THE LAWRENCEVILLE SCHOOL
LAWRENCEVILLE, NEW JERSEY
DEAN OF DIVERSITY, INCLUSION, AND COMMUNITY ENGAGEMENT
START DATE: JULY 1, 2020
WWW.LAWRENCEVILLE.ORG
Mission

Through House and Harkness, Lawrenceville challenges a diverse community of promising young people to lead lives of learning, integrity, and high purpose. Our mission is to inspire the best in each to seek the best for all.

OVERVIEW

The Lawrenceville School, a day and boarding school of 814 students (grades 9-12 and post-graduate), located in Lawrenceville, New Jersey, seeks to hire its inaugural full-time, senior-level administrator in diversity and inclusion—the Dean of Diversity, Inclusion, and Community Engagement—to commence July 1, 2020. This exciting position calls for a collaborative, entrepreneurial, strategic, and experienced educational leader to co-create the vision and provide the direction for fostering an inclusive campus community and culture. This position will be a member of the Senior Staff and will report directly to the Head Master.

SCHOOL HISTORY

From its founding in 1810 as the Maidenhead Academy, what is today known as The Lawrenceville School has maintained two defining characteristics: a commitment to maintaining meaningful, positive traditions, and, at the same time, a willingness to explore and adopt the best practices in education as they have emerged over time. Arguably the single most powerful development in the character of the School occurred in 1883, when the school was transformed from a small proprietal enterprise, owned (and renamed) by each successive headmaster, to one run by The Lawrenceville School Board of Trustees under the auspices of the John Cleve Green Foundation. As The Lawrenceville School, the institution established many of the traits it is known for today, including its hallmark House System and an intense school spirit.
Throughout the 1900s, Lawrenceville continued to develop as a leader in academic innovation, including early adoption of Advanced Placement (AP) courses and the introduction of nationally and internationally known guest speakers designed to broaden the intellectual horizons of young Lawrentians. Among the most lasting changes was the introduction in 1936 of the Harkness method of education, which sought to bring the benefits of the House system to the classroom by providing an intimate environment for intellectual discourse around a single, large conference table.

Discussion of coeducation began in earnest in the 1970s and after a lengthy but thoughtful analysis of what it would mean both pedagogically and practically to the School, the Board elected to accept female students in 1985. The first girls arrived on campus in 1987 and brought a new vitality to the campus community. As the 20th century drew to a close, the School embraced the ever increasing diversity of its students in gender, geography, faith, race, and socio-economic group, focusing on the need for a Lawrenceville education to include broad exposure to all facets of the global community and an appreciation for and understanding of multiculturalism.

**THE SCHOOL**

Today, The Lawrenceville School is a leading coeducational independent day and boarding school for students in grades 9-12. More than 200 years old, the campus occupies 700 acres in the historic town of Lawrenceville, NJ, and is listed on the National Historic Register, in recognition of the campus’s old-world architecture and landscaping. Built on a legacy of excellence in education and earned national recognition for its commitment to environmental sustainability, The Lawrenceville School balances a commitment to meaningful and positive traditions with a forward-looking desire to explore and implement best practices in education.

**Fast Facts**

- Total enrollment: 814
- Overall student diversity: 53% students of color
- Domestic/international: 84%/16%
  - Students of color (international): 82%
  - Students of color (domestic): 48%
- States represented: 33
- Countries/territories represented: 45
- Full-time faculty: 159 (109 classroom teachers)
- Faculty of color: 18%
- Faculty with advanced degrees: 75%
- Total staff: 322
- Staff of color: 18%
- Student/faculty ratio: 8:1
- Average class size: 12
- Students receiving financial assistance: 31.5%
- Total aid awarded for 2019-20: $12.9 million
With a current student body of more than 800 students from 33 states and 45 countries, and a talented faculty of more than 100 full-time teachers, a Lawrenceville education offers students both outstanding educational opportunities and a boarding experience founded on relationships in small, diverse residential houses.

A cademics

A Lawrenceville education builds on a tradition of intellectual and civic engagement and prepares students to be responsible leaders in the 21st century. The curriculum balances a commitment to the traditional liberal arts education with opportunities for students to pursue passions and develop real expertise: in the lower levels, students take a series of foundational courses in Science, the Arts, and the Humanities, as well as classes in Math and Language, and then, in their later years, they are free to go deeper in particular disciplines, choosing from a wide variety of elective and honors offerings. More than 200 courses, including more than 50 courses in the Interdisciplinary Program, help students understand themselves and discover the world around them, from testing pond samples for environmental science, composing a piano piece, or learning about Latin
American politics through Nicaraguan poetry. In addition to traditional academic courses, students also learn about healthy habits, mindfulness, and self-care in Personal Development Seminars and fulfill a graduation requirement in Community Service.

Recognizing the benefits of a more active kind of learning, the School has been utilizing Harkness teaching since the 1930s. Replacing traditional teacher-centered pedagogical approaches with student-driven, collaborative discovery, the Harkness method means students learn and think for themselves. While teachers design opportunities and create the context for student learning, students are expected to work independently and together to take responsibility for their own learning and develop their own understandings. The Harkness table is a democratic space where students learn not only how to express and share their ideas, but also how to listen, how to disagree, and how to work with others to develop solutions for complex problems. Lawrenceville’s educational focus, then, is not on teaching what to know, but on learning how to learn.

In addition to these classroom experiences, students can choose from a variety of experiential learning opportunities:

• The Harkness Travel Program takes students across the globe in trips focused on outdoor, scientific, cultural, and service experiences.
• The School’s on-campus Big Red Farm gives students co-curricular opportunities to work on a functioning farm, helping to grow some of the food they eat at dining hall.
• The Outdoor Program provides students a range of outdoor learning opportunities, including paddling, hiking, rock-climbing, as well as training them to lead other students on the campus ropes course.
Finally, the School offers several immersive summer “scholar” programs, where students dive deep into a particular area of study:

- Heely Scholars do original archival research in History, including work in Lawrenceville’s own school archive.
- In the first summer of a two-summer program, Hutchins Scholars learn scientific research design principles and advanced lab techniques, so that in their second summer they can be placed in actual research laboratories and participate in original research.
- Leopold Scholars deepen their understanding of environmental science and sustainability.
- Merrill Scholars participate in creative writing workshops and do research in local literary archives.

**Arts and Athletics**

The Lawrenceville School offers a wealth of opportunities for students to study and practice the arts because it is an essential element in broadening a person’s approach to problem solving, to aesthetic enjoyment, to other people and cultures, and to the human experience. Visual artists work in multiple media, including video (see the School’s YouTube channel for samples), and performing artists are featured in choral and instrumental performances, as well as in the annual Fall Musical, Winter blackbox productions, and the Spring Dance Concert. Visiting artists, lecturers, and performers are regularly brought to campus.

Reach Out to the Arts provides students with varied opportunities to sample a dazzling slice of cultural life in New York City and Philadelphia. The School’s easy access to these major metropolitan areas enables students to savor the cultural events continuously arrayed in these cities. Trips to museums,
the symphony, the ballet, jazz concerts, opera, art galleries, and a host of theatrical productions abound. The ultimate goal of the program is to broaden students' views of the world around them.

The athletic experience is integral to a Lawrenceville education. Through interscholastic and intramural—or "House"—competition, the School seeks to build character, to instill team values, and to advocate a life-long commitment to positive physical and emotional habits. On the playing field, as in the classroom, Lawrenceville challenges students to take responsibility for their own experiences, promoting citizenship and leadership, sportsmanship and fair play, and a passionate pursuit of excellence.

**SCHOOL LIFE**

At Lawrenceville, faculty and students strive to create an inclusive environment where individuals from diverse backgrounds are encouraged to learn from, with, and about one another. Lawrenceville is also committed to the belief that all students’ critical thinking skills are enhanced in an environment that is racially, ethnically, culturally, religiously, and socio-economically diverse.

**The House System**

The House System is unique among independent schools in America and has been an important part of a Lawrentian’s life for more than two centuries. Each House is a small group within the larger School community that fosters pride, responsibility, and respect for the contributions of others. Each of the Houses has its own name, flag, and unifying traditions, and the close-knit relationships that students develop in these small, supportive communities of 30 to 40 boys or girls often extend long beyond students’ time at Lawrenceville. Houses are divided by gender and by level, providing
students increasing degrees of freedom and responsibility as they mature. Whether a boarding or day student, all students are assigned to a House, which provides a home base for each student. Each House is led by two faculty—a housemaster and assistant housemaster—who live in attached apartments with their partners, spouses, or families. These faculty work with student prefects and with a house council to foster the sense of connection and community that is at the heart of House life. These faculty are assisted by additional, associate members of the House faculty team, who help advise and who perform evening supervision on a rotating basis. In this model, students enjoy a high level of attention and guidance. Thus, each House develops a distinct character, shaped by the personalities of its leaders.

**RELIGIOUS LIFE**

Religious Life at Lawrenceville is visible and vital, designed so that students can both deepen their own faith and also widen their understanding of and respect for traditions different from their own. Religious Life offerings, called Explorations, are welcoming, educational, and inclusive. Explorations include worship services, yoga, mindfulness meditation, programs of the Religious Life Council and Interfaith Initiative, Bible study groups, Gita study groups, and affinity group programming, among others. All students, day and boarding, are required to attend two Explorations each term. A range of religious services are led by the School Chaplain, the School Rabbi, and other religious life leaders from inside and outside the School. The School provides weekly and monthly services in the Buddhist, Catholic, Episcopal, Hindu, Jewish, Muslim, Protestant, Quaker, and Sikh religious traditions.
CAMPUS

The School is set on 700 acres created by famed landscape architect Frederick Law Olmsted. Highlights of the campus include:

• The Noyes History Center with 15 classrooms and an 80-seat lecture hall;
• Woods Memorial Woods Hall, with 19 classrooms and the 150-seat Heely Room looks over the historic “Circle,” the heart of Olmsted’s design;
• The Allan P. Kirby Arts Center with an 865-seat proscenium theater with computerized lighting and sound systems, two acting studios, a dance studio, and a design lab;
• The Juliet Lyell Staunton Clark Music Center with two recital halls, three classrooms, one electronic music lab, one piano lab, six private teaching studios, and six practice rooms;
• The F.M. Kirby Math and Science Center, which includes 26 classrooms, 12 individual labs, eight combined lab/classrooms, seven prep rooms, two audio/visual rooms, and spaces for faculty and meetings;
• Athletic facilities that include a 200-meter banked indoor track, 10 international squash courts, a nine-hole golf course, a quarter-mile outdoor track, 12 tennis courts, ropes course, two softball and baseball diamonds, two turf fields and 14 natural grass fields, and a crew boathouse on nearby Mercer Lake. In the summer of 2020, work will begin on a new, $150+ million dining and athletic complex to replace the older Field House and Irwin Dining Hall;
• The Bunn Library, in addition to the more than 72,000 print volumes, features approximately 50,000 ebooks/audiobooks, 3,000 DVDs, a wide variety of digital collections, and over 50 online research databases;
• Fathers Building, or Pop Hall as it is known, which houses 22 refurbished classrooms, two language labs, a state-of-the-art multi-media facility, two fully-equipped computer labs with both Mac and Windows operating systems, and a green screen facility;
• A recently dedicated modern data center;
• A 30-acre solar farm that generates nearly 10 million kilowatt hours of electricity annually, enough to power the School and parts of the surrounding area;
• The Gruss Center for Arts and Design includes generous studio space; the Hutchins Gallery, used for regular arts exhibitions; and a brand-new maker space, with facilities for wood- and metal-working, ceramics, and digital design and fabrication.

**Lawrenceville, New Jersey**

Located 10 minutes from Princeton, 40 miles north of Philadelphia, and only 55 miles from New York City, Lawrenceville’s campus provides a wonderful sense of self-containment without being remote. As soon as you leave the campus, you step into the village of Lawrenceville. Some of the houses that line Main Street were there when George Washington and Thomas Jefferson passed by, thus making the village historic in its own right. The village has enjoyed a renaissance in recent years, sponsored in part by the leadership and volunteerism of The Lawrenceville School faculty who founded Lawrenceville Main Street as a nonprofit, civic improvement organization.

Only minutes from Princeton University, Rider University, and The College of New Jersey, Lawrenceville offers quick access to the Trenton-Mercer Airport, Amtrak, SEPTA Regional Rail, and NJ Transit. Lawrenceville is also home to several large corporate campuses, as well as dozens of local small businesses. Parks, walking and biking trails, and preserved open space add to the charm of Lawrenceville. The Lawrence Hopewell Trail is a 20+ mile bicycle and pedestrian recreational trail and transportation corridor that passes through the Village.
Aside from its own extraordinary facilities and local resources, Lawrenceville is ideally situated to partake of a variety of cultural attractions. Just up the road is Princeton University, where students and faculty can, for example, gain access to Firestone Library, one of the great research libraries in the world. McCarter Theatre, Jadwin Athletic Center, and Princeton Stadium are just a few of the venues in Princeton frequented by Lawrenceville community members.

The exciting urban centers of Philadelphia and New York offer a variety of cultural fare such as world-class museums, theater, and art exhibitions. Further afield but still easily accessible, Washington, D.C. is a two-hour train ride, putting all that the nation’s capital has to offer within reach.

Probably no other national day/boarding school enjoys such proximity to so much in the way of cultural opportunities, and the School works hard to help the community take advantage of them.

**POSITION BACKGROUND**

The desire for an inaugural Dean of Diversity, Inclusion, and Community Engagement was born out of the work of the Task Force on Diversity, Equity, and Inclusion (DEI), which was created as part of the School’s response to a series of incidents on campus in the spring of 2018. This included an online debate about student activism that generated frustration and pain within the Lawrenceville community. In some ways, the events of that time and the School’s response served as a bellwether moment. It became an opportunity for the community to see clearly that students and employees of color feel that they are not always sufficiently heard or supported at Lawrenceville.
In response to student and faculty concerns, Head Master Stephen S. Murray formed a task force that would contribute to the planning and articulation of the School’s goals for diversity, equity, and inclusion. The general charge of the Task Force was to take a broad view of DEI at Lawrenceville and to issue a series of recommendations aimed at increasing faculty and staff diversity and building a more equitable sense of belonging among all community members. In its year of inception, the Task Force was explicitly tasked with developing a better understanding of larger issues and was expected to generate questions and make suggestions about institutional practices and structures, staffing needs, and programmatic needs.

The DEI Task Force included 20 members of the faculty, staff, and administration and represented a diverse cross section of the adult community. During the 2018-19 academic year, the group was supported and advised by DEI consultant Dr. Steven Jones of Jones and Associates Consulting, who helped the group to frame its work. The DEI Task Force organized five subcommittees to investigate areas of community life:

- **Education and Awareness**: Identify professional development needs among the faculty and staff related to DEI and recommend programming to address these needs.
- **Inclusive Campus Climate**: Collect and analyze data about Lawrenceville in terms of DEI.
- **Recruitment, Hiring, Onboarding, and Retention of People of Color**: Investigate best practices around these areas and develop policy and programming recommendations.
- **“House”**: Integrate DEI education into Residential Life by providing recommendations to Housemasters and advisors to foster a more inclusive, positive House culture.
- **“Harkness”**: Examine students’ academic experience at Lawrenceville through a DEI lens. Study the current Lawrenceville curriculum to identify opportunities where it can be made more equitable and inclusive.
The Task Force also drafted and agreed upon its Statement of Purpose, which included their own definitions of diversity, equity, and inclusion at Lawrenceville:

- **DIVERSITY:** Building a community at Lawrenceville that includes the presence and participation of people with many varieties of identities, perspectives, experiences, and ideas.
- **EQUITY:** Ensuring fair treatment, equality of opportunity, and equality of access to information, resources, and outcomes for all students, faculty, and staff, especially for those of historically underrepresented and underserved populations.
- **INCLUSION:** Creating a School culture in which every person feels welcomed, respected, and valued as their whole selves.

At the end of the academic year, each subcommittee shared its findings and recommendations, and one of the major recommendations of the entire task force was to explore the hiring of a full-time, senior staff-level leader, whose role will be to provide the vision and direction for fostering and sustaining an inclusive campus community and culture.

**PARTNERSHIP AND SUPPORT**

As a member of the Senior Staff and direct report to the Head Master, the Dean of Diversity, Inclusion, and Community Engagement is positioned as a clear leader on campus with access to and partnership with the other primary decision-makers on campus. There are and will be many partners and allies for the Dean of Diversity, Inclusion, and Community Engagement to collaborate with, and some of the key teams—many of which are long standing—include:
• **DEI Task Force**: The DEI Task Force will help with the onboarding and transition of the Dean of Diversity, Inclusion, and Community Engagement. While there is support for having this group continue in some form, perhaps as a standing committee that the incoming dean would lead, the School wants to provide the new dean with as much flexibility as possible to create the structures she or he wants and will need do their work.

• **The Department Chairs Group/Academic Affairs Committee**: Includes the academic department chairs, as well as the dean of faculty, the dean of academics, director of athletics, assistant dean of faculty, director of teaching and learning, director of experiential education, and director of academic support. This standing committee meets weekly to develop academic policy, guide the School’s curriculum, and support the management of the teaching faculty. The Dean of Diversity, Inclusion, and Community Engagement will be a member of this group.

• **The Offices of the Dean of Faculty and Human Resources**: The Dean of Faculty and Assistant Dean of Faculty oversee faculty issues, including hiring and professional development; the Director of Human Resources oversees a team of five and is responsible for the overall strategic direction of the human resources department, including hiring and employee relations.

• **The Office of Multicultural Affairs**: Includes the Director of Multicultural Affairs and the Assistant Director of Multicultural Affairs for Campus Life, both part-time roles. Their work is primarily focused in admission, alumni and parents, and student-facing support.

• **Student Affinity Groups and Clubs**: Includes the Alliance of Black Cultures, Latinos Unidos, Asian Student Organization, Gender and Sexuality Alliance, Jewish Students Organization, and the Muslim Student Organization.

• **The Diversity Council (DivCo)**: Strives to create an inclusive environment at Lawrenceville by providing students with opportunities to engage in conversations about social issues, identity, current events, and culture. Student leaders selected for DivCo serve as discussion facilitators at weekly Lunch and Dialogues, in addition to planning annual events each term.
• **The Religious Life Council (RLC):** Aims to nurture spiritual and religious life at Lawrenceville by providing visibility for its strength and diversity, and to cultivate understanding and respect among religious traditions. The RLC is convened by the School Chaplain and has student representatives from all the religious traditions and members-at-large.

• **The Multicultural Parent Committee (MCPC):** A subset of Parents at Lawrenceville (P@L), the MCPC sponsors several events each year to inform, educate, and promote dialogue among parents on issues of diversity, equity, and inclusion.

**PRIORITIES, OPPORTUNITIES, AND CHALLENGES**

**Inaugural Position.** As the first Dean of Diversity, Inclusion, and Community Engagement, the opportunity and challenge will be inhabiting a new and highly aspirational, yet not fully defined position. Given the work of school leadership and the DEI Task Force, however, the most immediate priorities for the Dean of Diversity, Inclusion, and Community Engagement will focus on leading and supporting DEI efforts for the School's adult community.

**Professional Development.** The Dean of Diversity, Inclusion, and Community Engagement will be charged with providing cohesive and meaningful professional development and growth for an adult community with a round-the-clock schedule and with widely varied levels of interest/knowledge. Thoughtfully and supportively meeting members of the community where they are and integrating the work into the systems and programs of the community will be a priority.
Hiring and Retaining a Diverse Faculty and Staff. While the Lawrenceville student body has become increasingly diverse, faculty and staff diversity has increased at a slower pace. The Dean of Faculty and Director of Human Resources have made significant efforts and strides in broadening recruitment and establishing resources to support the lives of those who work at Lawrenceville. The Dean of Diversity, Inclusion, and Community Engagement will partner closely to support and grow these efforts.

Academic Program and Curriculum. At the core of learning at Lawrenceville is Harkness, embodied by conference tables where all have an equal voice—a literal and figurative place at the table—and the intent that learning is done best in a method of shared discovery. The Dean of Diversity, Inclusion, and Community Engagement will work with the academic leadership to examine and ensure that the program and curriculum live into Lawrenceville’s mission to “inspire the best in each to seek the best for all.”

Time. As a boarding school, the Lawrenceville community has a full and busy schedule. Many in the adult community inhabit multiple roles, i.e., teaching, residential life, and coaching—the “triple threat” often discussed in boarding school communities. Generally, most relish the variety of activities they engage in, the wide range of skills and abilities they are able to use, and, most importantly, the different ways in which they get to know and support students. The staff, too, are often called on to engage in work beyond their primary roles. The tension for the Dean of Diversity, Inclusion, and Community Engagement will especially be felt with the DEI Task Force, whose members are struggling to find common meeting time, and the Office of Multicultural Affairs team, whose primary responsibilities lay in admission and enrollment work. To be truly effective, the Dean of Diversity, Inclusion, and Community Engagement will need to integrate the work of DEI thoughtfully, flexibly, and sensitively.
**Desired Qualities and Qualifications**

- Ability to embrace the ambiguity and opportunities for this inaugural position and to work collaboratively with others to shape and define the role.
- The entrepreneurial ability to identify needs, take initiative, and engage partners in strategic change.
- Knowledge of best practices in equity and inclusion work and demonstrated experience in presenting and leading such work.
- Demonstrated experience in developing strategy and effecting significant change.
- Ability to co-create, articulate, and move toward a bold vision while thoughtfully pacing change and engaging a wide range of stakeholders collaboratively and empathetically.
- An organizational anthropologist—someone who has an appreciation for cultural appraisal as a way to assess community needs.
- Ability to appreciate Lawrenceville’s 200+ year history and sense of tradition, while helping it grow, innovate, and become the School it aspires to be in the 21st century.
- An ability to articulate and appreciate the nuances of intersectional identities within a school community that became co-educational just 30 years ago.
- A deeply held commitment to and passion for equity and inclusion on behalf of faculty, staff, students, families, and alumni—all community members.
- Enthusiasm for and experience with working with high achieving, diverse, and dynamic high school students.
- Understanding of and appreciation for boarding school communities.
- Highly effective communication skills: inclination to listen to understand, clear and compelling written and verbal skills.
- An empathic, self-assured, and strong leadership style with ability to work with broad constituencies in an approachable, optimistic, and diplomatic manner.
- Strong character and impeccable integrity.
- Visionary—strategic and insightful—with the ability to frame and implement plans.
- A systems-thinker with excellent organizational skills, strong attention to detail, and great follow-through, who can guide the school toward institutional equity and inclusion with a flow chart, not an organizational chart.
- An inclusive, transparent, and trusted decision-maker.
- An educator at heart and in practice.
- Bachelor’s degree required; advanced degree preferred.

**To Apply**

Interested and qualified candidates should submit electronically in one email and as separate documents (preferably PDFs) the following materials:

- A cover letter expressing interest in this particular position;
- A current résumé;
- A list of five professional references with name, phone number, and email address of each (references will not be contacted without the candidate’s permission);
- Writing sample(s) (prompts to be provided upon expression of interest).

Submit to:

**Lawrence Alexander**  
Search Associate  
lawrence.alexander@carneysandoe.com

**Jennifer Wong Christensen**  
Search Consultant  
jennifer.christensen@carneysandoe.com

**Search Calendar**

Applications Due: December 31, 2019 (or as quickly as possible)  
Search Update: January 15, 2020  
First Round Interviews: Late January  
Finalists’ Interviews on Campus: Mid-Late February

**Equal Employment Opportunity**

*The Lawrenceville School is a diverse and inclusive community and makes all employment decisions without regard for an individual’s race, creed, color, religion, national origin, nationality, sex, pregnancy, affectional or sexual orientation, gender identity or expression, age, veteran status, physical or mental disability (including AIDS and HIV related illness), genetic information, refusal to provide genetic information, refusal to submit to genetic testing, ancestry, familial status, marital status, domestic partnership status, civil union status, atypical cellular or blood trait, military service, application for military service, or any other characteristic protected by applicable law. The Lawrenceville School will also provide reasonable accommodations for qualified individuals in accordance with applicable law.*

*The Lawrenceville School conducts pre-employment screening for all positions which includes a criminal background check, verification of work history, academic credentials, licenses, and certifications. Employment is contingent upon successful completion of the background check.*

*Eligible employees receive a competitive benefit package that includes health insurance coverage, paid leave and retirement plan options, and many other valuable programs.*