

DIRECTOR OF DIVERSITY, EQUITY, INCLUSION AND BELONGING SEARCH

WALNUT HILL SCHOOL FOR THE ARTS

Natick, Massachusetts

walnuthillarts.org

Start Date: July 2025



Carney
Sandoe
& ASSOCIATES

CARNEYSANDOE.COM

MISSION STATEMENT

Walnut Hill School for the Arts educates and trains creative and intellectually curious young artists to make an enduring impact in the world.

MOTTO

Non Nobis Solum — Not for Ourselves Alone

AT A GLANCE



Established
1893



Enrollment
270



Total full-time faculty
37



Student-teacher ratio
7:1



Boarding students
76%



Students of color
48%



Affordability budget
\$4.6M



International students
24%

Faculty of color: 13.8%

Faculty with advanced degrees: 75%

Students receiving Affordability Grants: 39%

Endowment: \$20M

Annual operating budget: \$22M

Campus size: 30 acres



OVERVIEW

Founded in 1893 by Wellesley College graduates as a girls' school, Walnut Hill School for the Arts has undergone numerous transformations to become the dynamic boarding and day high school where students of all genders grow as bold artists, curious learners, and mindful citizens. The School offers internationally acclaimed training in Dance, Music, Theater, Visual Arts, and Writing, Film and Media Arts (WFMA), complemented by a robust college preparatory academic curriculum on a tranquil campus in a suburb of Boston. Walnut Hill stands out as a leader nationally and regionally in the area of Diversity, Equity, Inclusion, and Belonging and has Restorative Practices firmly in place to center relationships and repair as a core construct of community.

All Walnut Hill faculty and administration members are active and engaged members of the School community, committed to collaborating and growing in their teaching practice, supporting diverse learners in and outside the classroom, participating in School events and championing students in their arts. They are also remarkable colleagues to one another; embracing other faculty and staff members with the ability and will to self-reflect on their own practice. Commitment to the School's Core Values of Community, Growth, Excellence, Creativity, and Respect are imperative to the success of a Walnut Hill faculty/staff member.

POSITION OVERVIEW

Walnut Hill School for the Arts is looking for a Director of Diversity, Equity, Inclusion and Belonging to define its next chapter of DEIB work. Articulated during the leadership of its inaugural Director, Walnut Hill has a strong foundation in its DEIB work and mindset and recognizes that the nature of the work is always evolving; requiring ongoing reflection and creativity to meet the changing needs of the school and the world at large. The school has its eye set on nurturing intellectual artists of impact. They strive to engage in the ongoing challenge of considering what role its graduates can play not only in the beauty of their crafts, but in its impact on their communities and broader world.

Walnut Hill School for the Arts works to ensure that these principles are woven into the formal curriculum and practice of the School. Through the guidance of the Dean of Innovative and Inclusive Pedagogy (DIIP), the academic and arts faculty embed the work into their programs. Enhanced by the strong collaboration between the DDEIB the DIIP and the broader leadership team, the School advances this work from many angles and perspectives.

A VISION FOR OUR FUTURE: WALNUT HILL'S STRATEGIC PLAN

The five Strategic Priorities for Walnut Hill over the next five years are:

STRATEGIC PRIORITY 1

Expand and Strengthen the Financial Resource Pipeline

STRATEGIC PRIORITY 2

Expand our Reach as a Global Leader in the Arts

STRATEGIC PRIORITY 3

Transform Walnut Hill's Education

STRATEGIC PRIORITY 4

Fortify Our Culture of Wellness and Belonging

STRATEGIC PRIORITY 5

Create a Campus Master Plan to Meet Planned and Aspirational Goals for the School



The DDEIB will play a critical role as thought-partner and guide to the community in strategizing and designing systems and structures that hold community members in the creative tension of working toward these goals. They will bring their awareness of crucial program, policy, practice and people-centered work to the table, and the spaces to support the School's DEIB work.

OPPORTUNITIES AND CHALLENGES

The School is committed to its ongoing reflection, design and implementation of its DEIB mission. The incoming DDEIB will have the opportunity to work on some of the following efforts:

- Evaluating the school's current DEIB programs and progress;
- Working with the community to redefine its DEIB and anti-racism statements and goals;
- Advancing an all-school Anti-Racism Continuum to assess and monitor progress toward the School's vision of anti-racism;
- Substantial Strategic Plan initiatives connected to a multicultural and global curricular emphasis;
- Taking the School's focus on Restorative Practices into its next chapter of evolution with talented allies and collaborators;
- Partnering with the leadership team to explore new ways to deepen a vision of and strategies to align the identities of artist and social impactor;
- Utilizing research to educate and engage the community in evolving practices of DEIB in the next decade;
- Defining the desired DEIB outcomes and how best to assess the impact of the DEIB work;



- Continuing efforts to recruit, support and retain a diverse faculty and staff;
- Managing an Assistant Director of DEIB;
- Engaging all students in a community with significant queer and international representation.

QUALIFICATIONS AND PERSONAL ATTRIBUTES

- Previous experience working in a high school or educational setting, with a focus on Diversity, Equity, Inclusion and Belonging; boarding school or residential community experience a plus;
- Demonstrated understanding of systemic issues related to Diversity, Equity, Inclusion and Belonging, and a commitment to addressing them within an educational context;
- Experience with Restorative Practices and/or a Restorative school culture;
- Strong interpersonal and communication skills, with the ability to build relationships and collaborate effectively with diverse stakeholders;
- Excellent organizational and project management skills, with the ability to prioritize and manage multiple tasks simultaneously;
- Commitment to ongoing professional development and personal growth in the areas of Diversity, Equity, Inclusion, and Belonging;
- Bachelor's degree required; master's degree preferred.



Personal Qualities

- A strong understanding of the unique dynamics of a boarding community and the needs of its members, especially those of adolescents;
- A demonstrated portfolio of collaborative work which works towards a vision through using the strengths and perspectives of others;
- Deep knowledge of current best practices and innovation in curriculum, pedagogy, and student life related to Diversity, Equity, Inclusion and Belonging;
- An appreciation for the dynamic impact of the arts in education and one's world;
- Experience facilitating workshops, training sessions, or other educational programs related to Diversity, Equity Inclusion and Belonging;
- Knowledge of relevant laws, regulations, and best practices related to Diversity, Equity, and Inclusion in education;
- Experience recruiting, hiring, supporting, retaining, and leading talented, diverse, and mission-aligned faculty;
- A history of thoughtful innovation moderated by a skillful and sensitive approach to change;
- The ability to navigate complexity, in part through effective prioritization, delegation, and management of systems;
- Exceptional interpersonal skills and the ability to communicate with inspiration and clarity across a wide range of audiences.

Leadership Style and Personal Qualities

- Commitment to hard work and creative problem solving;
- A systems thinker, who understands the interplay of internal and external systems, constituents, and priorities;
- Commitment to distributed leadership, ensuring that the student experience and school identity benefit from the full use of the talents, skills, and experience of a wide variety of professionals;
- The curiosity, confidence, and humility to advocate for new ideas, invite disagreement, and welcome feedback,
- A style grounded in principles and relationships;
- Humility and ability to accept and integrate feedback..

LEARN MORE

Click on the links below to learn more about Walnut Hill School for the Arts.

[School Website](#)

[Virtual Tour](#)

[Core Values](#)

[College Matriculation](#)

[Diversity, Equity, and Inclusion](#)

[About Natick, Massachusetts](#)



TO APPLY

Interested candidates are asked to submit the following materials as **separate PDF documents**:

- A cover letter expressing their interest in this particular position
- A current résumé

As the process moves forward, selected candidates may be asked to submit:

- Responses to writing prompts specific to this search
- 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)

Candidates are invited to contact the consultants in confidence and to submit a résumé and cover letter to:

Heather Flewelling
Consultant
heather.flewelling@carneysandoe.com

Seliat Dairo
Consultant
seliat.dairo@carneysandoe.com