



Menlo School
Director of Equity, Diversity, Inclusion,
and Belonging
Atherton, CA



Start Date: July 1, 2024

Overview

At Menlo School, equity, diversity, and inclusion are at the core of our organizational identity. Through our daily efforts, the School demonstrates a shared commitment to the development of all stakeholders by supporting a campus ethos where equity, diversity, and inclusion reflect the major cornerstones of our community.

As an institution, we are steeped in research-based best practices. Students and faculty regularly engage with material that is enhanced by the multiplicity of voices, viewpoints, and lived experiences within our School and global contexts. Through our purposeful efforts, we fundamentally believe that we can become better people when we recognize, appreciate, and authentically embrace experiences other than our own.

The School

Menlo is dedicated to providing a challenging academic curriculum complemented by outstanding creative arts and athletic programs. The School helps students develop positive values and nurtures character development in a supportive environment that upholds the highest moral and ethical standards. Our program encourages students to reach their fullest potential and to develop the skills necessary to respond intelligently and humanely to the complexities of a diverse and increasingly interconnected world.

Mission

Menlo School's mission is to empower students to explore and expand their interests, reach their fullest potential, develop the skills necessary for success in college, and become ethical, responsible, and engaged members of ever wider communities.

Values

At Menlo School, we are passionate about encouraging students to:

- Pursue high standards of academic excellence.
- Discover the joy of learning.
- Stretch themselves and raise challenging questions.
- Demonstrate courage, integrity, and a commitment to ethical behavior.
- Develop a sense of commitment to purposes larger than themselves.
- Appreciate the richness of diversity.
- Think independently and creatively.
- Take progressively more responsibility for themselves and their education.
- Lead healthy lives.



Environment

At the center of Menlo School is a deep commitment to the development and welfare of each individual student. The School offers extensive academic, athletic, arts, and extracurricular activities designed to:

- Promote respectful and inspirational relationships among students, teachers, coaches, and staff.
- Balance rigorous expectations with extensive encouragement and support.

Equity, Diversity, and Inclusion

Menlo School is committed to being a heterogeneous and inclusive community. We believe students are better educated and prepared to succeed when the School community—students, families, faculty, administration, and staff—is diverse and inclusive. Diversity benefits the entire community by providing a wide range of perspectives and experiences. We embrace a broad definition of diversity: an inclusive community comprised of people with different racial, cultural, economic, and religious backgrounds, as well as different gender identities and sexual orientations. In addition, we support students with a wide variety of interests, talents, physical abilities, personalities, and politics. [Learn more](#) about our inclusive community.

Facts at a Glance

Enrollment

- Total student enrollment: 795 (Upper School: 582, Middle School: 213)
- 54% of students self-identify as students of color

Financial Aid

- Menlo School seeks to attract talented students of varied socioeconomic backgrounds.
- This year the School awarded \$7 million in aid to 20% of the student body.
- Menlo meets 100% of demonstrated need for all our families.
- Average aid grant is \$44,860

Instruction

- Upper School student-teacher ratio: 10:1
- Middle School student-teacher ratio: 11:1
- Upper and Middle School average class size: 18
- # of faculty, staff, and administration members: 300
- Percent of faculty with advanced degrees: 73%

Arts & Athletics

- 100% of students participate in Creative Arts during their four years at Menlo
- Creative Arts offered: studio art, graphic art, photography, orchestra, jazz band, chamber music, chorus, moviemaking, dance, drama, percussion
- Nearly 80% of Upper School students play at least one sport

- 100% of Middle School students participate in Physical Education or interscholastic sports
- # of Upper School teams: 41
- # of Upper School varsity sports offered: 21

The Position

We seek a Director of Equity, Diversity, Inclusion, and Belonging to lead our programs and serve as a conduit for the promotion of inclusive excellence. Reporting to the Head of School and a member of the School's Senior Administrative Team, the successful candidate will be a thoughtful leader who is capable of both high-level strategic thinking as well as comfortable serving as a visionary, advocate, educator, and internal consultant. The Director will be a champion for initiatives central to our success including Student Belonging, Family Support and Engagement, Admissions Outreach, Professional Development for parents, faculty and staff, and Student Academic Support.

This is a full-time, 12-month position, starting in July 2024 or sooner.

Primary Responsibilities:

We are looking for an enthusiastic and talented administrator who has a passion for working with students, faculty, and staff and who will:

- Lead a broad array of constituents towards greater grace and understanding of each other in the service of an ever-improved sense of belonging for students.
- Understand the challenges faced by middle and upper school students in an academically selective institution and the ability to assist students from a wide array of backgrounds in navigating this environment.
- Deliver strategic equity, inclusion, and belonging initiatives across the institution.
- Know and understand context related to gender, race, economic inequities, and sexual identification and have the ability to conceptualize, create, and implement relevant curriculum, programs, advisement, and opportunities for reflection and awareness in these areas on both an individual and institutional level.
- Use exceptional communication and facilitation skills to work with a wide variety of constituent groups to build consensus and increase programs.
- Lead and support a team of three high functioning leaders (Director of Student Belonging and Director and Assistant Directors of Family Support), the Board EDIB Committee, and a large group of EDIB volunteers to continually improve ourselves and our programs across the school.
- Work collaboratively with and gain support from a broad and diverse array of



constituents, including students, staff, faculty, alumni, parents, and community members.

- Serve as an advocate for ten to twelve Middle or Upper School students and teach an Upper School Elective offering or share in the teaching of the 9th-grade identity curriculum.
- Analyze complex data and information about student admissions, matriculated students, and the overall community, and present it to the board and other constituents.
- Lead with a mindset of inclusion in the pursuit of mutual understanding throughout all levels of the organization, while modeling key behaviors and characteristics such as collaboration, integrity, empathy, teamwork, critical thinking, judgment, priority setting, and constructive behavior.

Required knowledge, skills, abilities and experience include but are not limited to:

- Minimum of five to seven years of prior diversity, equity, inclusion, and cultural competency work, and proven ability to apply these lenses to decisions in policy, communications, and outcomes in an educational institution.
- A bachelor's degree is required, an advanced degree is preferred, ideally in any of the following fields: ethnic studies, intercultural studies, LGBTQ+ studies, counseling, higher education, or an equivalent discipline.
- A well-developed sense of humor and a deep sense of purpose for the work of belonging for students.

We offer:

- An exceptional work environment and caring community.
- Highly competitive salary ranging from \$160,000 to \$190,000.
- A comprehensive benefits package for eligible employees and their families, including generous contributions to a retirement plan. Learn more by going to <https://www.menloschool.org/employment-benefits.php>

Anticipated Search Calendar

(subject to change: please express interest as soon as possible)

Application Deadline: February 19, 2024

Semifinalist Interviews: March 6-8, 2024

Finalist Visits: Week of March 11

Starting Date: July 1, 2024 at the latest



Application Requirements and Search Process

DRG Talent Advisory Group is conducting this search on behalf of Menlo School. To discuss this opportunity in more detail, contact our consultants:

[Andrew Watson](#)
Senior Search Consultant
awatson@drgtalent.com

[Jennifer Fleischer](#)
Senior Search Consultant
jfleischer@drgtalent.com

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

- A cover letter indicating what interests them and how they are qualified for the position.
- A current resume.
- 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 Menlo School listing](#).

Menlo School is an independent, coeducational, college preparatory school for students in grades six through twelve. Located in Atherton, California, and established in 1915, the School is accredited by the Western Association of Schools and Colleges and is a member of the National and California Associations of Independent Schools.

Our equal opportunity employment policy:

Menlo School is committed to a policy of non-discrimination and equal opportunity for all employees and qualified applicants. We administer all personnel practices without regard to race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, marital status or domestic partnership status, disability, protected veteran status or military status, genetic information, or any other category protected under applicable law.

