

# DIRECTOR OF COLLEGE COUNSELING SEARCH

## ETHICAL CULTURE FIELDSTON SCHOOL

New York, New York

[ecfs.org](http://ecfs.org)

Start Date: July 2024



**Ethical Culture  
Fieldston School.**



**Carney  
Sandoe**  
& ASSOCIATES

[CARNEYSANDOE.COM](http://CARNEYSANDOE.COM)

# Mission Statement

## Ethical learning

The exploration of what it means to be an ethical and responsible member of society forms the core of our curriculum and our school community. We value inclusion as well as economic and racial diversity. We honor all of our students for their unique contributions, cultural backgrounds, and beliefs. As we consider service to be critical to the development of character, we incorporate community service into our students' school experiences from the earliest grades.

## Academic excellence

Our School achieves academic excellence by challenging students to reach their highest potential in body, mind, and spirit through the humanities, the sciences, the arts, and physical education. Students become active learners and engage in vital discourse in an atmosphere of intellectual discipline and creativity fostered by a community of dedicated teachers.

## Progressive education

Through a curriculum rooted in our tenets of progressive education, students become independent thinkers as they learn that asking their own questions and seeking their own answers are key to the deepest kind of understanding. Cooperative, student-centered, discussion-based learning, and the freedom to make mistakes are part of our students' everyday lives.

## At a Glance



Established  
**1878**



Upper School enrollment  
**600**



Faculty in the Upper School  
**89**



Student-teacher ratio  
**10:1**



Students of color  
**39%**



Financial aid awarded  
**\$17.5M**



Faculty in Upper School with  
Advanced Degrees  
**78%**



Campus size  
**2 campuses across  
18 acres**

Enrollment: ~1,700

Faculty of color: 40%

Students receiving aid: 25%

Athletic teams: 60+

Student clubs: 80+





## Overview

Ethical Culture Fieldston School is a progressive PreK-12 independent school that has been serving students from throughout New York City and the surrounding suburbs since 1878. Fieldston offers a rich curriculum in the arts, sciences, and humanities. A co-ed, nonsectarian school, it serves a diverse community of about 1,700 students on two campuses -- one in the Riverdale section of the Bronx and the other in Manhattan. The Upper School, located in the Bronx, is comprised of approximately 600 students and almost 90 faculty members.

Fieldston has a long history of equity and inclusion deeply rooted in its mission and the educational philosophy of its founder, Felix Adler. The school embraces diversity of ancestry, family, identity, culture, and beliefs and seeks a student body and faculty that reflect the pluralism and socio-economic diversity of metropolitan New York. It affirms both differences and commonalities and strives to balance individuality and community. In keeping with its progressive tradition, the school is dedicated to increasing students' cultural literacy to help them understand multiple perspectives and see the world beyond the self.

Fieldston expects members of its community to engage in open dialogue about living and learning in a diverse environment inside and outside the classroom. This work, with its creative tensions, is viewed as a catalyst for individual and collective growth. On a daily basis, Fieldston is committed to making this vision of a democratic, pluralistic, and progressive school a reality.

Fieldston seeks a Director of College Counseling to begin this summer. The Director reports to the Upper School Principal, serves on the Upper School leadership team, and leads the college counseling office, which currently includes three Associate Directors (with anticipation of a fourth to begin this summer) and the College Counseling Manager. The Director also collaborates very closely with the Head of School, form (grade-level) deans, department heads, advisors, and counselors who work with students throughout their Upper School experience. This is a compelling opportunity for a highly collaborative, community-oriented, student-centered, confident, kind, and highly experienced college counselor and educator.



## Opportunities and Challenges

**Manage, support, and champion a growing team of expert college counselors and cultivate a continued spirit of collaboration and student-centeredness.** The new Director will join and lead an expert, skilled, and highly dedicated team of counselors and inherit a highly connected, collaborative, and positive office culture. The Director will seek to sustain this dynamic and support the team both within the office as well as publicly. Additionally, the Director will join as Fieldston's student population grows. To keep caseloads aligned with those at peer schools and enable high-quality work and relationship-building with students and their families, the college counseling team will expand for the 2024-25 academic year. It is hoped that the timing of the Director search will allow the appointee to have a hand in selecting among the finalists for the new role.

**Lead the development of the college counseling program's expanded work with 9th and 10th graders and their parents and caregivers.** There is a growing sense among members of the College Counseling Team, administrators, parents/caregivers, and students that the college counseling program needs to more formally and, yet thoughtfully, provide points of engagement during the first half of a student's Upper School experience (referred to internally as Form III and Form IV). The Director will lead the office team and other members of the Fieldston professional community, including the Form Deans who stay with a grade level for their four Upper School years and serve as critical collaborators for the College Counseling team, to craft a bespoke set of programs geared to educate students and parents/caregivers while working to minimize pressures related to college and university admission.

**Serve as a key collaborator for members of the administrative team and broader Upper School professional community.** As is the case for all schools, periodic issues within the Upper School emerge, sometimes reflecting the broader secondary and post-secondary landscape and other times specific to a circumstance within Fieldston. In these moments, the Director of College Counseling's expertise, experience, and lens are often leaned upon to help inform conversations and decisions. The Director will need to engage in these conversations with care, having embraced the school's mission, values, and ethos and ensuring that the decisions they advocate are driven by an awareness of rather than by centering the college admission landscape.





**Serve as a public thought leader and an advocate for Fieldston and its students.** Within the Fieldston community, the Director has a unique opportunity to serve as a calming and confidence-building voice for students and parents and, along with their College Counseling Team, educators of the internal community regarding the ever-shifting landscape and Fieldston's place within it, including with peer administrators and Fieldston's Board. Finally, the Director will serve as a thought leader and a voice for Fieldston's philosophy and practice within the profession and will lead and support their team's engagement with the college and university admission profession.

## Qualifications and Personal Attributes

- A masters degree in counseling, education or related field;
- At least five years of previous experience in college counseling or related field, demonstrating a deep understanding of the college admissions process and its changing landscape;
- Outstanding communication and interpersonal skills to effectively work with students, parents, and other constituents inside and outside of the community;
- High emotional intelligence and cultural competence;
- Demonstrated experience leading, supporting, and guiding a team of colleagues;
- Interest in and commitment to collaborating closely with a range of colleagues, especially faculty members, form (grade-level) deans, department heads, and school counselors, to best support students on the college search and application processes;
- The ability to maintain strong professional relationships and connections with a range of college admission officers and other college counselors;
- A commitment to diversity, equity, inclusion and belonging to help grow an equitable college counseling program that meets the needs of the students and families;
- Strong organizational skills, detail-oriented with a dedication to a high level of confidentiality;
- A confident and reassuring demeanor to help students and their support systems navigate stress and conflict with care and sensitivity that may arise in the college admissions process;
- Trustworthiness and integrity with all constituencies;
- Familiarity in technology and software (Scoir, Slate, Google Suite) used in college counseling as well as staying up to date on any advancements;
- An infectious sense of joy in working with students and being a highly visible and engaged member of the school community;
- The ability to work some evenings and weekends though the academic year;
- Respect and appreciation for diversity in all of its forms;
- The ability to listen effectively and be receptive to feedback.

# Learn More

Click on the links below to learn more about Ethical Culture Fieldston School.

[School Website](#)

[School History](#)

[College Counseling](#)

[School Profile](#)

[Internal Job Description](#)

[Diversity, Equity, and Inclusion](#)

[About New York, New York](#)

## To Apply

Interested and qualified candidates are invited to contact the consultants in confidence. Candidates will ultimately need to submit the following materials as separate PDF documents:

- A cover letter expressing their interest in this particular position;
- A current résumé;
- Three writing samples you have authored: two letters of recommendation (student's names and identifiers redacted) and one community communication;
- A list of five professional references with name, relationship, phone number, and email address of each (references will not be contacted without the candidate's permission) to:

### **Jennifer Wong Christensen**

Senior Consultant

jennifer.christensen@carneysandoe.com

### **Chris Boyle**

Consultant

chris.boyle@carneysandoe.com

*The full-time equivalent salary range for this position is \$225,000 – 275,000. When determining the salary for an offer, ECFS considers factors including, but not limited to: the scope and responsibilities of the position, internal peer equity, key skills required for the role, the candidate's work experience, education, and training, as well as market and organizational considerations.*

### **EEO**

*ECFS is an equal opportunity employer. Our goal is to be a diverse community of professionals that broadly reflects the people of the metropolitan New York City area, our students, and families. We aim to align our hiring process with our mission and institutional goals. All qualified applicants will receive consideration for employment and will not be discriminated against on the basis of race, color, religion or religious practices, sex, gender identity or expression, sexual orientation, citizenship status, national origin, age, ability status, military status, unemployment status or any other category protected by applicable local, state, or federal laws. ECFS takes affirmative action in support of its policy to employ and advance all qualified candidates.*