



**The Roeper School**  
**Director of Enrollment Management and  
Financial Aid**  
Bloomfield Hills/Birmingham, MI



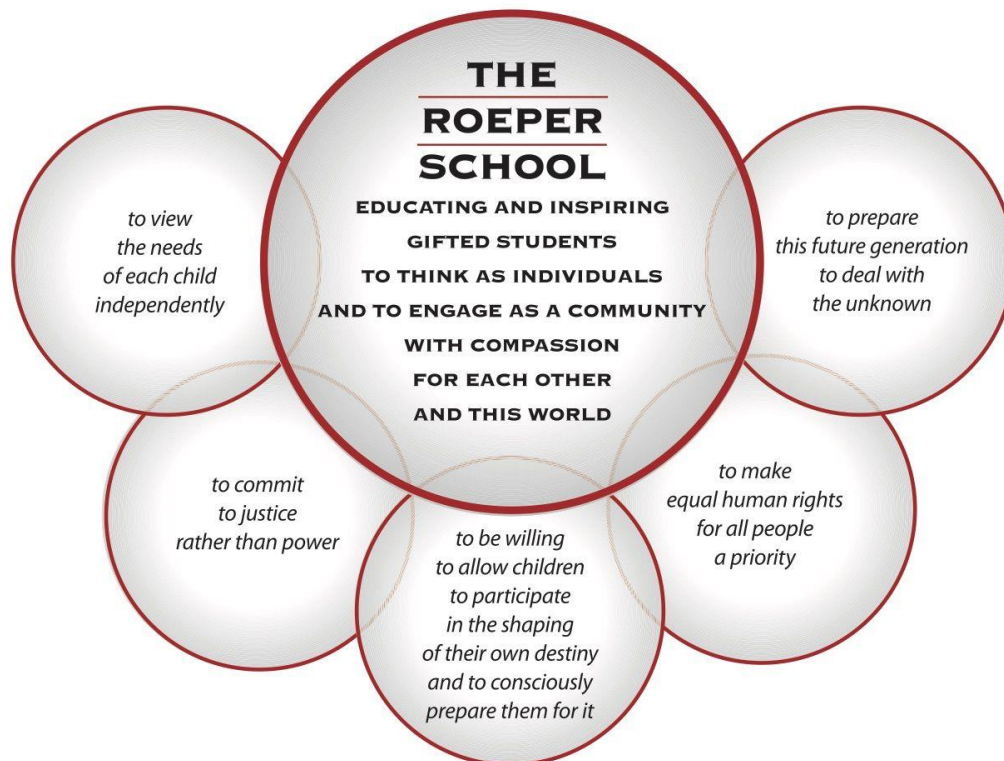
## Overview

Since its founding in 1941, The Roeper School has dedicated itself to meeting the individual needs of each of its gifted students, providing them a path towards becoming thoughtful and humane adults. Valuing academic choice, student voice, and broad opportunities to engage within the community and beyond, Roeper strives to be a beacon of progressive, community-minded education. For mission-aligned students and families, faculty, and staff, Roeper feels, in the words of one graduate, "Like home whenever I come back to visit."

## Mission and Philosophy

Educating and inspiring gifted students to think as individuals and to engage as a community with compassion for each other and this world.

### THE CORE TENETS OF THE ROEPER PHILOSOPHY



## Fast Facts

- Co-ed, day school, grades PK – 12, with 496 students on two campuses
- Students live in over 60 metro Detroit communities, often commuting a significant distance to attend Roeper. 43% of students receive financial aid/scholarship support (\$2.9 million annually), and 31% of faculty and students are BIPOC.
- Oldest Pre-K to 12 gifted independent school in the country.
- 63 instructional staff members, 68% with advanced degrees.
- 8.3:1 student-teacher ratio throughout the school.
- Average class size of 12 in the Middle and Upper Schools.
- 275+ courses offered each year, including courses through the Malone School Online Network.
- 25 musical, theater, and dance performances each year.
- 13 interscholastic athletic teams.
- Accredited by the Independent Schools Association of the Central States (ISACS).
- Member of the National Association of Independent Schools, Association of Michigan Independent Schools, and National Association for Gifted Children.

## History



The Roeper School was founded in 1941 by educational pioneers George and Annemarie Roeper. After fleeing Germany to escape Nazi persecution, they established a school in Detroit with the goal of educating children to become thoughtful, humane adults. The school moved to Bloomfield Hills in 1946, and in 1956 Roeper focused its mission on educating gifted children, making it the oldest pre-K to 12 independent school for gifted children in the United States.

Roeper added a second campus in Birmingham in 1981.

Candidates will find useful information and inspiration by visiting the [Roeper website](#) and reading both the [1981 Philosophy](#) and the [2010 Philosophy](#).

## Program

“Each path is different – and that’s what we love.”

As students move through Roeper’s three divisions, they are given an uncommon amount of choice in their academic program. This is a hallmark of the school. Teachers provide tools for



learning to students and then step back while guiding them. Every student has an opportunity to create an individual path through the school.

Similarly important are units of project-based learning throughout the school. From the Medieval Feast for Stage I students through the Middle School Interdisciplinary Week to the optional George A. Roeper senior projects, students at Roeper have extraordinary opportunities to express their creativity, work collaboratively, and contemplate their place and purpose in the world. Service learning plays a significant role at Roeper as well, to help others and reinforce the Roeper mission rather than as a “box” to check along the way.

Education in the arts is broad at Roeper, starting with singing and Orff instruments in the early years and continuing with a rich array of opportunities in music, theater, dance, and visual arts throughout the school. Athletics are important as well, supporting Roeper’s athletes as the Roughriders compete interscholastically. The opportunity to participate is offered to all through the inclusive, no-cut policy.



In tune with the wide options in the academic program, clubs and activities for students at Roeper reflect widely varying interests while also reinforcing the mission through affinity groups and social action.

Roeper is also a member of the [Malone School Online Network](#), a coalition of many of the nation’s finest independent schools working together to provide academic opportunities to older students that they might not find available at their schools.



## Opportunities and Challenges for the New Director of Enrollment Management and Financial Aid

DRG conducted extensive community meetings and a community survey at Roeper during the 2021-2022 head of school search, marked by uncommonly robust participation. Strong themes emerged about Roeper's strengths.

- The commitment to social justice and continual efforts to improve diversity, equity, inclusion, and justice (DEIJ) efforts on campus. This was the most common theme in community feedback.
- Students and parents laud the individualized work at Roeper, citing the wide variety and complexity of courses available, strong attempts to place students at the appropriate level in their studies, small classes, and a commitment to meeting the needs of both gifted students and twice-exceptional (2e) students. Teachers also appreciate Roeper's willingness to let them explore creative pathways in the courses they offer and projects they present to students.
- Adjectives such as passionate, innovative, intelligent, caring, and supportive were used by many survey respondents to describe the Roeper faculty and staff, and student-teacher relationships are clearly strong at the school.
- Parents and students appreciate Roeper's commitment to gifted education, often contrasting it with obstacles they faced in other schools.
- The Roeper Philosophy and Mission and the inspirational story of the Roepers were cited by many community members. The impact of the Roepers clearly continues to inspire the community.
- An active and committed parent body is a strength, and many parents say that their voices are heard on campus.
- Alongside the Roeper academic experience, parents and students praise Roeper's wellness and social-emotional learning (SEL) efforts.
- A number of respondents praise Roeper's campus, particularly the lower campus and its access to the outdoors.
- Roeper's alumni and parents speak highly of its reputation in the community.
- The Roeper Institute's presence in the community advances the Roeper philosophy, supports Roeper's gifted education reputation, and serves as a resource.

The new Director will share these strengths with current and potential Roeper families while tackling challenges, some specific to Roeper and others faced by all independent schools.

- The new director will need to quickly understand the tools and techniques of the office as they currently stand and then assess what new ideas and approaches are needed to reach more families and introduce them to the school.
- Giftedness questions are actively being discussed at the school, to include:
  - The measurement of giftedness, particularly given the correlation between family wealth and standardized testing/IQ testing.
  - The meaning of giftedness. To what extent children who express their gifts differently or more broadly are appropriate for admission to Roeper.
- Roeper's educational model and philosophy drive a need for greater resources in support of students and the community. Examples cited by community members include facilities upkeep, broader mental health support for students, faculty professional development for educating twice-exceptional students, teacher retention, and enhancement of technology resources. Yet Roeper's strength and reputation as a school committed to social justice give rise to concerns from some about the tuition level, with a call for more financial aid, and worries that financial matters play too large a role at Roeper. The Director, working with others, must be strategic in balancing accessibility made possible through financial aid with needed revenue to support program excellence and faculty/staff compensation.
- There are concerns about retaining students through transitional years and competing well with the other choices families can make, including new public schools focused on gifted students. The Director will work to support Roeper's unique qualities while ensuring that it remains broadly appealing to potential students and families.
- Valuing and listening to the voices of all at Roeper can at times slow the pace of change and innovation.
- As a two-campus school, Roeper presents communication, time-management, and logistical challenges.
- Roeper is clearly a social justice school, both now and in its history and traditions, but some, who fully endorse this mission, question whether it overshadows other needs in students' daily lives. This is a common concern at many schools; Roeper has a better chance than most of making progress on this.



## Job Description

The job description for the [Director of Enrollment Management and Financial Aid \(office.com\)](https://office.com) contains further information for interested candidates.





## Anticipated Search Calendar

Applications Accepted Until Position is Filled

**Initial Review of Candidates:** October 31, 2023

**Starting Date:** To be determined

## Application Requirements and Search Process

DRG Talent Advisory Group is conducting this search on behalf of The Roeper School. To discuss this opportunity in more detail, contact our lead consultant:

Andrew Watson  
Search Consultant  
[awatson@drgtalent.com](mailto:awatson@drgtalent.com)

Candidates should submit, as soon as possible, materials including the following:

- A cover letter indicating why they are particularly interested in and qualified for the position.
- A current resume.
- A philosophy statement, to include elements on admission leadership, giftedness, and social justice.
- The names, email addresses, and telephone numbers of five references, to include the relationship with the references. (We will obtain permission from candidates, at the finalist stage, before contacting references.)
- Optional: other supporting material (articles, speeches, videos, or letters of recommendation) that would be useful to the Search Committee.

Candidates should upload materials directly on the DRG website by visiting the Roeper School listing [HERE](#).

Roeper is dedicated to building a culturally diverse and multiethnic community and strongly encourages applications from people of color, women, and LGBTQIA+ candidates.

**This position description is based upon material provided by The Roeper School, an equal-opportunity employer.**

It has been and will continue to be the policy of The Roeper School to be fair and impartial in all its relations with its employees and applicants for employment. The Roeper School does





not discriminate in employment opportunities or practices because of race, color, religion, gender, sexual orientation, national origin, height, weight, familial status, marital status, age, or disability.

The Roeper School will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

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Andrew Watson

Senior Talent Consultant

