



**ST. LUKE'S SCHOOL
DIRECTOR OF EQUITY AND INCLUSION**

St. Luke's School seeks a strategic leader to serve as its next Director of Equity and Inclusion. In this highly visible role, the next Director will lead and guide the community forward towards its [Vision for Inclusive Excellence](#), a school-wide priority endorsed by the Board of Trustees, expanding on the school's active work in this area. The preferred candidate will be responsible for providing dynamic, collaborative leadership across the school in support of St. Luke's mission and long-standing commitment to equity and inclusion. The Director will work closely with students, faculty, staff, parents, trustees, and other school leaders to further enhance a climate of equity and inclusion for all members of the school community and to foster a school environment equally conducive to the well-being and success of all members.

ST. LUKE'S SCHOOL [MISSION](#) & MOTTO

- An exceptional education that inspires a deep love of learning, a strong moral compass, the commitment to serve, and the confidence to lead.
- Enter to Learn, Go Forth to Serve.



ABOUT THE SCHOOL

Founded in 1928, St. Luke's is a secular, co-ed day school for grades five through twelve. While the school's rigorous intellectual pursuits have distinguished St. Luke's from schools nationally, they combine with creative and athletic offerings to create a sense of discovery, maturity, and self-confidence that challenge St. Luke's students to become ethical, innovative global leaders.

Situated less than an hour outside New York City, St. Luke's setting offers suburban charm, the Long Island Sound's natural beauty, and quick access to that lively metropolis as well as others nearby like Stamford and New Haven. St. Luke's serves 30 towns and cities in the states of Connecticut and New York. The school has over 560 students, with close to 20 percent identifying as students of color. Just as St. Luke's students and their families reside in many local towns, the faculty and staff also hail from all over the surrounding region: New Haven to NYC, Fairfield to Poughkeepsie.

St. Luke's 130-member faculty and staff exemplify the school's commitment to academic excellence, diversity, equity, and inclusion. Over 80 percent of faculty possess an advanced degree, two-thirds of employees have worked longer than five years at the school, and a quarter have over 15 years of service. St. Luke's faculty and staff are unsurpassed in their commitment to equip students with the intellectual, ethical, and leadership qualities they'll need for college and life beyond.

The school both honors tradition and embraces innovation. New academic facilities (2016 & 2018) and endowment funding have further enhanced St. Luke's top academic and co-curricular programs—and inspired visioning for the future. In 2017 the Board of Trustees revisited a decade-old Diversity Statement, fostering community conversations that resulted in a new Vision for Inclusive Excellence. Currently completing the fourth and final phase of a \$75 million [comprehensive fundraising campaign](#), St. Luke's School is well-resourced to pursue this vision.

VISION FOR INCLUSIVE EXCELLENCE

In May of 2017, St. Luke's School's Board of Trustees approved the [Vision for Inclusive Excellence](#), pledging to focus the school's resources—human and financial—around three key areas: Community, Culture, and Curriculum. The vision affirms that inclusive excellence allows diversity (experience, perspectives, race, ethnicity, religion, socioeconomic status, gender or gender expression, ability, etc.), equity, and inclusion to provide the foundation for educational and institutional excellence. The Board affirmed that St. Luke's advances its mission by fostering an inclusive learning environment where students and adults develop as well-balanced, confident leaders who can succeed in a diverse, globally integrated world.

Reporting directly to Head of School [Mark Davis](#), the Director of Equity and Inclusion will take on a newly restructured and elevated role that is a crucial piece of realizing this vision. The Director will work in partnership with two influential and talented Middle and Upper School Division Heads. They lead with commitment and compassion, modeling for students what it means to be independent, curious learners capable of engaging with one another in ways that challenge and support deeper thinking and reflection. The St. Luke's community has a history of well-enrolled and active affinity groups that support students, faculty, and parents. More recent activity such as the formation of the "WE ARE" group (White Educators Against Racism Everywhere) and a book discussion club (first read: *Americanah*) are manifestations of the sizeable cohort of employees actively working to deepen their understanding of equity and inclusion.

The St. Luke's team consistently exhibits their commitment to inclusive excellence through curricular, co-curricular and professional development opportunities. The collaborative and innovative faculty are encouraged to explore beyond their school world, and they respond with uniquely impactful approaches such as an entire History department's visit to Vietnam, or a for-credit summer blended travel course on the Civil Rights movement. Faculty and students alike have the ability to create mini-courses, facilitating new learning opportunities where they have expertise or curiosity. The [Faculty Growth and Renewal Program](#) (FGR) is a uniquely thorough approach to observation, evaluation, and professional growth, and a critically important vehicle for Equity and Inclusion work. Student-led "Dive-Ins" provide opportunities for the community to hear and express views in a safe, supportive environment while practicing civil discourse. The annual [Social Justice Leadership Summit](#) offers opportunities for in-

depth exploration of identity and social inequality. All of these structures, and the ability to create new ones in collaboration with campus partners, are available to advance the work of Equity and Inclusion within the St. Luke's community.

ACADEMIC PROGRAM

Accomplished faculty set high academic standards and forge strong relationships with students in their additional roles as advisors and coaches. Beginning in [Middle School](#), teachers integrate real-world topics into the curriculum, challenging students to make connections, think critically and find their voices. Collaborative projects allow students to take risks as leaders and problem solvers. Whether the subject is a new concept in algebra or an issue facing the global community, students have endless opportunities to explore—and to develop the confidence to do so.

[Upper School](#) students take greater ownership of their learning process, both individually and collaboratively. St. Luke's rigorous academic program balances more traditional approaches with increasingly innovative lessons, service learning opportunities, and signature programs that extend beyond the classroom. Three [Scholars programs](#) offer students the opportunity to earn honor distinctions. Each scholar conducts a year-long independent research project and presents their findings to peers, faculty, and parents during the annual [Scholars Symposium](#).

St. Luke's is a forward-thinking school committed to preparing students for a world of rapid change. Fifth through seventh-grade students use Chromebooks throughout the day, and the school has a 1:1 MacBook Air program in grades 8-12. Technologically rich learning environments exist at every grade level, from flipped lessons to blended courses to a handful of fully online courses. A Digital Citizenship curriculum is designed to provide students with the essentials needed to make ethical and informed decisions about the powerful technological tools at their disposal.



LIFE AT ST. LUKE'S

Beginning in fifth grade and extending throughout their years at St. Luke's, [the advisory program](#) helps students navigate both the academic and social aspects of a school. Advisors become students' primary guides and an essential link for students, parents, and teachers. Students meet at least twice a week with their advisors to discuss a range of topics, from academic performance and course selection to community service and citizenship. Advisory ensures that each student is known, resulting in an appropriate course of academic and co-curricular activities.

St. Luke's students achieve at the highest levels both in and outside the classroom. Teachers and advisors encourage them to explore multiple interests and develop many talents. A robust [Arts](#) program, comprehensive [Athletics](#) program, and an extensive variety of co-curricular clubs and activities create further opportunities for doing so. As many as 90 percent of students choose to participate in a sport, and St. Luke's athletic teams have won 26 championships and tournaments over the past five years. The Upper School Debate Team won the Connecticut State trophy and sent students to the World Debating Championships in South Africa and Hong Kong, and the Theatre Department has won nine Halo Awards in the past three years.

St. Luke's is deeply committed to developing in each student a strong sense of self and the capacity to lead. Supported by the [St. Luke's Center for Leadership](#), an emphasis on public speaking starts in Middle School, when students learn to articulate their ideas, support positions, and communicate persuasively in any forum. Collaborative projects teach teamwork and allow students to take risks as leaders and problem solvers. The Lunch & Lead speaker series brings exciting leaders from a variety of fields and backgrounds to campus for student interactions in informal settings. International exchange trips in grades 7-12 offer students a chance to develop a global perspective, and the confidence, competence, and compassion to explore their world. As they move through school, students become persuasive communicators, and they learn that collaboration with diverse individuals yields powerful results, creativity trumps most challenges, and service offers us purpose and satisfaction.

The [College Counseling Program](#) is highly individualized, and 100 percent of [St. Luke's graduates](#) attend four-year colleges ready to learn, serve and lead in the global community. The school's approach is decidedly countercultural, rejecting the notion that where you go defines who you are; it truly places the student at the center and works to educate parents about the best roles they can play, and it leads to wonderful bonds between counselors and students. Notably, St. Luke's seniors feel fully "in this together," and to watch them rally around one another and work hard to serve the needs of the entire class instead of just their own is to see the St. Luke's Mission lived.

ROLE OF THE DIRECTOR OF EQUITY AND INCLUSION

Reporting to Head of School Mark Davis, serving on the senior administrative council and attending most Board of Trustees' meetings, the Director will oversee school-wide initiatives for equity and inclusion to advance and build sustaining programs. The Director will have the opportunity to provide individual and community support as well as develop new programs and initiatives that will ensure systemic and structural support for students and adults, taking advantage of the St. Luke's community's deep work in this area. In addition, the Director will serve as a school-wide resource for students, faculty, staff, parents, and trustees regarding equity and inclusion.

The Director will foster an environment that supports equity, promotes respect and civility of discourse, challenges all constituents to grow in their understanding of themselves and others, and encourages the free expression of widely varying views. Taking advantage of unique institutional programs, teams, and structures, the Director will partner with a supportive administration and engaged faculty to achieve the Vision for Inclusive Excellence.

OPPORTUNITIES AND CHALLENGES

The top opportunities and challenges for the Director of Equity and Inclusion include:

Broadening and balancing the focus of the work. The school has had its best results so far with Upper School students, who have deliberately practiced and are increasingly adept at identifying priorities, engaging deeply, and leading with and for one another. The Middle School division in particular, and both faculty and parents in general, will look for the Director to partner strategically with *all* constituencies to maintain forward momentum throughout the community.

Embracing courageous conversations. St. Luke's is not new to this work, and as a result of years of effort and meaningful change the school is now taking on better challenges—thus, often harder ones. We recognize that the work is never done, that issues are multifaceted whether they're local or national, and that not everyone will see issues of equity and inclusion through the same lens. An effective Director will be adept at navigating a landscape with strong competing views, a core value of kindness that can both help and hinder, and a strong shared desire to prepare students for leadership roles in society.

Defining the role and its vision. This marks the first time that St. Luke's will have a dedicated equity and inclusion leader, reporting to the Head of School, with no additional major categories of job responsibility. The school is excited by the opportunity that affords for all constituencies to develop greater cultural competency and build an exceptionally diverse and inclusive community together. The Director will have the ability to define the role by performing the role, and to design, build, and lead

the team(s) they feel necessary to advance the mission and vision. A deep pool of partners stands ready and eager to assist.

DESIRED QUALIFICATIONS AND CHARACTERISTICS

As a leadership-level staff member for the school, the Director should be a confident and broadly knowledgeable professional educator. A Bachelor's degree or comparable experience is required; an advanced degree will be preferred. The ideal candidate will bring many of the following complementary abilities and experiences to their work:

- A compelling vision for the role, fostering an engaging and dynamic student learning environment
- The emotional intelligence, diplomatic ability, and written and oral communication skills to confidently navigate ambiguous, complex and sometimes emotionally charged situations
- A positive, collaborative nature and talent for establishing rapport, relationships of trust, and partnerships with a wide range of constituencies
- The ability to cultivate strong relationships with parents, trustees and other constituents to serve as a resource for discussion/dialogue facilitation, problem-solving, strategic planning and other issues that arise in daily school life
- An appreciation of the complexities of how identity may influence an individual's learning and experiences as well as a deeply demonstrated commitment to building and sustaining a diverse and inclusive community
- An approachable demeanor, a listening ear, and an eagerness and ability to connect with students and faculty both one-on-one and in groups
- A willingness to be visible throughout the school community and beyond, and equal skill and comfort working with 10-year-olds as 18-year-olds and adults
- Experience with advancing equity and inclusion work in an affluent, achievement-oriented community
- The long-term planning and implementation skills to deliver on the school's strategic priorities as they relate to promoting an equitable and inclusive community
- An understanding of culturally relevant pedagogy and school practice
- A passion for teaching, independent education, the mission of St. Luke's School and the success of the individual and "whole" student.

CONTACT

Please send all nominations, inquiries, and expressions of interest in confidence to:

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