justice peer education program
- 2.2.5. Assemble representative College-wide committee on Accessibility to monitor progress on making all physical and virtual spaces fully accessible

- 2.3 Improve the campus climate by continuously identifying and mitigating structural forms of inequity and providing additional support for historically underrepresented, minoritized, and marginalized community members

**This action plan acknowledges that Connecticut College must employ a multifaceted approach in order to improve the campus climate to ensure all students feel welcome, affirmed, and supported.**

The curricular and co-curricular initiatives in this document are intended to build and sustain the educational foundations necessary to help students, particularly those from majority groups, to develop stronger awareness of their personal identities, to understand the relationship between their identities and those of others, to reduce microaggressions towards others, and to discover how they can contribute to a healthy, safe, and respectful campus climate.

At the same time, the initiatives listed on this page are specifically targeted toward enhancing institutional support for students from marginalized and historically underrepresented backgrounds. This support includes enhancing physical spaces, strengthening alumni networks, and improving programming efforts.

- 2.3.1. Periodically administer the Higher Education Data Sharing (HEDS) Campus Climate Survey
- 2.3.2. **Women and LGBTQIA students:** (a) expand initiative to create gender inclusive restrooms and update signage; (b) install lactation rooms on campus; (c) increase financial support and advising for Womxn's and LGBTQIA focused student organizations; (d) move the Womxn's Center into new Smith-Burdick space; and (e) formalize LGBTQIA alumni network
- 2.3.3. **Religious students:** (a) enhance religious and spiritual life spaces; (b) ensure long-term viability of Halal dining; (c) offer residential program for Muslim students; (d) secure resources for Zachs Hillel House director and program; (e) increase budget and financial support for religious and spiritual life student organizations; and (f) develop multi-faith or interfaith programming
- 2.3.4. **International students:** (a) increase staffing for International Student advising; (b) enhance social spaces for international students; (c) fully leverage the Walter Commons to enhance interaction between international and domestic students; (d) identify non-work study employment opportunities; (e) establish international alumni group; and (f) enhance ARC resources, including ESOL support
- 2.3.5. **Students of color:** (a) conduct periodic caucuses at Unity House; (b) enhance and expand program offerings; (c) leverage membership in Consortium on High Achievement and Success (CHAS) by attending annual student conferences; (d) revitalize faculty and staff of color network; and (e) formalize institutional structure to support the Connecticut College Alumni of Color (CCAC) network
- 2.3.6. **First-generation students:** (a) enhance and expand the Genesis pre-orientation and first-year transition program; (b) identify funding source to establish summer bridge component of Genesis; (c) establish endowed fund for scholarships for First-Gen students; and (d) develop a network of faculty and staff to serve as additional support for Genesis
- 2.3.7. **Differently abled students:** (a) follow master plan for mitigating inaccessible campus buildings; (b) improve policies and expand faculty and staff training on issues of accessibility and accommodations; (c) expand educational programming for the campus; and (d) address costs of testing and evaluation services
- 2.3.8. **Undocumented students:** enhance confidential support and programming for DACA students

### 3. Excellence, Inclusion, and the Staff Experience

Staff are especially important to the life of the campus and the overall success of Connecticut College. All College staff members – from those who serve as student advisors and mentors to those who provide essential operational and support services – enable the College to advance its mission with a standard of excellence. This plan prioritizes diversity and inclusion initiatives that recognize the important role staff play in creating an environment of excellence and that will help staff more fully participate in the intellectual life of the campus.

Goals	Action Items
3.1 Increase the capacity of the staff to facilitate learning experiences and offer support services that foster full participation	<ul style="list-style-type: none"><li>3.1.1. Establish and incentivize participation in new educational programs on equity, inclusion, full participation, and universal design to be included in new employee training and offered annually</li><li>3.1.2. Increase the number of employees who participate in Civil Treatment trainings and the frequency of offerings</li><li>3.1.3. Establish fund to offer grants to departments and offices for additional professional development on matters of equity and inclusion</li><li>3.1.4. After broad education on the ways staff contribute to full participation, revise staff performance evaluation process, where feasible, to include review of efforts to advance those goals</li><li>3.1.5. Implement new co-curricular student learning outcomes that promote equity and inclusion (2.1.8.)</li><li>3.1.6. Continue to identify and mitigate inequities in extra compensation for faculty and staff who perform the same duties above their primary responsibilities</li></ul>
3.2 Improve the campus climate for staff and improve the retention of staff from underrepresented groups	<ul style="list-style-type: none"><li>3.2.1. Periodically administer the Higher Education Data Sharing (HEDS) Campus Climate Survey</li><li>3.2.2. Improve and expand on-boarding process for new staff hires emphasizing diversity and community</li><li>3.2.3. (a) Create mentoring program for staff (b) Create social networks for underrepresented faculty and staff (1.3.6.)</li><li>3.2.4. Enhance and expand faculty and staff ombudsperson resources (1.3.7.)</li><li>3.2.5. Provide regular communication to employees regarding support services and resources on and off-campus for handling incidents of bias, harassment, and discrimination</li></ul>

#### In the Spotlight: Staff Reading Groups

In the aftermath of the 2017 ‘Alt-right’ protest at the University of Virginia, faculty in the Center for the Critical Study of Race and Ethnicity (CCSRE) and staff from the Library and the division of institutional equity and inclusion (DIEI) formed a reading group on James Baldwin’s *Notes of a Native Son* to explore U.S. racism.

## Goals

## Action Items

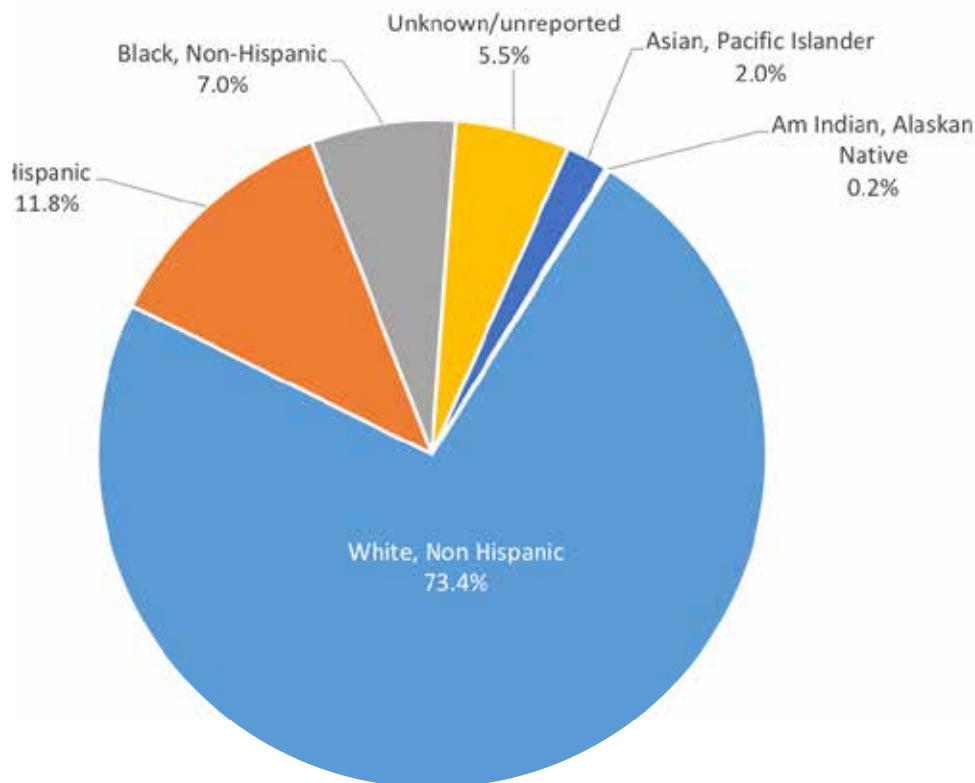
3.3 Expand opportunities for the staff to participate in the intellectual life of the campus and to pursue professional development

- 3.3.1. Expand opportunities for staff to audit or enroll in courses
- 3.3.2. Expand and formalize faculty and staff reading groups with a focus on sharing diverse perspectives
- 3.3.3. Create a joint monthly meeting for staff and faculty and work toward equitable engagement and participation
- 3.3.4. Create opportunities for eligible staff to serve as advisers and collaborative partners with faculty designing and teaching First-Year Seminars
- 3.3.5. Expand opportunities for internal promotion

3.4 Increase the compositional diversity of the staff

- 3.4.1. Provide support to hiring managers in developing job postings and ad placement in diverse outlets
- 3.4.2. Develop new training program on implicit bias for staff and require hiring managers and search committees to participate in the program
- 3.4.3. Develop new recruitment strategies for building talented and diverse candidate pools
- 3.4.4. Revise diversity statement for staff job postings

**Fall 2017 Connecticut College Full-Time Staff**



## 4. Access and Opportunity

Connecticut College was founded more than a century ago to expand access to higher education. Today, the College's strategic plan – *Building on Strength* – commits to “enhance resources to enroll and retain students from historically underrepresented groups,” an indication that our foundational values remain firmly in place. This action plan prioritizes an equity-minded focus on increasing student access and opportunity to ensure that our student population reflects the demographics of the broader society for the next 100 years and beyond.

### Goals

### Action Items

#### 4.1 Increase enrollment of students from historically underrepresented groups



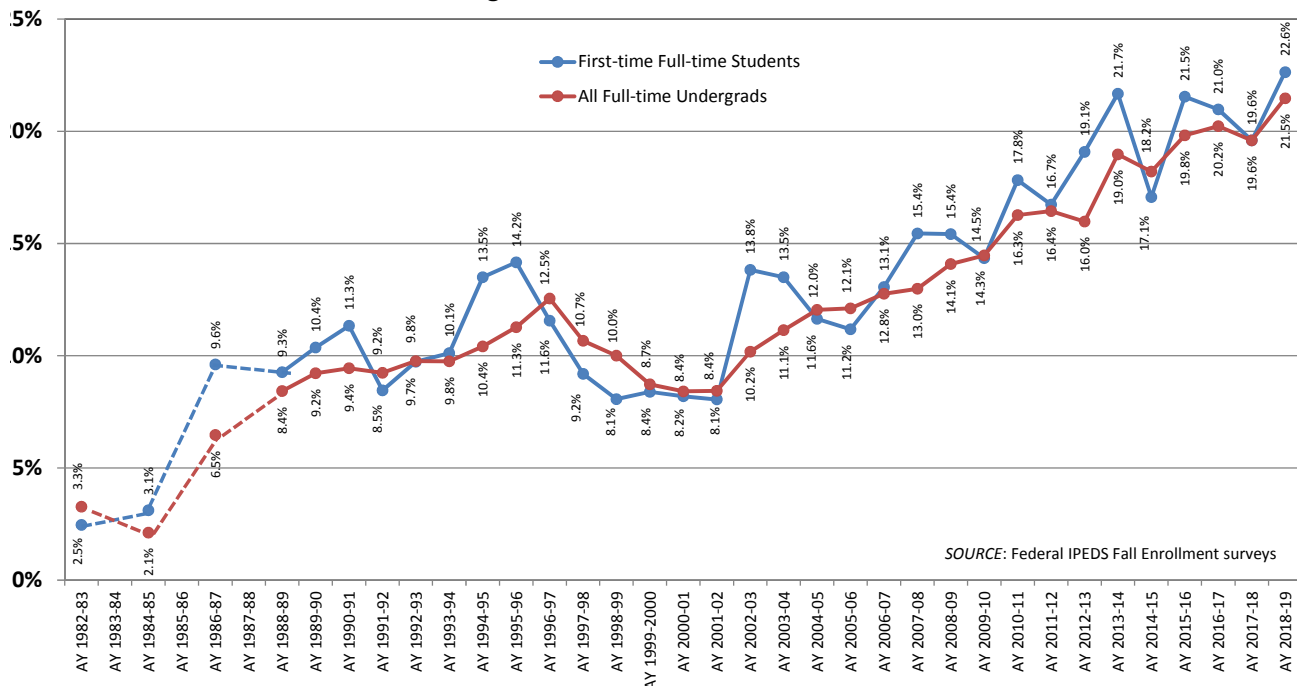
*Posse Scholars with their faculty mentors, deans, and President Katherine Bergeron*

- 4.1.1. Significantly increase proportion of native and indigenous students by: (a) building upon successful partnerships established with the Eastern Pequot, Mashantucket Pequot, and Mohegan Tribal Nations; (b) establishing a partnership with the College Horizons national organization; and (c) establishing a full-tuition scholarship for admitted native students
- 4.1.2. Increase proportion of international students and domestic students of color by: (a) continuously enhancing diversity outreach and recruitment efforts; (b) establishing strategic partnerships with community-based organizations in new regions; (c) activating the Connecticut College Alumni of Color (CCAC) network for admissions
- 4.1.3. Expand recruitment of New London students and increase support for the New London cohort
- 4.1.4. Complete expansion of partnership with Posse by launching a second cohort from New York City
- 4.1.5. Enhance climate for diversity and inclusion in athletics

#### 4.2 Ease the financial burden of attendance and full participation for students and families

- 4.2.1. Prioritize an increase in financial aid in the College's comprehensive fundraising campaign
- 4.2.2. Develop long-range plan for improving the College's financial model, including monitoring the comprehensive fee
- 4.2.3. Utilize new affiliation with the American Talent Initiative (ATI) to develop institutional goals for widening access for lower and moderate-income students and families
- 4.2.4. Identify new funding sources to reduce or eliminate “hidden” costs of attendance and participation (e.g. athletics, clubs) in structural barriers report
- 4.2.5. Expand and improve opportunities for on-campus student employment
- 4.2.6. Create a new initiative for developing financial literacy, including credit-bearing courses

Historical Percentage of U.S. Students of Color, Fall 1982 to Fall 2018



## Goals

## Action Items

4.3 Ensure equitable access to academic opportunities and robust support for success at Conn and beyond

- 4.3.1. Conduct thorough study using institutional data to identify any gaps in academic opportunity and/or achievement (e.g. GPAs, internships, study away, scholarships, Centers/Pathways)
- 4.3.2. Strengthen the Mellon Mays Undergraduate Fellowship (MMUF) program and expand to include an “Associate Fellows” group for students in non-Mellon fields interested in pursuing graduate or professional school
- 4.3.3. Build upon the success of the Science Leaders program by enhancing and expanding pre-orientation programming and developing new admissions pipelines
- 4.3.4. Explore the feasibility of establishing a McNair Scholars program to prepare underrepresented students for post-graduate study in STEM fields
- 4.3.5. Establish Quantitative Skills Center to provide academic support for all students enrolled in STEM courses
- 4.3.6. Establish affinity and identity-based alumni networks to provide career support and foster social connection

## In the Spotlight: Mellon Mays Undergraduate Fellowship (MMUF)

The MMUF program exists to increase the number of underrepresented students earning PhDs and pursuing faculty positions in the humanities and social sciences. In its first ten years, the Conn MMUF chapter has matriculated 45 fellows in total, with several nearing completion of their studies.

## Widening Access through Financial Aid

### *Embracing the Challenges and Opportunities*

As wealth gaps continue to grow in the United States and around the world, colleges and universities are challenged to ensure that all students who are interested in and qualified to enroll will have the opportunities and the resources to do so. Because Connecticut College values socioeconomic background as one of its many forms of diversity, we have embraced this challenge by significantly increasing financial aid expenditures over the past decade to help meet the needs of students and families. Our financial aid budget has doubled since 2010.

The College is committed to increasing financial aid resources as a means of widening college access. We will support a second Posse from New York City starting in the fall of 2020. And our new affiliation with the American Talent Initiative (ATI) brings the College into conversation with other selective institutions of higher education institutions across the U.S. who are facing similar challenges and seeking creative ways to achieve institutional goals around socioeconomic diversity while acknowledging budgetary constraints.



# Implementation Plan

Colleges and universities should employ a comprehensive approach to the work of diversity, equity, and inclusion. Distributing the work helps to ensure that meaningful progress can be made on multiple priorities and goals at once, and in a timely manner, ultimately shifting cultural norms and eliminating structural barriers. The implementation plan below offers a proposed sequence for our goals and assigns responsibility for accomplishing this important work.

Phase	Action Item	Responsible Parties
YEAR 1 (Completed or In Progress) Fall 2018 – Summer 2019	1.1.1.a. Review curriculum (in progress)	FP, IR, CCSRE, EPC, Depts., DoF, DoC, DIEI
	1.1.1.b. Vote on new diversity course requirement (in progress)	FSCC, FP, EPC, CCSRE, Depts., DoF, DoC
	1.1.4. Develop courses in Intergroup Dialogue (in progress)	DIEI, Depts., DoC, DoF, HC
	1.2.2. Review All-Campus Evaluation (in progress)	AAPC, IR, DIEI, FSCC
	1.3.1. Activate the C3 New Scholar Series (in progress)	DoF, DIEI
	1.3.4. Identify equitable strategies for spousal hiring (in progress)	FSCC, DoF, DIEI
	1.3.7., 2.3.4. Expand faculty ombudsperson resources (in progress)	FSCC, DoF, HR, DIEI
	2.1.7. Refine DIEI portion of new student orientation (in progress)	DIEI, DoS, DoC
	2.1.8., 3.1.5. Implement co-curricular learning aims (in progress)	DoS, DoC, DIEI
	2.2.5. Assemble College Committee on Accessibility (completed)	DIEI, Comm, SAS
	2.3.3.b. Ensure long-term viability of Halal dining (in progress)	DIEI, FA, Dining
	2.3.3.c. Offer residential program for Muslim students (in progress)	REAL, DoS, DIEI, RSP
	2.3.3.f. Develop multi- or interfaith programming (in progress)	DIEI, RSP
	2.3.5.a. Conduct periodic caucuses at Unity House (completed)	DIEI, REP
	2.3.5.b. Enhance and expand POC program offerings (in progress)	DIEI, REP
	2.3.5.c. Leverage membership in CHAS (in progress)	DIEI, REP
	2.3.5.e. Formalize structure for CCAC (in progress)	CCAC, Adv, DIEI, REP
	2.3.6.a. Enhance and expand Genesis program (in progress)	DIEI, REP
	2.3.7.b. Improve policies and expand training (in progress)	DIEI, SAS
	2.3.7.c. Expand educational programming (in progress)	DIEI, SAS
	2.3.8. Enhance support for DACA students (in progress)	DoC, DIEI
	3.1.2 Increase frequency of Civil Treatment trainings (in progress)	HR, DIEI
	3.1.4. Revise staff performance evaluation process (in progress)	SC, HR
	3.1.6. Mitigate inequities in extra compensation (in progress)	HR, DIEI
	3.3.3. Create joint monthly meeting for staff and faculty (completed)	FSCC, SC, DoF, Pres
	3.3.4. Create opportunities for staff as FYS advisers (completed)	DoF, DoC
	3.3.5. Expand opportunities for internal promotion (in progress)	FA, HR, Senior Admin
	3.4.4. Revise diversity statement for staff job postings (in progress)	HR, DIEI
	4.1.2.a. Enhancing diversity outreach and recruitment (in progress)	Adm, DIEI
	4.1.4. Expand partnership with Posse with NYC cohort (in progress)	Adm, DoC, DIEI
	4.2.3. Join ATI and develop goals for widening access (in progress)	DIEI, Adm, DoC
	4.3.5. Establish Quantitative Skills Center (in progress)	ARC, DoC, FP

**YEARS 2-3**  
**Fall 2019 – Summer 2021**

1.1.2. Seek external funding for course development	Adv, FP, Depts., DoF, DIEI
1.1.3. Consider ethnic, race, cultural and indigenous studies	CCSRE, EPC, Depts., DoF, DIEI, SGA
1.1.5. Create new course designation for CBLR courses	AAPC, HC, DoF, Depts., OCP
1.1.6. Propose ASL as an option for world languages requirement	AAPC, EPC, Depts.
1.1.7. Curricular initiative for students who excel in racial justice	CCSRE, EPC, Depts.
1.1.8. Increase endowed resources for the CCSRE	Adv, CCSRE, DoF
1.2.1.a., 1.2.1.b. Expand opportunities for faculty development	Adv, CCSRE, CTL, DoF, DIEI
1.2.5. Implement mandatory Title IX and ADA training for faculty	DoF, DIEI
1.3.2. Enhance formal faculty mentorship program	CCSRE, DoF, Depts., DIEI
1.3.3., 2.3.1., 3.2.1. Assess Campus Climate (HEDS survey SPR 2020)	IR, DIEI
1.3.5. Capture data on faculty demographics	IR, DIEI, DoF
1.3.6., 3.2.3.b. Social networks for underrepresented faculty/staff	CCSRE, DoF, DIEI
2.1.1. Establish Institute for Leadership and Dialogue	DIEI
2.1.2. Strengthen identity-based student clubs and organizations	DoS, OSE, DIEI, C&O
2.1.4. Create a formal ally development program	DIEI, REP, DoS, HC, OSE
2.2.2. Revitalize and enhance Unity House	FA, DIEI, REP
2.3.2.a. Expand single-use restrooms and update signage	FA, Facilities, DIEI, GSP
2.3.2.e. Formalize LGBTQIA alumni network	Adv, DIEI, GSP
2.3.3.a. Enhance religious and spiritual life spaces	FA, DIEI, RSP
2.3.3.d. Secure resources for Zachs Hillel House	Adv, DIEI, RSP, Hillel
2.3.4.b. Enhance social spaces for international students	FA, DIEI, RSP, DoC
2.3.4.c. Enhance international and domestic student connections	DoC, WC, DIEI, REP
2.3.4.d. Identify non-work study campus jobs for int'l students	WC, Adm, DIEI
2.3.4.f. Enhance ARC resources for int'l students, ESOL support	DoC, WC
2.3.5.d. Revitalize faculty and staff of color network	DIEI
2.3.5.e. Formalize institutional structure to support CCAC	Adv, CCAC, DIEI
2.3.6.d. Develop a network of faculty and staff to support Genesis	DIEI, REP
2.3.7.a. Develop a plan for mitigating inaccessible campus buildings	FA, Facilities, DIEI
2.3.7.d. Address costs of ADA/psych testing and evaluation services	SAS, SCH, DIEI, DoS, FA
3.1.1. Establish new diversity training program for employees	DIEI, HR
3.2.2. Improve and expand on-boarding process for new staff	HR, DIEI
3.2.5. Provide communication to employees on bias/discrimination	DIEI, HR
3.3.2. Expand faculty and staff reading group program	CCSRE, DIEI, ISCL, HR, SC
3.4.1. Develop and implement new training for staff searches	DIEI, HR
3.4.2. Provide support to hiring managers with job posts and ads	HR, DIEI
4.1.1.a. Build upon partnerships with regional Tribal nations	CCSRE, DIEI, REP
4.1.1.b. Establish partnership with College Horizons	CCSRE, Adm, DIEI
4.1.3. Expand the New London Scholarship program	Adm, DoC, DIEI, HC
4.1.5. Leverage athletics recruitment to increase diversity	Adm, Ath, DoS
4.2.5. Expand and improve on-campus student employment	Adm, DoS, DIEI, DoC, Career
4.3.1. Institutional study to identify gaps in academic experience	DoC, IR, DIEI
4.3.2. Add "Associate Fellows" to the MMUF program	DIEI, DoC

<b>YEARS 4 - 7</b> <b>Fall 2021 – Summer 2025</b>	4.3.3. Enhance and expand Science Leaders Program	STEM, DoF, DIEI
	4.3.4. Explore feasibility of McNair Scholars program	FP, DIEI, DoC
	4.3.6. Establish affinity and identity-based alumni networks	Adv, DIEI
	1.2.3. Consider Full Participation for tenure and promotion	FSCC, CAPT, DoF, DIEI
	1.2.4. Identify “invisible service” and level faculty service loads	DoF, DIEI
	2.1.3. Endow fund to support social justice programming	Adv, CCSRE, DIEI, HC
	2.1.5. Increase staffing in Community Partnerships	DoC
	2.1.6. Endow fund for the Leadership Development program	Adv, DoS, OSE
	2.2.1. Establish new affinity center in Smith-Burdick	FA, Adv, DIEI
	2.2.3. Renovate and revitalize Harkness Chapel	FA, DIEI
	2.2.4. Develop residential component to social justice program	DoS, REAL, DIEI, HC
	2.3.2.b. Install lactation rooms on campus	FA, Facilities, DIEI, GSP
	2.3.2.c. Increase financial support for Womxn & LGBTQIA groups	FA, DoS, OSE, DIEI
	2.3.2.d. Move Womxn’s Center into new Smith-Burdick space	FA, DIEI
	2.3.3.e. Increase financial support for Religious & Spiritual groups	FA, DoS, OSE, DIEI
	2.3.4.a. Increase staffing for International Student Programs	FA, HR, DIEI, DoC
	2.3.4.e. Establish international alumni group	Adv, DoC, DIEI
	2.3.6.b. Establish summer bridge component of Genesis	Adv, DoC, DIEI, DoF, HC
	2.3.6.c. Establish endowed fund for First-Gen scholarships	Adv, Adm, FA, DIEI
	3.1.3. Establish grants to departments for professional development	Adv, DIEI, HR, FA
	3.2.3.a. Create mentoring program for underrepresented staff	HR, DIEI
	3.3.1 Expand opportunities for staff to audit or enroll in courses	HR, SC, DoF, DIEI
	3.4.3. Establish fund to support staff E&I professional development	FA, DIEI, HR
	4.1.1.c. Establish full-tuition scholarship for Native students	FA, Adm, DIEI, DoC
	4.1.2.b. Establish strategic partnerships with CBO’s in new regions	Adm
	4.1.2.c. Activate the CCAC network for admissions purposes	Adm, Adv, CCAC, DIEI
	4.2.1. Increase financial aid budget through campaign	Adv, FA, Adm
	4.2.2. Develop long-range plan for addressing comprehensive fee	FA, PPBC, Senior Admin
	4.2.4. Identify new funding sources to reduce “hidden” costs	FA, Adv, DIEI
	4.2.6. Create new initiative for enhancing students’ financial literacy	FA, DoC, DIEI

## Responsible Parties

### Student and Staff Leadership

C&O: Student Clubs and Organizations  
SGA: Student Government Association  
SC: Staff Council

### Academic Centers, Departments & Faculty Committees:

AAPC: Academic & Administrative Procedures Committee  
CAPT: Committee on Appointments, Promotions, and Tenure  
CCSRE: Center for the Critical Study of Race & Ethnicity  
CTL: Center for Teaching and Learning  
Depts: Academic Departments  
EPC: Educational Planning Committee  
FP: Full Participation Faculty Coordinators  
FSCC: Faculty Steering and Conference Committee  
HC: Holleran Center for Community Action and Public Policy  
PPBC: Priorities, Planning, and Budget Committee  
STEM: Faculty in STEM fields  
WC: Walter Commons for Global Study & Engagement

### College Administration (Divisions & Departments)

Adm: Admission & Financial Aid  
Adv: College Advancement  
CCAC: Conn College Alumni of Color Network  
Comm: Communications  
DIEI: Dean of Institutional Equity & Inclusion  
GSP: Gender & Sexuality Programs  
REP: Race & Ethnicity Programs  
RSP: Religious & Spiritual Programs  
Hillel: Zachs Hillel House  
SAS: Student Accessibility Services  
DoC: Dean of the College  
ARC: Academic Resource Center  
Career: Career and Professional Development  
OCP: Office of Community Partnerships

DoF: Dean of the Faculty  
DoS: Dean of Students  
Ath: Athletics  
OSE: Student Engagement & New Student Programs  
REAL: Residential Education and Living  
SCH: Student Counseling and Health Services  
FA: Finance & Administration  
Dining: Office of Dining Services  
Facilities: Office of Facilities Management  
HR: Human Resources & Organizational Development  
IR: Institutional Research and Planning  
ISCL: Information Services & College Libraries  
Pres: President’s Office  
Senior Admin: Senior Administration

# Tracking and Reporting

The division of institutional equity and inclusion will consult with the President's Council on Equity and Inclusion, senior administrators, campus offices, academic and administrative departments, faculty leadership and committees, staff council, and students to assess our collective progress toward the goals and action items articulated in this plan. The dean of institutional equity will also compile and provide annual reports to the College community to be maintained on the divisional web site.

This plan should serve as a living document and is intended to be utilized by members of the Connecticut College community – as such, it will be updated annually to reflect the changing needs of our constituencies and any practical constraints. Any additions, deletions, or changes to the plan will be documented in the annual report to the College community.

## Glossary

The language used to describe diversity, equity, and inclusion initiatives in U.S. higher education changes often and can be considered complex. The glossary below is included to clarify and offer working definitions for some of the terms in this document. It is important to note that this is not an exhaustive list and that these words can carry multiple meanings based on our perspectives and worldviews. The office of the dean of institutional equity and inclusion is always willing to engage in conversation about the words used in this document or any other diversity-related terminology.

---

**Access:** Typically refers to the ways in which educational institutions and policies strive to ensure students have equal and equitable educational opportunities. Increasing access generally requires schools to provide additional services or remove any actual or potential barriers that might prevent some students from equitable participation in certain courses or academic programs.

**Accessibility:** The extent to which services and/or facilities are readily approachable and usable by people who are differently abled.

**Ally/allies:** Member(s) of dominant social groups (e.g. men, White people, straight people) who are interested in ending the system of oppression that gives them greater privilege and power based on their social group membership.

**Bias:** Prejudice; an inclination or preference, especially one that interferes with impartial judgment.

**Cisgender:** a gender identity in which a person's gender identity matches the sex they were assigned at birth.

**Compositional Diversity:** Compositional or structural diversity refers to the demographic makeup of an institution, community, or other group; specifically, the proportionality of people from various social identities.

**Critical Analysis:** Contemplation of past and present experiences, as well as future possibilities, by critiquing multiple perspectives on a story or narrative.

**Cultural Competence:** The ability to effectively and empathetically work and engage with people of different social identities and backgrounds in order to provide safe and accountable spaces for dialogue and discourse.

**Discrimination:** Actions, based on conscious or unconscious prejudice, which favor one group over others in the provision of goods, services, or opportunities.

**Diversity:** Refers to the characteristics that make individuals or groups different from another. Note: an individual person should not be described as “diverse” though they may have diverse interests or social identities.

**Ethnicity:** The shared sense among a group of people of a common heritage, ancestry, or historical past. Ethnicity is a distinct concept from race, as illustrated by the fact that Hispanics, designated an ethnic group in the U.S., may nevertheless be of any race.

**Equity:** To treat everyone fairly (as opposed to equality, which focuses on treating everyone the same). An equity emphasis seeks to render justice by deeply considering structural factors that benefit some social groups/communities and harms other social groups/communities.

**Full Participation:** “An affirmative value focused on creating institutions that enable people, whatever their identity, background, or institutional position, to thrive, realize their capabilities, engage meaningfully in institutional life, and contribute to the flourishing of others” (Sturm et al., 2011, p. 3).

**Identity Development:** The complex process by which people come to develop a sense and understanding of themselves within the context of cultural demands and social norms. Despite being associated with adolescence, identity development is an ongoing process that continues throughout adulthood where one forms an identity within a larger and transitional cultural context. Moreover, cultural factors such as race, ethnicity, gender, class, and sexual orientation also affect the identity formation that take place on the way to and through adulthood.

**Inclusion:** An intentional effort to transform the status quo by creating opportunities for those who have been historically marginalized. An inclusion focus emphasizes outcomes of diversity rather than assuming that increasing compositional diversity automatically creates equity in access/opportunity, or an enhanced organizational climate.

**Indigenous/Indigeneity:** Indigenous populations are composed of the existing descendants of the peoples who inhabited the present territory of a country wholly or partially at the time when persons of a different culture or ethnic origin arrived there from other parts of the world (e.g. Native Americans / American Indians)

**Intergroup Dialogue:** “Broadly defined as a face-to-face facilitated learning experience that brings together students from different social identity groups over a sustained period of time to understand their commonalities and differences, examine the nature and impact of societal inequalities, and explore ways of working together toward greater equality and justice” (Zúñiga et al., 2007, p. 2).

**Intersectionality:** Coined by legal scholar Kimberlé Crenshaw in 1989 and based upon Black feminist ideology, intersectionality is an analytic framework used to identify interlocking systems of power impacting the most marginalized persons in a society. The theory began as a way of exploring the unique oppression experienced by women of color in U.S. society and, today, is more broadly applied to the intersections among all social identity groups.

**-Ism:** A social phenomenon and psychological state where prejudice is accompanied by the power to systemically enact it.

**Marginalized:** Excluded, ignored, or relegated to the outer edge of a group/society/community.

**Microaggressions:** Commonplace verbal or behavioral indignities, whether intentional or unintentional, which communicate hostile, derogatory, or negative slights and insults based on membership in historically marginalized or oppressed social groups.

**Oppression:** A system that maintains advantage and disadvantage based on stereotyped social group memberships. 1. Operates on many levels and happens both intentionally and unintentionally. 2. Results from the use of institutional power and privilege where one person or group benefits at the expense of another.

**Power:** The notion that members of majority groups are able to assert control (indirectly or directly) over others. 1. The ability to name or define. 2. The ability to decide. 3. The ability to set the rule, standard, or policy. 4. The ability to change the rule, standard, or policy to serve your needs, wants or desires. 5. The ability to influence decisions makers to make choices in favor of your cause, issue or concern.

**Prejudice:** A preconceived judgment about a person or group of people; usually indicating negative bias.

**Privilege:** A right, license, or exemption from duty or liability granted as a special benefit, advantage, or favor; the idea that there are unearned benefits associated with being a member of a dominant group.

**Social Identity:** Involves the ways in which one characterizes oneself, the affinities one has with other people, the ways one has learned to behave in stereotyped social settings, the things one values in oneself and in the world, and the norms that one recognizes or accepts governing everyday behavior.

**Social Justice:** 1. An anti-oppression orientation to social and political organization. 2. The process and goal of addressing the root causes of institutional and structural “isms.” 3. A vision of the world where all groups of people can live (and be perceived) as fully human on all levels (personal, social, institutional, and structural). 4. A vision of the world not rooted in the dominance of any one group over all others.

**Stereotype:** Blanket beliefs and expectations about members of certain groups that present an oversimplified opinion, prejudiced attitude, or uncritical judgment. They go beyond necessary and useful categorizations and generalizations in that they are typically negative, are based on little information, and are highly generalized.

**Subjectivity/Subject Position:** A person’s sense of self (as a subject) that informs their perception of and engagement with the world. Subjectivity is often used in distinction from “identity” that tends to define “self” as “object” that inheres a fixed set of traits.

**Transgender:** A term for people whose gender identity, expression, or behavior is different from those typically associated with their assigned sex at birth. Transgender is a broad term that is correctly used as an adjective, not a noun, thus “transgender people” is appropriate but “transgenders” is often viewed as disrespectful.

**Underrepresented:** Describes the condition of having a lower proportion of representation of a particular social identity group within an organization, community, or society as compared with that group's representation in the general population.

**Universal Design:** The design of buildings, products, or environments to make them accessible to all people, regardless of age, disability, or other factors.

**Worldview:** The perspective through which individuals view the world; comprised of their history, experiences, culture, family history, and other influences.

---

This resource was compiled and adapted from existing resources provided by the National Conference for Community and Justice, [Arizona State University – Intergroup Relations Center](#), [The Glossary of Education Reform](#), [The National Center for Transgender Equality](#), the [United Nations Working Group for Indigenous Peoples](#), and the [YWCA Social Justice Glossary](#).

References:

- Sturm, S., Eatman, T., Saltmarch, J. & Bush, A. (2011). Full participation: Building the architecture for diversity and community engagement in higher education. *Imagining America, Paper 17*.  
<https://surface.syr.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1001&context=ia>
- Zúñiga, X., Nagda, B. R. A., Chesler, M., & Cytron-Walker, A. (2007). Intergroup dialogue in higher education: Definitions, origins, and practices. *ASHE Higher Education Report*, 32(4), 1-128.



# Equity & Inclusion Milestones

The next few pages contain only a sampling of important milestones in the history of Connecticut College. Find more information and historical information about [campus diversity](#) and [global](#) initiatives. Submit other important historical moments to [diei@conncoll.edu](mailto:diei@conncoll.edu).

## 1910s-1980s

New London native Lois Taylor becomes first known African-American student to enroll at the College. She graduates in 1931. **1927**

The first class of men begins at the College. **1969**

The Connecticut College Afro-American Society sponsors a public conference on Black Womanhood. Among 13 invited guests was Dr. Jewel Plummer Cobb, noted for her cancer research. Dr. Cobb becomes dean of the College a year later in 1970.

John Walters becomes the first known man of color to graduate from the College. **1971**

First Fanning Takeover, May 6, 1971  
About 25 members of the Afro-American Society stage a sit-in in Fanning Hall shortly after midnight, demanding increased diversity.

Students begin discussions with campus officials about developing a Women's Center. **1974**

The Women's Center is officially established with space in the Crozier Williams basement. **1979**

The Writing Center was established, increasing awareness about and support of students with learning disabilities. **1980**

Student John Sharon helps to organize the College's first Disability Day. Both a College Committee and an Alumni Committee form to focus on issues of Accessibility. **1985**

Judy Kirmmse becomes the College's first Affirmative Action Officer and makes significant progress on a number of fronts. **1987**

Charlie Chun begins at the College and eventually becomes one of the founders of ASIA, the first Asian student organization.

**1911** Connecticut College founded to provide educational access to women.

**1968** A college committee calls for Conn to "include in their student [body] members of social, racial, and economic groups largely unrepresented." Local newspaper, *The Day*, notes that Conn "will begin an 'all-out' program to recruit Negro students."

**1970** In addition to courses in Afro-American history, the College begins to offer: "Black Music and Its Place in Contemporary Society" and "The Black Church as a Revolutionary Institution." Blackstone House is converted to a predominantly Black residence and Afro-American Center.

**1973** The Afro-American Center is renamed Unity House and moves to Vinal Cottage. During this period, the population of Asian and Asian-American, Latinx and international students begins to increase.

**1979** The Connecticut College Gay Community was founded as the first gay and lesbian student group.

**1983** Students officially establish the Gay/Straight Alliance. They later add "bisexuals" and "lesbians" to the title.

**1986** Second Fanning Takeover, April 30, 1986  
About 50 students take over Fanning Hall. The sit-in and subsequent collaborations result in an affirmative action plan, racial awareness workshops, and diversification of curriculum.

**1991** The college implements Study Away Teach Away (SATA), a homegrown study abroad program, in part to expand opportunities for international education to students on financial aid. A few years later, financial aid is made portable for all study abroad programs.

## 1980s-2010s

- President Claire Gaudiani implements the Mellon Initiative for Multiculturalism in the Curriculum, which provides funding for faculty to revise existing and create new courses pertaining to diversity. As a result, 28 such courses were created or revised. **1988**
- The dean of the college forms a task force to investigate the quality of life on campus for lesbian, gay, and bisexual people. **1997**
- Multiculturalism and Diversity Curriculum Sub-Committee of the Presidential Commission recommends numerous curricular changes. **2003**
- A Sexual Assault Task Force is established. **2005**
- President Norman Fainstein establishes the Dean of the College Community, a senior diversity officer position.
- The College establishes an International Commons Steering Committee as well as a new International Student Advisor position. **2007**
- The Center for the Comparative Study of Race and Ethnicity (CCSRE) is founded as the hub of academic exploration on race and social difference. Dr. Cornel West was the featured inaugural speaker.
- The LGBTQ Resource Center is founded by a group of dedicated students with support from faculty and administration.
- STEM faculty establish the Science Leaders program, an academic mentoring program for women and students of color in STEM. **2009**
- The Office of Sexual Violence Prevention and Advocacy is created.
- President Leo Higdon launches the President's Initiative on Staff Diversity, co-led by Cheryl Miller and Judy Kirmmse. **2012**
- 1989** The College appoints Theresa Ammirati as the first Coordinator of Services to Students with Disabilities.
- 1990** Unity House moves to its current location on central campus
- 2002** Presidential Commissions on a Pluralistic Community at Connecticut College is formed.
- 2004** The College forms an International Cultural Commons group with a grant from the American Council on Education (ACE).
- 2006** Armando Bengochea is appointed by President Leo Higdon as Dean of the College Community (later Dean of the College and Senior Diversity Officer). He establishes the position of Dean of Multicultural Affairs and works with Roger Brooks, dean of the faculty, to improve diversity efforts in faculty hiring.
- 2008** The Women's Center moves to Smith-Burdick. The same spring, Gender and Women's Studies co-sponsors a conference on gender issues with Student Life.
- The College establishes a chapter of the Mellon Mays Undergraduate Fellowship Program ([MMUF](#)), which aims to increase the number of students from underrepresented groups pursuing PhDs and faculty positions.
- The College affiliates with [Posse](#), a national foundation that provides scholarships to urban students based on leadership and academics.
- 2010** The Language and Culture Center opens to support foreign language departments and CISLA.

## 2010s-2020

- Connecticut College becomes a founding member of the [Creating Connections Consortium](#) (C3), a Mellon Foundation supported initiative aimed at increasing the racial diversity of faculty in the liberal arts. **2012**
- The Zachs Hillel House opens as a center for Jewish life and intercultural programming. Rabbi Susan Schein becomes the first director. **2014**
- Jefferson Singer, Dean of the College, leads committee in submitting a report on Structural Barriers to Full Participation. **2016**
- Amy Dooling is appointed Associate Dean of Global Initiatives and an Assistant Director for the future Global Commons is also hired.
- John McKnight becomes the first dedicated Dean of Institutional Equity and Inclusion.
- The LGBTQ Resource Center is renamed to LGBTQIA Center and the Women's Center changes spelling to Womxn's Center.
- President Bergeron and Dean McKnight launch the President's Council on Equity and Inclusion, a reconstituted group with broad representation. In its first year, the Council produces a new statement on and approach to [Freedom of Expression](#). **2017**
- A new minor in Jewish Studies is established.
- The College becomes institutional member of the [National Center for Faculty Development and Diversity](#) (NCFDD), which provides online support and resources to faculty. **2019**
- The College launches an institutional affiliation with the [American Talent Initiative](#) (ATI), a consortium of selective institutions, to increase access for low-income students.
- Carolyn Denard, then Dean of the College and Senior Diversity Officer, establishes the College Diversity Council. **2013**
- The College receives a large grant from the Mellon Foundation for the Initiative on Global Education.
- President Katherine Bergeron decouples the Dean of the College and Senior Diversity Officer roles and establishes a new dedicated senior position, Dean of Institutional Equity and Inclusion (DIEI), to lead a new division. **2015**
- The faculty vote in favor of "Connections," a major revision of the general education curriculum that emphasizes full participation and requires courses in world languages as well as global-local engagement.
- Under the leadership of Victor Arcelus, Dean of Students, and Janet Spoltore, Director of Student Counseling Services, the counseling center expands staffing to include counselors with specialized training in multicultural and LGBTQIA counseling.
- Established a major in Global Islamic Studies.
- The Otto and Fran Walter Commons for Global Study and Engagement is dedicated in Blaustein Hall as a hub for international education at the College. **2018**
- The College joins the [New University in Exile](#) Consortium as a founding member. A threatened human rights activist and academic from India begins residency at the College through the Institute of International Education Scholar Rescue Fund.
- The College will expand its partnership with the Posse Foundation by welcoming a new cohort from New York City. **2020**

# Acknowledgements

This Equity and Inclusion Action Plan is built on a solid foundation of years of efforts by students, staff, faculty, alumni and College leadership to advance the goals of full participation. For many decades, the College has engaged with the topics of diversity, equity, and inclusion – and incremental progress has occurred over a very long period because of the intellectual labor, time, and energy generously given by so many.

We express our deepest gratitude to Judy Kirmmse, the College's former Affirmative Action Officer, for her eloquent [historical summary](#) of the College's diversity and inclusion efforts. Her work was instrumental in establishing the timeline of diversity and inclusion milestones that appears in this document.

Thank you to Amy Dooling, associate dean of global initiatives, director of the Walter Commons, and professor of Chinese, for providing [historical information](#) pertaining to the College's international education efforts.

Thank you to Sandy Grande, current director of the Center for the Critical Study of Race and Ethnicity and professor of education, for providing many helpful recommendations and revisions to this document.

Thank you to Audrey Zakriski, current director of the Holleran Center for Community Action and Public Policy and professor of psychology, and Michael Reder, director of the Joy Shechtman Mankoff Center for Teaching and Learning, for generously outlining numerous opportunities for partnership and collaboration in the years to come.

Thanks to John Nugent, director of institutional research and planning, and Makayla Grays, assistant director, for providing the institutional data that informs this action plan and for helping to identify a survey instrument for our semi-regular campus climate study. Also, thanks to John for finding and sharing a historical registrar record of minority student enrollment.

There are too many people who have served on formal and ad hoc committees, working groups, and task forces over the decades to acknowledge each person by name. However, the list below is our attempt to recognize the individuals and groups known to have played leading roles in previously submitting reports or making formal recommendations that have been implemented at Connecticut College or merged into this new action plan:

- Report of the Presidential Commission on a Pluralistic Community (2002-03), *Maria Cruz Saco, chair*
- Multiculturalism and Diversity Curriculum Subcommittee (2003), *Sandy Grande, chair*
- President's Initiative on Staff Diversity Implementation Team (2012), *Cheryl Miller and Judy Kirmmse, co-chairs*
- SWOT Analysis of Diversity at Connecticut College (2013), *submitted by former Dean Carolyn Denard*
- Recommendations for Improving Campus Community on Issues of Race & Ethnicity (2013), *Carolyn Denard*
- Connecticut College Working Group on Making Excellence Inclusive (2014-15), *Sandy Grande, chair*
- Full Participation Working Group (2015-16), *Candace Howes, chair and FP coordinator*
- Report to the President on Structural and Financial Barriers to Full Participation (2016), *Jefferson Singer, chair*
- Full Participation Working Group (2016-17), *Co-led by Professors: Christopher Barnard, Sunil Bhatia, MaryAnne Borrelli, Sandy Grande, Tina O'Keefe, Maureen Ronau, and Ariella Rotramel; Consultant: Lauren Anderson*
- Full Participation Co-Coordinators (2017-18), *Deb Eastman and Tanya Schneider*
- Full Participation Co-Coordinators (2018-19), *Deb Eastman and Sufia Uddin*

We would also like to acknowledge the suggestions and feedback we received from the campus community during open forums and numerous meetings. Thank you to everyone who provided input and feedback throughout this collaborative process.

# President's Council on Equity & Inclusion

The President's Council on Equity and Inclusion at Connecticut College is a representative group of the College community—including students, staff, faculty, alumni and trustees—charged with reviewing policies, programs and practices pertaining to diversity, equity and inclusion at the College and making recommendations to the senior administration about advancing the work of full participation. Established in the Fall of 2017, the Council reads articles and reports, listens to accounts from relevant campus committees and considers testimony from academic departments and programs in order to evaluate and develop the values of equity and inclusion at the College. The offices of Institutional Research, Admission, Advancement, Dean of College, Dean of Students, Dean of Faculty, and Dean of Institutional Equity and Inclusion provide data and other information to inform the committee's deliberations. The council will publish an annual report of its work.

## **2018-2019 President's Council Membership:**

- Katherine Bergeron, President (Chair)
- Blanche Boyd, English (Faculty Representative)
- David Carliner '82 (Alumni Representative)
- Hisae Kobayashi, East Asian Studies (Faculty Representative)
- Rose Lora '20 (Student Representative)
- John McKnight, Dean of Institutional Equity and Inclusion
- Daveon McMullen, Counseling Services (Staff Representative)
- Dr. Lois Mendez-Catlin '80 (Alumni Representative)
- Asa Peters '19 (SGA Chair of Equity and Inclusion)
- Ann Schenk, Center for Teaching and Learning (Staff Representative)
- Annie Scott '84 (Trustee Representative)

## **DIEI Staff and Ex-Officio Council Members**

- Erin Duran, Director of Gender and Sexuality Programs (Ex officio)
- Truth Hunter, Director of Race and Ethnicity Programs (Ex officio)
- Dulmarie Irizarry, DIEI Program Coordinator
- Lillian Liebenthal, Student Accessibility Coordinator
- Ebony Manning, Associate Dean for Equity and Compliance Programs (Ex officio)
- Lynne McCue, Senior Administrative Assistant
- Angela Nzegwu, Interim Director of Religious and Spiritual Programs (Ex officio)
- Susan Schein, Director of Zachs Hillel House and College Chaplain
- Melissa Shafner, Director of Student Accessibility Services (Ex officio)
- Rachel Stewart, Director of Sexual Violence Prevention and Advocacy





CONNECTICUT  
COLLEGE