

Collegiate School

Minds that seek. Hearts that serve.

Richmond, Virginia

Head of Upper School

Introduction

One of Richmond's oldest and preeminent institutions, Collegiate School is an independent day school enrolling more than 1,600 students in Junior Kindergarten through twelfth grade. The Lower and Upper Schools are coeducational, while the Middle School employs a coordinate system, with boys and girls in separate classrooms. Collegiate is located on two campuses set only a short distance apart. The 55-acre Mooreland Road Campus is the site of 26 academic, athletic, and administrative buildings, and the 177-acre Robins Campus is comprised of 12 playing fields and several support buildings.

The mission of Collegiate School is to create a community of learners committed to a challenging and supportive educational experience that will foster the intellectual, moral, emotional, and physical development of each student.



Throughout the course of its 100-year history, Collegiate has encouraged students to think independently, pursue their own goals, and collaborate with others in a caring and inclusive environment. A dedicated 190-member faculty, of which more than 80 percent holds advanced degrees, embodies the institution's student-centered culture and works diligently in a variety of roles as teachers, coaches, role models and mentors. Currently, the student-teacher ratio is 9:1, people of color comprise 16 percent of the student body, and the

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school has a strong retention rate of approximately 97 percent. Students represent a variety of backgrounds and hail from 56 zip codes in the Greater Richmond area. Collegiate values the richness that a variety of traditions, backgrounds, and experiences brings to the community and believes that diverse and inclusive schools serve the needs of all of their students more effectively and with greater integrity.

In the spring of 2015, during Collegiate's Centennial year, the school renewed its commitment to supporting students' growth as engaged and active community members. Under the rubric of "Responsible Citizenship," the school seeks to support and create opportunities by which individuals engage responsibly and compassionately with others and take action to make a better world. The eight focus areas of this initiative – Global Engagement, Inclusion, Economic Literacy, Entrepreneurship, Sustainability, Ethics, Civic Engagement, and Service Learning – will be increasingly integrated and enhanced throughout the JK-12 program in the coming years. The school has articulated its philosophy in a document entitled "Guiding Principles for Responsible Citizenship," a draft of which is available upon request.

Over the years, Collegiate has been fortunate to enjoy excellent financial health with robust revenue streams from tuition, fundraising, and auxiliary programs. The school has a \$44 million annual operating budget, a \$60 million endowment, and an annual giving effort that raises in excess of \$1.9 million. Currently, preparations are being made to embark on a capital campaign to support facilities and endowment. The financial aid budget is over \$3.4 million, and 16 percent of students receive aid.

Collegiate School is accredited by the Virginia Association of Independent Schools (VAIS) and the Southern Association of Independent Schools (SAIS). The school is a member of the National Association of Independent Schools (NAIS), the Council for the Advancement and Support of Education (CASE), the Secondary School Admissions Test Board (SSATB), and the College Entrance Examination Board (CEEB).

VALUES

Collegiate School is a community with a continuing commitment to the following shared values. These values guide our philosophy, educational program, and daily interaction:

Honor

Personal integrity and devotion to the truth which make one trustworthy, forthright, responsible, and fair.

Love of Learning

A creative spirit that promotes intellectual and personal growth through exploration, inquiry, and openness to change.

Excellence

A sustained commitment to meeting high standards of character, achievement and personal accountability.

Respect

Fundamental regard for the dignity and worth of each individual regardless of differences.

Community

A commitment to responsive and compassionate citizenship and service on campus, in the local community, and in the broader world.

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The Upper School



The Upper School enrolls 532 students in grades nine through twelve. A broad and comprehensive college preparatory curriculum provides students with an exceptional academic foundation while continuing to hone emerging skill sets in leadership, critical thinking, and decision-making. Collegiate's core academic program blends honors, Advanced Placement, and other challenging courses in English, mathematics, history, science, religion, fine arts, and foreign languages. Detailed course descriptions are available [here](#). The Upper School's 75 faculty members are experts in their respective content areas and current on

best practices in teaching and learning. Faculty, administrators, and committed parent volunteers work together to ensure that the Upper School graduates highly qualified students who are well prepared for success both at competitive colleges and universities and in later life.

Consistent with Collegiate's commitment to Responsible Citizenship, a particular focus on both global and economic education pervades the Upper School. Global education is not approached as an isolated program but rather is integrated throughout the entirety of the curriculum. Core courses and electives embrace a multicultural perspective, and micro- and macroeconomics courses promote an understanding of how markets work and how individuals make choices to manage resources. A recent expansion of the world language programs to include Mandarin Chinese, French, Spanish, and Latin, along with partnerships and student and faculty exchanges with schools in China, India, Mexico, Morocco, South Africa, and Spain, provides numerous opportunities for language acquisition, cultural exchange, and global service learning. Collegiate's International Emerging Leaders Conference brings together students, faculty, scholars, and business leaders from around the world to discuss and debate topics of global significance, ranging from economics to the environment, with an emphasis on design-thinking and social entrepreneurship. The Cochrane Summer Economics Institute, a five-week work-study program open to rising seniors in the Greater Richmond area, offers participants the opportunity to learn firsthand the system of free enterprise through classes, speakers and an internship.

In addition to fostering students' intellectual competence and love of learning, Collegiate offers an impressive array of venues in which students can explore a variety of interests and discover their passions. Athletic facilities are state-of-the-art and include a 13-court tennis center, a 16,000-square-foot athletics building, and a nearby 50,000-square-foot aquatics center. Options in the visual and performing arts abound, and the Hershey Center for the Arts has music, art, and drama studios, a photography dark room, and a 620-seat theater. There are also myriad opportunities for Upper Schoolers to participate in more than 30 special interest clubs on campus, covering a host of topics ranging from chess and science to foreign languages and the

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classics. In addition, students in the division have a community service requirement of 10 to 15 hours each year and choose from a variety of service opportunities both within the school and in the broader Richmond community.

While quantifiable outcomes provide only a limited measure of an institution's overall success, such data offer some perspective on the school's academic accomplishments. For the class of 2015, 18 students were National Merit Semifinalists or Commended; the middle 50 percent of SAT scores ranged from 550 to 650 for critical reading, 550 to 680 for math, and 530 to 660 for writing; and 82 percent of AP tests were graded three or above.

Traditionally, approximately 50 percent of Collegiate's graduates continue their education at universities and colleges within Virginia, and the remainder attend a number of excellent institutions across the country including Duke, Princeton, Georgetown, the University of Michigan, Harvard, Notre Dame, Vanderbilt, and Yale. Matriculations for the past three years can be found [here](#).



The Opportunity

The Head of Upper School reports directly to Steve Hickman, Head of School since 2014. An independent school graduate who spent more than a decade in the business world before returning to the field of education, Mr. Hickman has extensive leadership experience, having served as a head of school for the past 15 years, including his previous posts at Episcopal Collegiate School in Arkansas and Heathwood Hall Episcopal School in South Carolina.

Collegiate's most recent Head of Upper School, Ben Rein, served successfully in the post for five years before beginning his current position in 2015 as Headmaster of University School in the Cleveland area. An Interim Head of Upper School for the 2015-2016 academic year has been appointed, and the institution has launched a national search for an experienced school administrator to lead a sizable and highly functional division. This person will ensure that the Upper School remains current on best practices, continues to promote a culture of collaboration and inclusivity, and retains its focus on providing a dynamic learning community with high personal and academic expectations.

Responsibilities

The new Head of Upper School will be responsible for the continued academic, programmatic, administrative, and cultural health of the division. In addition to overseeing daily operations of the Upper School, this individual will provide the strategic vision and leadership necessary to create and sustain a supportive and challenging environment that values both tradition and

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innovation while also identifying future opportunities for growth and enhancement of existing programs. The Head of Upper School will be a key member of the senior administrative team, which is comprised of the Middle and Lower School Division Heads, the Academic Dean, the Vice President of Finance and Administration, the Vice President of Advancement, the Director of Technology, and the Athletic Director. Currently, the Upper School has a seven-member administrative team and a department head structure that actively supports the Head of Upper School. Specific responsibilities include the following:

- Refining and developing curriculum and programs in consultation with the Head of School, the Academic Dean, department chairs, and other key administrators.
- Cultivating and preserving a strong sense of community in which both students and faculty feel known, respected, challenged, and supported.
- Collaborating regularly with the Heads of Lower and Middle School and other senior administrators on matters of both strategic import and daily operations.
- Hiring, mentoring, guiding, and supporting experienced faculty members who bring subject matter expertise, an understanding of how adolescents learn, and awareness of the skills and knowledge that students need in order to be well prepared for the challenges of higher education and beyond.
- Guiding the achievement of curricular and programmatic goals with regard to the eight areas of Responsible Citizenship.
- Actively engaging in the daily life of the school by being present in classrooms and attending afterschool activities and events.
- Maintaining open and ongoing communication with parents with regard to curriculum, programs, school events, and individual student issues.

Candidate Qualities

Leadership

- A leader who inspires and empowers others, thereby creating in them a sense of ownership and dedication to a cause.
- One whose management style is based on transparency, trust, honest communication, and a genuine desire for collaboration.
- An administrator who moves seamlessly between “big picture” issues and day-to-day operations, and who delegates appropriately to capable staff members while keeping abreast of important developments.

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- A service-oriented person who engenders support among colleagues, staff, and the community by virtue of his or her knowledge, experience, and commitment to the success of the school and its students.
- A consensus-builder who genuinely values the contributions of others, leads by process rather than mandate, and yet is not afraid to make difficult decisions when necessary.

Experience

- At least ten years of experience as a teacher and administrator in independent schools, with an emphasis on work at the Upper School level in institutions known for their strong academic programs.
- A track record of working collaboratively with department heads, faculty, and staff to evaluate and refine educational policy, curriculum, and programs consistent with the mission of a school.
- Background that includes developing and implementing systems and processes; creating schedules; managing budgets; and hiring, mentoring, evaluating, and retaining talented and experienced teachers and administrators.
- A history of establishing and maintaining positive and productive relationships with a variety of constituents, including faculty, staff, parents, and students.

Skills and Knowledge

- Broad and deep knowledge of core academic and extracurricular programs at the high school level, as well as an awareness of emerging pedagogical trends that focus on fostering critical thinking, prudent risk-taking, self-advocacy, and innovation.
- Well-versed in the stages of adolescent development, strategies for meeting students' social-emotional needs, and various learning styles, and associated teaching methods.
- Exceptional interpersonal skills and an understanding of people and motivations that allow one to interact comfortably and effectively with others.
- The essential analytical capabilities required to assess an existing, high-functioning, Upper School program in order to discover prospective areas for improvement in curriculum, pedagogy, and programs.
- Familiarity with best practices in curriculum development, professional development and evaluation, scheduling, discipline, administrative policies and procedures, and budgeting.

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- The ability to delegate effectively and appropriately to an experienced and responsible faculty and staff while retaining ultimate accountability.
- Strategic thinking skills that allow one to promote a vision, to communicate a strategy, and to see a plan through to practical execution, all while exercising the flexibility necessary to respond to shifting priorities and unexpected challenges.

Personal Attributes

- A person whose honesty, integrity, and reputation are beyond reproach.
- A good listener who respects differences of opinion, is able to forge consensus, and is willing to compromise when necessary.
- A thought leader who is intellectually curious and inclined toward innovation while still exhibiting a respect for tradition and an existing culture.
- An approachable and accessible individual who displays a genuine interest in others and who builds authentic relationships.
- A “citizen of the world” who relishes working with people from varying backgrounds, values diversity, and strives to cultivate an equitable and inclusive community.
- A positive and confident person who handles challenges with grace, optimism, and the courage of conviction.
- An educator who relishes working with adolescents and genuinely cares about their learning, character development, and emotional well-being.
- A person who both trusts others and is trustworthy.

Other Considerations

<u>Compensation:</u>	Highly competitive among comparable schools in the region.
<u>Travel:</u>	Minimal.
<u>Education:</u>	Master’s degree required.
<u>Website:</u>	www.collegiate-va.org
<u>Candidates May Now Be:</u>	A Head of Upper School in another college preparatory school who is open to a move for professional reasons.

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In a senior or mid-level administrative position – such as Assistant Head of School, Assistant Head of Upper School, Dean of Faculty, or Dean of Academics – that includes significant interface with an upper school.

A Head of School in a smaller, high quality institution.

The Collegiate School is an equal opportunity employer and does not discriminate on the basis of race, color, religion, gender, sexual orientation or national origin in the administration of its educational, admission or financial aid policies, or any other programs administered by the School.

For more information, contact:

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