



Dean of Students, Upper Division

DECEMBER 2021

STEVENSON

The Position: Dean of Students, Upper Division

Stevenson seeks an experienced Dean of Students who will report to the Head of the Upper Division.

Societal changes over the last decade highlight schools' obligation to provide authentic support for all students. Guided by our core values of safety, trust, respect, inclusion and belonging, and by our mission (which includes helping students "learn how to shape a joyful life"), we are committed to ensuring that all students find the Stevenson experience to be equally accessible, nurturing, and beneficial. While we are proud of our historical and recent efforts in this regard, we know a great deal of work remains. We seek a dean of students who is demonstrably able to further our vision for building and maintaining a community that is safe, healthy, inclusive, and empowering for all students. The successful candidate will command the experience, wisdom, empathy, and humility needed to help us:

- examine our current practices in all areas with a focus on student support;
- develop and implement the changes necessary to get better; and
- understand, embrace, practice, and refine new modes of teaching, advising, supervision, collegial engagement, and partnership with students' families.

Reporting to the head of the upper division, and working in close collaboration with both the head and associate head of the upper division, the dean of students (DOS) is ultimately responsible for overseeing student life. In this role, the DOS partners with the academic leaders of the upper division to ensure that the School's core values are reflected in our classrooms and across campus.

KEY INITIATIVES

Recent Key Initiatives in the Upper Division at Stevenson School

- A new daily schedule, designed with increased student wellness as one of the primary goals, introduced in 2019
- Director of Equity and Inclusion hired in 2018, leading to the introduction of student affinity groups
- New grades 9-12 health and wellness curriculum in development, to complement current student-led community forum class currently taught to grade 9
- Appointment of a director of community education in 2021
- Faculty professional development on gender identity, inclusion, human sexuality, boundaries and conduct, and consent
- Broadening of elective offerings to include greater student choice across the curriculum
- Expansion of outdoor education offerings, open to all students
- Focus on experiential, place-based learning across the curriculum
- De-emphasis on high-stakes, summative testing; reduction of the number and frequency of final exams, and ongoing professional development opportunities to consider alternative assessment techniques (collaborative, project-based learning)
- Expansion of the learning support program for grade 9 students

The School

Founded in 1952, Stevenson School is one of the leading independent PK-12 day and boarding schools in the western United States.

Enrolling approximately 780 students in grades PK-12, Stevenson is a distinctly warm and supportive school, operating two campuses on the world-famous Monterey Peninsula, 120 miles south of San Francisco. For seventy years, Stevenson has offered a values-driven community experience influenced by the distinctive beauty, ecological biodiversity, and contemplative nature of California's Central Coast.

The 520-student upper division, composed of grades 9-12, is located on the original Pebble Beach Campus (where about 55% of students are boarders); the 260-student lower and middle divisions, composed of grades PK-8, are located on the Carmel Campus. The two campuses are approximately three miles apart.

As a California school enlightened by a global sensibility, Stevenson is premised on a vision of education as the means by which we discover the world and contribute to its transformation, and the belief that one's education is best pursued in the company of others, for others' benefit as well as one's own. Our Latin motto—*Suaviter in modo, fortiter in re* ("Gentle in manner, resolute in action")—inspires both humility and perseverance.

Now in his seventh year as the School's fourth president, Dr. Kevin M. Hicks '85 has inspired highly effective teamwork to enhance institutional excellence while preserving the School's distinctively supportive and values-based learning environment. Dr. Dan Griffiths, in his fifth year as the head of the upper division, has designed and implemented significant change in a number of areas, most notably a new daily schedule, closer integration of the middle and upper divisions, and an increase of student choice across the curriculum.

MISSION & VALUES

Stevenson School has long been committed to a mission described by three central aims:

- to prepare students for success in school and their lives beyond school;
- to foster their healthy passion for learning and achievement;
- to help them learn how to shape a joyful life.

In keeping with this mission, Stevenson seeks to:

- train students in critical academic, intellectual, social, and emotional skills;
- help students to develop honor and integrity;
- teach students to engage productively and peacefully with others;
- nurture students' ambitions and healthy pursuit of excellence;
- balance convention and innovation such that Stevenson remains true to enduring values and relevant to the emerging needs of the present generation of students.

We therefore expect all members of our community to be:

- devoted to our tenets of scholarship and citizenship;
- honest, honorable, and empathetic;
- able to examine and be responsible for their beliefs and behavior, respectful of the consequences that may attend both;
- willing to risk failure in the pursuit of wisdom;
- committed to embodying and sustaining our core values of *safety, trust, respect, belonging, and inclusion*.

History



Robert U. Ricklefs—who served on General Eisenhower’s staff during World War II—helped found Stevenson School in 1952.

In the words of the 1955 student handbook, Stevenson School was created “in response to the need for an educational environment which will develop to the maximum the vital qualities of leadership: scholarship, a solid grasp of the fundamental tools of learning, a high sense of honor and integrity, a sympathetic understanding of people and peoples, vision, courage, and ambition.”

Named for the expatriate Scottish writer, composer, and adventurer Robert Louis Stevenson—who spent a portion of his life in the vicinity in 1879—Stevenson School is also known as RLS, and we embrace our namesake's daring spirit by valuing creativity, curiosity, responsibility, and independence in all of our pursuits.

Stevenson opened its doors to girls as day students in 1976 and as boarders in 1988. The Pebble Beach campus has been renovated extensively over the years; in 1988, grades K-8 were added on a newly-acquired campus in Carmel—about three miles away (a PK program was added in 2011).

More information on Stevenson today can be found on the [School's website](#).

Pebble Beach, California



While Pebble Beach is a small residential community, it and the surrounding communities of Monterey and Carmel are distinctively lively, culturally vibrant, just an hour drive from Silicon Valley, and two hours from San Francisco.

The Monterey Peninsula, called “the greatest meeting of land and sea in the world,” has attracted tourists, nature lovers, and artists since the late 19th century. Today, it is home not only to world-class golf courses, but also to considerable intellectual capital, located in such institutions as the Middlebury Institute for International Studies, California State University Monterey Bay, the Defense Language Institute, and the Naval Postgraduate School. It is also home to the superb Monterey Bay Aquarium, the Monterey Bay Aquarium Research Institute, and Stanford University’s Hopkins Marine Station, as well as to enriching annual gatherings such as the Monterey Jazz Festival, the Carmel Bach Festival, the Pebble Beach Authors and Ideas Festival, and the Concourse d’Elegance.



The Office of the Dean of Students

The dean’s extensive portfolio includes development and oversight of programming related to student orientation, student leadership training, health and wellness, the advisory system, attendance, discipline, equity and inclusion, community curriculum, and residential life.

Given the breadth of these charges, the DOS oversees a large team that includes the:

- director of resident faculty
- director of community education
- director of equity and inclusion (who also reports to the head of the upper division)
- administrative assistant to the dean of students
- school nurses and supervising medical director
- grade-level deans

Additionally, the DOS will work closely with the school counselor (who reports directly to the head of the upper division). The new DOS will have the opportunity to examine the current structure of the student support team and adjust as needed to meet evolving needs. The DOS is a member of the department heads team, which meets regularly to guide the academic program. As such, the DOS represents student wellness and equity and inclusion consideration in all aspects of the upper division program of study.

Scope of Work

The dean’s responsibilities include articulating, designing, and implementing a clear strategic vision for all aspects of student life, supervising and evaluating the members of the student life team, and—in collaboration with the CFO—budgetary oversight for all team members’ assigned duties.

The DOS is responsible for the design and implementation of policies, programs, and services that support students’ development as people and community members and mitigating the various risks associated with adolescence. In this light, it is vitally important that the DOS have a well-developed awareness of how differences in students’ social identities can influence their experiences and perceptions, and present challenges to the project of authentic community building. To support this work, the DOS will be encouraged to take advantage of Stevenson’s generous professional development budget to attend conferences, bring professional learning opportunities to the Stevenson community, and build strong working relationships with leaders at peer schools and organizations that support this work.

In holding central responsibility for the treatment of major disciplinary issues, the DOS shapes how the community clarifies expectations for student behaviors and responds to student behaviors that fall short of these expectations. With our current process, this includes all elements of coordinating and conducting investigations and convening

The Office of the Dean of Students

the School's judiciary committee, which is comprised of students and faculty. The DOS is also a member of the Student Conduct Committee (with the president, head of the upper division, associate head of the upper division, and school counselor), which considers incidents of student-to-student harassment and allegations of sexual misconduct between students. The DOS will work closely with the head of the upper division and president to ensure timely and accurate communication with local authorities, the School's attorney, and outside investigators as necessary. With all realms of oversight, the DOS will be invited to consider other disciplinary practices, including but not limited to restorative justice models, for future implementation.

Additionally, the DOS serves as the residential administrator on call two weekends out of every five, and serves duty on 2-3 weekends per year, as needed. The DOS also works closely with the director of resident faculty to evaluate dormitory heads and residential faculty and to help support their professional growth. The DOS plays a central role in ensuring that employees living on campus and their families understand and abide by the School's expectations for their conduct.



[Click here to
View our handbook, *The Navigator*](#)

[Click here to
View how we protect students.](#)

Required Skills and Qualities

- An accomplished and effective leader with a demonstrated record of stellar achievement as both an instructor and as an upper division administrator.
- A commitment to learner-based, critically reflective pedagogy, and sensitivity to the social and emotional factors influencing students' success.
- A demonstrated philosophical and practical commitment to equity and inclusion.
- Practical experience in directing teachers' professional development insofar as their roles in caring for students' health and wellbeing are concerned, especially but not exclusively in the context of the residential life program.
- Experience with restorative justice and related disciplinary practices.
- Emotional intelligence and superb interpersonal skills, grounded in wisdom, warmth, patience, humility, and good humor.
- Exceptional integrity, and active and engaged empathy—all informing an appreciation for and delight in working with adolescents and the adults who find themselves called to support their growth and development.
- Strong skills and creativity as a writer, speaker, and listener.
- Familiarity with emerging instructional and administrative technologies.
- Ability to connect with and inspire the faculty, staff, students, and families who comprise our community.
- Ability to manage a team, both ensuring timely completion of individual and group tasks and actively supporting the professional growth of early career administrators as they expand their leadership skills.
- Proven capacity to manage time and energy, and to navigate the acute and chronic stresses that attend broad responsibility for others' lives, as well as the ability to model for one's colleagues an appropriate balance between personal life and professional duties.
- Demonstrated ability to respond calmly to high-pressure situations under a range of circumstances, and to retain even-handed decision making capabilities under stress.
- Capacity to address routine and crucial aspects of School-keeping, including student orientation and faculty in-service training.
- Enthusiasm for and ability to support the School's emerging strategic vision and capacity to work in dynamic and effective concert with fellow administrators.
- Ability to handle multiple tasks simultaneously.

Other Duties

- Perform other duties as assigned.
- As a member of the upper division leadership team, support fellow administrators and their relevant programming.

Qualifications and Experience

THE IDEAL CANDIDATE HAS:

- 5-7 years of progressive leadership experience in an independent school environment, with responsibility for matters pertaining to student life.
- Broad experience hiring, supervising, evaluating, and guiding direct reports.
- A Bachelor's degree is required, a terminal degree is preferred.
- Professional training in core areas: equity and inclusion, restorative discipline, residential life, community education, and student health.
- Superb organizational skills, including the ability to multi-task in a dynamic and demanding environment.
- Excellent listening, reading, writing, and speaking skills.
- Humility and confidence in dealing with adults and students, especially in stressful circumstances.
- Beyond the capacity to react as dictated by unforeseen circumstances, the ability to anticipate the community's needs and implement effective strategies to meet those needs.

This is a 12-month administrative position.



COMPENSATION

The salary is competitive, commensurate with experience, and reflects a position on the upper division leadership team. Stevenson provides an excellent, comprehensive benefit package, including generous retirement benefits, a variety of health insurance offerings, dental, vision, life, short- and long-term disability offerings, and HSA/FSA options. Resources to support advanced degree work, as well as participation in professional conferences, workshops, summer study, and travel, are also available. As this role involves oversight of the residential community, accommodation is provided.



How To Apply

Please visit our website at

www.stevensonschool.org/employment to apply today!

Pebble Beach Campus

Grades 9–12, Boarding & Day

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www.stevensonschool.org

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