



LEADERSHIP OPPORTUNITY
OAKLAND, CA

DEAN OF EQUITY AND COMMUNITY





"Our entire community reflects diversity in cultural, racial, religious, and gender identities and we are stronger because of it. Our School's mission is built on the pillars of diversity, citizenship, and academics; our commitment to these principles demands that we raise our voices in pursuit of justice."



LEADERSHIP OPPORTUNITY

Head-Royce School, a highly regarded Bay Area institution for over 130 years, is seeking a courageous, innovative, and bold changemaker to lead with intention and integrity as the next Dean of Equity and Community.

Founded in 1887, Head-Royce is a coeducational independent school serving children in Kindergarten through 12th grade. With a challenging academic curriculum that encourages each student's unique needs and interests, HRS inspires a lifelong love of learning — both academically and in service of others — and deep connections that transcend years. The program at Head-Royce enhances and amplifies opportunities for choice, real-world problem solving, creativity, and intellectual engagement while helping students grow both in foundational knowledge and social-emotional skills. Head-Royce's shared values of scholarship, diversity, and citizenship define and uphold their community. They act as guideposts for all that the school does, connecting them to each other and to Head-Royce.

Reporting to the Head of School, the Dean of Equity and Community is an integral part of the senior leadership team, and will work systemically across the school to help guide the Head-Royce community into the future. HRS is a stable and vibrant school with a strong reputation in the Bay Area. Student diversity is extremely high at 69% students of color, however, there is still work to be done across the diversity, equity, inclusion, and belonging landscape. Head-Royce is ready to propel itself forward from good to great. Under the leadership of new Head of School, Rachel E. Skiffer, and with full support from the Board of Trustees, the Dean will be enabled and empowered to lead difficult and thoughtful conversations while executing intentional plans that are proactive, ambitious, and meaningful.





The Dean of Equity and Community will assume responsibility to partner closely with the Head of School, the senior leadership team, the divisional DEIB leaders, and the Board to build frameworks, systems, processes, and programs that will springboard Head-Royce into a leadership position within the national conversation around DEIB.

At the direction of the Head of School, and with the Board's full support, the position has been elevated to align the title with the importance of this work that touches all areas of the institution, program, and community. The Dean will have deep experience in the DEIB field, will bring creative and enterprise thinking to the role, and will set high benchmarks for the definitions of progress and success. This leadership role is not ordinary, but rather standard setting. It will sit at the cutting edge of the industry and therefore demands an exceptional, empathic professional capable of being the Head of School's partner and the community's compass on issues of diversity, equity, inclusion, and belonging.

STRATEGIC PRIORITIES

The Dean of Equity and Community will be a strategic partner and thought leader who will help strengthen and advance Head-Royce School's vision

THE POSITION

and strategic plan for equity work. By working in close partnership with key constituencies, the Dean will prioritize the following:

- Revisit DEIB action plan as part of the larger process of developing a new strategic plan for the school
- Provide critical leadership in the areas of diversity, equity, inclusion, and belonging at Head-Royce
- Continue assessment of the equity frameworks, systems, and processes currently in place and identify those that need maintenance, those that need significant improvement, those that need to be newly implemented, and those that need to be discarded
- Track accountability and performance measures of DEIB-related initiatives, set data-driven goals to help drive progress, and ensure transparency and regular communication to all stakeholder groups — the Board of Trustees, senior administration, professional community members, students, families, and alums
- Implement, scaffold, and elevate professional development programs
- Build capacity among the professional community and trustees, and, in concert with divisional DEIB leaders, students to participate fully in the work, recognizing that one person is not responsible for the entirety of the mission
- Lead the DEIB team including three divisional DEIB leaders and an administrative assistant
- Serve as the school's primary thought leader, strategic planner, and bridge builder around all areas of equity and community
- Participate in recruitment efforts and work closely with the Dean of Academics to attract, develop, motivate, and retain a diverse faculty and staff
- Develop and lead advanced curriculum for the professional community and Board that goes beyond entry-level DEIB work
- Ensure an environment where individuals can make mistakes and are (within reason) allowed grace for growth
- Support the Office of Admissions and Tuition Assistance in the recruitment and retention practices that support the enrollment of a diverse and inclusive student body
- Provide ongoing programming that engages students, their families, the professional community, and trustees in the area of diversity and equity and related topics
- Assist and lead difficult conversations and conflict resolution that may arise when addressing issues of race, gender, and identity; hold individuals and the community accountable to goals, plans, and actions
- Serve as the administrative liaison to the Parents' Association Affinity Network
- Partner with the Board's DEI Committee as a member and administrative liaison, facilitating open and transparent communication
- Partner with the Advancement Office in the execution of their strategic initiatives, which center diversity, equity, inclusion, and belonging
- Be a transparent spokesperson for and champion of DEIB work at Head-Royce

ESSENTIAL FUNCTIONS

- Work in close partnership with the Head of School and members of the senior leadership team
- Communicate with and educate different constituencies — the professional community, students, families — about what the Dean role entails, how it relates to different stakeholder groups, and how those groups will interact with the Dean and the Dean's team



QUALITIES AND ATTRIBUTES

- An understanding of race, ethnicity, gender, sexual orientation, and religion as they exist in the Bay Area
- Have an entrepreneurial spirit, the capacity to think strategically, and the ability to navigate diverse and non-diverse communities with respect and authenticity
- Lead with optimism, audacity, hope, and a sense of humor
- Ambitious about advancing DEIB work both at Head-Royce and as part of the national conversation
- Proactive, persuasive, and self-assured leader who can win over hearts and minds and build relationships, trust, and community
- Wise, dynamic, compelling, and transparent communicator
- Innovator and progressive thinker focused on enriching community and academic experiences
- A commitment to accountability, integrity, and action
- Excellent conflict management skills and the ability to navigate difficult conversations
- Engaged team player with a listening ear
- The ability to put out fires, but also to plant seeds for future growth
- A strategist who can identify problems and solve them
- Socially conscious, engaged, and aware
- Fearless in the pursuit of progress

QUALIFICATIONS AND REQUIREMENTS

- Bachelor's degree required
- A minimum of 8–10 years of related experience working within the DEIB space, preferably in K–12 schools
- Deep understanding of the principles and best practices of equity and community program development
- Experience as a proven problem-solver, critical thinker and change agent, adapting to new situations and challenges with flexibility, determination and positive approaches

THE SCHOOL

Founded in 1887, Head-Royce is a nationally recognized K–12 independent school which offers a challenging program focused on educating the whole child.

This whole-child pedagogy emphasizes character-building as a key element of the academic journey and nurtures resilience, ethical decision making, leadership, and curiosity as important attributes for success. Head-Royce's world-class faculty bring unique perspectives from a wide range of experiences, and share a deep commitment to inspiring their students to become lifelong learners.

The spirit of inquiry and innovation brought by the school's founder, Anna Head, over 135 years ago remains infused in HRS culture today. From innovation centers, internships, and integrated technology, to life skills classes, service learning, cross-divisional buddies, and small advising groups, Head-Royce is equally dedicated to educational excellence and social-emotional learning.

THE PROGRAM

The three core tenets of the Head-Royce mission - scholarship, citizenship, and diversity - are reflected in the academic program. In each of the three divisions, Lower (K–5), Middle (6–8), and Upper (9–12), the school has created a developmentally appropriate program that is challenging, inspires a love of learning, and augments the many academic and interpersonal strengths their diverse student body brings to class each day.

HRS department chairs work with their faculty members to stimulate students academically by making each lesson relevant. This is done by designing projects and activities that are as experiential and hands-on as possible and by presenting current issues for



MISSION

The mission of the Head-Royce School is to inspire in our students a lifelong love of learning and pursuit of academic excellence, to promote understanding of and respect for the diversity that makes our society strong, and to encourage constructive and responsible global citizenship.

- *We accomplish this through our exceptional academic program that seeks to:*
- *Develop critical thinking, collaboration and communication skills*
- *Foster integrity, ethical behavior, compassion and a sense of humor*
- *Promote responsibility and leadership*
- *Respect individual and cultural differences, and diversity of thought*
- *Nurture creativity, curiosity and imagination*
- *Encourage joyful, healthy living, a love of nature and physical fitness*



examination and discussion. Each year, in kindergarten through 12th Grade, the school introduces learning techniques and paths of knowledge that are deliberately built across subjects and in subsequent grades.

Head-Royce also believes strongly in educating the whole child and each of their divisions includes service learning into the overall curriculum so that students experience their larger community, respect and understand differences, and have a solid foundation to become citizens of the world.

LOWER SCHOOL

The Lower School academic program provides a strong foundation of concepts and skills in the areas of reading, writing, mathematics, social studies, science, art, world language, library/media, music, physical education, and technology. In all curricular areas, concepts are introduced at the concrete level and become more complex and detailed as the student's knowledge and reasoning abilities advance. Teachers provide dynamic and innovative lessons through

DIVERSITY, EQUITY, AND INCLUSION

As an integral element of our mission, Head-Royce School makes the ongoing commitment to creating and sustaining an equitable and just school culture and environment for the entire K–12 community, children and adults alike. To that end we are committed to:

- *Working to foster a local and global perspective so that we as a Community embrace world cultures, solve pressing issues, understand interconnectedness, evaluate and resolve conflicts, and cause positive change*
- *Continually recognizing and urgently repairing any and all hurt or harm caused, individually and systematically*
- *Challenging our institution to strive beyond diversity and embed inclusion and belonging at every level*
- *Actively promoting respect for others, embrace individual, cultural and socioeconomic differences, and model social responsibility, equity and justice. We seek to engage and listen with empathy and respect across existing differences*
- *Investing in the recruitment, hiring and retention of Black, Indigenous and people of color (BIPOC) students and professional community members, as our School values the perspective and leadership of the BIPOC community*
- *Welcoming the discomfort of making mistakes. We acknowledge that creating an inclusive and safe learning community will evolve and we must embrace conflict and discomfort and learn from our mistakes*
- *Providing the time and resources necessary for our professional community members, administration and Board of Trustees to participate in trainings, review and revise curriculum, pedagogy, policies and practices through an anti-racist lens*

To learn more about Head-Royce's commitment to diversity, equity, and inclusion, click [here](#).

THE SCHOOL

hands-on activities, simulations, field trips, community engagement, and multimedia projects. Head-Royce Lower School differentiates their instruction to meet the needs of all students. With the addition of a learning specialist and counselor the school strives to meet the needs of the whole child.

MIDDLE SCHOOL

At HRS, the school is very clear about exactly what middle schoolers need. They are not overgrown

elementary school kids or miniature high schoolers. The Middle School years constitute a distinctive period of rapid growth and development — intellectually, physically, socially and emotionally. The Middle School provides a developmentally appropriate sequential program for grades 6 through 8. Head-Royce's integrated program includes literature, music, language, history, math and science labs, and hands-on arts activities. As students progress through the program, they master the analytical, problem solving, and writing skills they'll need to succeed in a rigorous





college-prep Upper School program. The Middle School experience is all about tackling new academic challenges and navigating through transitions.

UPPER SCHOOL

The Head-Royce Upper School provides a challenging and stimulating liberal arts curriculum that inspires each of their students to develop a lifelong love of learning. HRS seeks to build close faculty and student relationships that grow from the school's mission to inspire academic excellence, promote diversity, and encourage constructive global citizenship. At Head-Royce, they encourage students to appreciate diverse ideas, to become engaged participants in their community, and to develop into thoughtful, caring, and enthusiastic citizens of the world. Courses are designed to provide learning opportunities in which students develop critical thinking skills, take intellectual risks, work in collaborative settings, engage in creative and imaginative learning, and practice ethical decision making. The school often hears of high school described as a journey, but likes to think of it more as a quest. At HRS, students discover a sense of purpose beyond themselves.

CAMPUS & GEOGRAPHY

Head-Royce is a beautiful campus that houses students in all three divisions — Lower, Middle, and Upper — in a wooded canyon on 14 contiguous acres of land nestled in the hills of Oakland. With 69% of their 900 students identifying as people of color, HRS is proud to call itself a school both in and of Oakland, with families that reflect the fabric of the Bay Area. The campus is a safe and inviting space well-suited for intellectual adventure and self-discovery.

CAMPUS EXPANSION PLAN

Ten years ago, Head-Royce was able to purchase eight additional acres of land directly across the

THE SCHOOL

street from their current campus — a rare opportunity for a school, especially in an urban area. After years of thoughtful collaboration with key stakeholders, the South Campus Plan was created. This plan represents a transformative opportunity to create a cutting-edge instructional environment designed for the future of education—all while preserving the qualities that have defined HRS for over 130 years. Highlights of the South Campus include:

- A new STEM Center that will offer 25,000 square feet of dedicated STEM classroom space and Design-Maker Labs
- A Collaboration Center that will serve as a new community hub for school-centered gatherings
- Eight acres of lightly developed property with wooded areas, mature trees, and inviting open spaces that will facilitate extensive outdoor learning opportunities

AT A GLANCE

900

Enrollment

69%

Students who identify as students of color

111

Number of faculty

66%

Faculty with advanced degrees

8:1

Average student: teacher ratio

\$6.7 million

Financial aid allocated

27%

Students receiving need-based assistance



PROCEDURE TO APPLY

Head-Royce is an equal opportunity employer and makes employment decisions including but not limited to, employment, training, promotion, demotion, transfer, leaves of absence and termination, based-on qualifications and without regard to protected status. We want to have the best available person in every role, and reflect our commitment to respect and diversity. We will not discriminate based on age, color, creed, sex, gender, sexual orientation, gender identity and gender expression, marital status, national origin or ancestry, race, religion, registered domestic partner status, physical or mental disability, pregnancy, a medical condition including genetic characteristics, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. Head-Royce School seeks to be a community in which every individual is treated with sensitivity, courtesy, and respect.

Head-Royce School is committed to recruiting, retaining and developing outstanding leaders who will contribute to the stewardship and advancement of the school and its mission. Members of Head-Royce's professional community establish strong, caring, ethical relationships with students, colleagues, trustees, and families, exhibit curiosity and passion in their profession, actively seek out professional growth and leadership, work collaboratively with peers, and embrace and lead the thoughtful innovation that continually advances our program.

Interested candidates should submit via https://bit.ly/HRS_Dean_Equity_and_Community_AppForm the following materials confidentially as a single PDF file:

- A cover letter indicating the candidate's particular interest in and qualifications for the position
- A current résumé
- A statement of educational philosophy
- The names, addresses, and telephone numbers of three references, including at least one recent supervisor. References should speak to the applicant's ability to be an effective educator and administrator and to work collaboratively and collegially with adults, including trustees (references will be contacted only with the candidate's permission).

The salary range for this position is \$150,000–190,000.

Please address any questions by email to julie@strategenius.org or by phone at 415-881-7105.



SEARCH CALENDAR

January 27, 2023

Applications Due

Mid-February 2023

Semifinalist Interviews

Late February 2023

Finalist Interviews

Mid-March 2023

Announcement

July 2023

Start Date

