COLLEGIATE SCHOOL

NEW YORK, NY
HEAD OF SCHOOL
START DATE: JULY 2020
WWW.COLLEGIATESCHOOL.ORG
OVERVIEW

Collegiate School, on the West Side in New York City, is among the top all-boys K-12 schools in the world. Founded in 1628, it is the oldest school of any kind in the United States. Gaining strength from its history and traditions, Collegiate approaches the future with energy and optimism, confident in its dedication to a spirited pursuit of personal growth and intellectual exploration for its 660 students. In relocating to its new building at 301 Freedom Place South in January 2018, Collegiate has ensured for years to come that it will provide the extraordinary education for which it is known.

One feels the enthusiasm, energy, and passion of Collegiate students radiating throughout the hallways inside the School’s state of the art new facility. Academic excellence, coupled with a searing intellectual curiosity among both students and faculty, has always defined the School, and it continues to do so today. While rigorous and challenging in scope, students prioritize humility and humor in terms of their carriage and their relationships with one another. In classrooms defined by respectfulness and civility, Collegiate students compete more with themselves than they do with one another. There is a sense at Collegiate that when you join the school as a student, you are joining a very special brotherhood that will remain a part of your identity and your values for the rest of your life.

Collegiate is seeking a Head of School to begin in the summer of 2020 when Lee Levison retires after 14 years as Head. Dr. Levison has been an exemplary steward of the School’s mission, modeling the energy, respect, and curiosity that have threaded through the school’s DNA since its founding. The next Head of School will need to exemplify these same core values—intellectual curiosity, respect, kindness, humility, and integrity—while also projecting a forward-facing and dynamic vision that prepares Collegiate students for the diverse and hyper-kinetic world that we live in.
Statement of Beliefs

We believe that we are at our best when all members of the school community conduct themselves with respect, kindness, and integrity.

We believe that the traditions and values of this old but not old-fashioned school can inspire boys to develop their individual capacities for personal and academic excellence.

We believe that boys learn best when they are members of a diverse and just community that fosters purposeful and spirited engagement, inquiry, and collaboration in academics, athletics, and the arts.

We believe that a liberal arts education committed to diligent and discerning scholarship prepares students to be citizens who act with conscience, courage, and compassion.

School History

Tracing its origins to 1628, the school was established by the Dutch West India Company and the Classis of Amsterdam, the parent ecclesiastical body of the Dutch Reformed Church for the colonists of New Amsterdam.

Beginning with Adam Roelantsen, 28 headmasters have guided Collegiate “so that first of all in so wild a country, the youth be well taught and brought up.” As New York City expanded to the north, the School moved from its original quarters on the southern tip of Manhattan Island to a number of different locations. In 1892, it settled at a site next to the West End Collegiate Church, where Collegiate took on its modern form as an all boys’ school and continued to develop its college preparatory program.

Incorporated in 1940 as a non-profit and independent organization under the Education Act of the State of New York, the School and the Church separated, but a historic association with the Collegiate Churches remained.

In 2018, the School moved from its longtime home at 260 West 78th Street to its new location at 301 Freedom Place South.
THE SCHOOL

With only 660 boys across 13 grades, Collegiate’s smaller size fosters strong, resilient, and trusting friendships among the students and faculty. It is a close-knit, cohesive community with outlets for every passion and interest. Students create lifelong bonds through their common experiences of hard work and deeply engaged learning. Relations among the boys are respectful and supportive. The School’s culture of kindness, respect, and generosity helps foster an ethos rooted in partnership and collaboration.

The School believes in attracting and nurturing a diverse and inclusive student body, reflecting the diversity of New York City and the world. Diversity, equity, and inclusion have become increasingly central components of the School’s overall identity and philosophical orientation. The community engages with and celebrates diversity through a variety of student and family affinity groups as well as through the leadership of the Director of Equity and Inclusion. Regularly scheduled assemblies within each division as well as professional development opportunities for faculty and staff also facilitate deeper learning and growth in these areas.

Collegiate is a founding member of Interschool, a consortium of eight independent schools working cooperatively to develop programs and activities for the students and teachers from participating schools. Programs sponsored by Interschool include an annual College Night for juniors and their parents, the 10th-grade trip to Frost Valley, and meetings of special-interest groups to exchange ideas and organize events. Interschool member schools include Brearley, Browning, Chapin, Collegiate, Dalton, Nightingale-Bamford, Spence, and Trinity.
Collegiate’s outstanding faculty enjoy both the talent level of the students and each other. The level of collegiality is high, and teachers take pride in seeing the growth in each boy, often over the course of many years. The School community is filled with lifelong learners—it is part of the School’s culture, with students, teachers, and parents stimulating and challenging each other in an atmosphere of mutual respect. Students are competitive, but not with each other, allowing for a self-described feeling of casualness and “relaxed intensity.”

The pervasive sense of collegiality and connection between and among students does not end at graduation. The Collegiate alumni network represents an extremely tight and interconnected tapestry of graduates all over the world. Whether a year into college or decades after leaving the school, alums remain close with one another and with Collegiate.

Academics

Collegiate is divided into Lower School (Kindergarten-Grade 4), Middle School (Grades 5-8), and Upper School (Grades 9-12). Each division has its own administrative head and core faculty. A number of faculty teach in more than one division.

Lower School (Kindergarten-Grade 4)

Lower School boys develop their knowledge and skills in all aspects of growth: physical, social, emotional, and intellectual. A dynamic curriculum, coupled with a commitment to meet the needs of each child, makes the Lower School an inspiring place for learning. Developmentally appropriate for young boys, the program is structured and challenging yet flexible and comfortable. Boys enjoy coming to school and participating in a vibrant school community.
Lower School classrooms are self-contained. A talented and dedicated head teacher in each class directs the curriculum in language arts, mathematics, social studies, and respect and responsibility. They are supported by assistant teachers, learning specialists, psychologists, and librarians. Subject teachers provide instruction in art, music, physical education, science, and technology. Small group instruction is central to Collegiate’s Lower School. The boys work in groups of 12 or fewer for a good portion of the school day, and within these groups the work is often individualized.

Working in grade level teams or as a divisional faculty, the curriculum is regularly reviewed and modified. Individuals or groups of teachers regularly attend professional development workshops, conferences, or graduate level courses.

**Middle School (Grades 5-8)**

Middle School years are a significant and highly identifiable time in human development. Change is dramatic, dynamic, and observable. Middle School students grapple not only with physical changes, but with deep concern about justice, independence, and social acceptance. Faculty and staff in the Middle School create an environment that provides students safe opportunities to create a sense of belonging, sense of self as a student, and steadiness of life events. At Collegiate, students are fortunate to learn from a talented faculty and to build friendships with an intellectually curious yet playful set of peers.

The Middle School serves as a bridge between the other two divisions. This is where the boys will first travel to classes alone, receive their first grades and manage more homework. But it is also an extremely supportive environment where homeroom teachers and advisors are ever-present with encouragement and personalized care. Overall it is a vigorous and affirming learning environment fostered each day by dedicated faculty who are devoted to educating students at this age.
Boys pursue coursework within the school’s 12 areas: drama, English, modern and classical languages, history, library, math, music, physical education, religion, science, technology, and visual arts. Learning specialists and psychologists support the classroom work. Students are given an iPad for educational purposes, and the faculty provide discernment with respect to appropriate use and implementation.

**Upper School (Grades 9-12)**
Life in Upper School is vibrant and engaging. Discussions that originate in classrooms often migrate into the hallways, filling the school with meaningful discussions on a daily basis. Boys are encouraged, supported, and challenged by their teachers and each other to immerse themselves in scholarship, think critically, and exchange ideas. The Upper School’s aim is not only to shape young minds but also to foster the personal qualities that make admirable young people grow into capable and caring adults.

The classroom is the heart of the Upper School. Students seek challenges in a range of disciplines and activities and pursue coursework within 11 areas: drama, English, languages, history, library, math, music, physical education, religion, science, and visual arts. The Upper School utilizes a bring-your-own-device program.

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**College Placement**
During the past five years (2014-2018), two or more Collegiate graduates have enrolled at the following colleges and universities:

- Amherst College
- Bard College
- Bates College
- Boston College
- Bowdoin College
- Brown University
- Bucknell University
- Carnegie Mellon University
- Colby College
- Columbia University
- Cornell University
- Dartmouth College
- Duke University
- Emory University
- Georgetown University
- Hamilton College
- Harvard University
- Haverford College
- McGill University
- Middlebury College
- New York University
- Northwestern University
- Oberlin College
- Pomona College
- Princeton University
- Stanford University
- Swarthmore College
- Tufts University
- Tulane University
- University of Chicago
- University of Miami
- University of Michigan
- University of N.C. at Chapel Hill
- University of Oxford
- University of Pennsylvania
- University of St. Andrews
- University of Virginia
- Vanderbilt University
- Washington University in St. Louis
- Williams College
- Yale University
The Senior Project, offered only during the second half of the spring semester of senior year, is an important part of the Collegiate curriculum. Faculty encourage seniors to explore projects of their own design that represent a serious and worthwhile examination of some aspect of their learning. Advisors and the Senior Project Committee ensure high academic standards and adherence to the program’s guidelines.

Students interested in subjects not offered by the regular academic curriculum can also choose to pursue Independent Study and Special Projects for credit and may participate in off-campus programs for a semester or a year. Examples of this program include The Mountain School in Vermont, Maine Coast Semester, and School Year Abroad.

College advising at Collegiate provides an example of the personal attention that can be found in a small school. The college counseling team meets regularly with students beginning in junior year, guiding them in all facets of the college admissions process and encouraging honest self-evaluation and leadership in the decision-making process. Collegiate graduates have for years distinguished themselves on a variety of levels at some of the most selective colleges and universities throughout the nation.

**Arts and Athletics**

The drama program begins in the Middle School and aims to introduce students to the traditions of theater history and a variety of basic theater techniques. Students in grades 6-9 have the option of taking yearlong drama classes. In Upper School, the Drama Department offers instruction in the theoretical and practical application of theater with classes such as acting, directing, technical design,
and New York City theater. During both Middle and Upper school, students have the opportunity to participate in afterschool productions.

The music program in the early years concentrates on singing, vocal production, and pitch perception via the Kodaly method. Fourth graders learn to read music through playing the recorder, and students in the fifth and sixth grades receive group instruction in violin, viola, cello, or double bass, and can elect to join the chorus. Seventh- and eighth-grade students choose from chorus, orchestra, music technology, and Afro-Latino percussion. In the Upper School, students may take theory and composition courses and participate in a variety of choruses and string ensembles. At all grade levels, performance opportunities are part of the program and individual music study is encouraged. There are two acapella groups: the UnAccompanied Minors in the Middle School and the Undutchables in the Upper School.

The visual arts program is broadly based, and from grade to grade projects become more complex. The Lower School program includes instruction in drawing, coloring, painting, printmaking, modeling in clay, collage, origami, mask-making, and silhouettes. In Middle School, students engage in an array of imaginative projects while also developing technical skills in foundation areas. A variety of projects will also include units in digital photography and ceramics. In Upper School, students study art history and take advantage of New York City’s many museums and cultural institutions.

Athletics are integral to Collegiate’s comprehensive educational program and contribute substantially to the learning experience of all students. Each student who chooses to participate in a sport is encouraged to develop his skills to the greatest extent possible, regardless of his beginning skills or abilities. Through interscholastic athletics, an opportunity is provided for students to achieve well beyond the levels expected in the physical education classes. Participation in athletics provides experiences that are designed to fit harmoniously into the overall educational program.
Sports include cross country, soccer, basketball, wrestling, baseball, and track and field at the seventh- and eighth-grade level; and cross country, soccer, basketball, fencing (Interschool), indoor track and field, wrestling, baseball, golf, tennis, and track and field at the junior varsity and varsity levels. The new building includes two excellent gyms where students practice and compete. Students also take advantage of a variety of fields, trails, and courts located close to the campus.

**STUDENT LIFE**

Life at Collegiate is dynamic and joyful, defined by many personalities, passions, opportunities, and traditions. Students refer to the brotherhood and strong sense of unity they develop with each other, and parents note the independence and ownership the students develop for their own learning.

**Assemblies**

Bi-weekly assemblies for Lower and Middle School students take place throughout the school year. The programs vary in nature and may involve presentations by faculty members and guest speakers or performances such as drama and music productions, geo-bee competitions, public speaking forums, and talent shows. In Upper School, assemblies every other week include endowed lectures, often with seminars following them, in the areas of mathematics, the arts, and writing.

**Clubs**

Middle School students choose from a variety of clubs such as Robotics, Model United Nations, Science Olympiad, 8th grade Leadership Team, Math Counts, and the online literary magazine, Jabberwock. Clubs meet bi-weekly during the school day; however, some clubs require more frequent or after school meetings.
Over the course of a school year, Upper School students may choose to participate in numerous clubs and organizations at Collegiate including Asian Cultural Society, CENIC (Environmental Club), Entrepreneurship Club, Mathematics Team, Model U.N., Pride Alliance, and Science Olympiad.

**After School Program**

The Flying Dutchmen is open to students in kindergarten through sixth grade and runs on a semester basis, offering classes such as chess, martial arts, science, and dance. Programs are offered at a fee and are held at Collegiate and at several off-campus locations. In addition, students can take music lessons through the Collegiate Conservatory of Music.

The After-School Help Center (ASHC) for Middle School students is a place where students have dedicated space and resources available to study and to work on assignments. A variety of assistance is available—learning specialists, teachers, and Upper School student volunteers, all of whom circulate among the students to answer questions and to help keep the students engaged with their work. There is no associated cost.

**Leadership**

Collegiate is a school in which students are encouraged to become leaders and to serve their communities. Over the course of a school year, Upper School students may choose to participate in numerous clubs and organizations that offer opportunities for leadership. A number of juniors join the Peer Leadership program after completing a course in Group Dynamics. Many students of color (both in the Upper and Middle School) also participate in Jamaa, a dynamic organization within the school founded in 1969 and committed to issues of diversity (there are also Jamaa groups for parents and faculty). Student Government is a vibrant group, initiating social events as well as programs that improve the quality of life for students at Collegiate.
In addition, various activities provide students with an opportunity to participate and sometimes compete outside the school community. In the past several years, students have had the opportunity to travel domestically and overseas for language, cultural immersion, and service.

**Advising**
The advising program and the relationships that develop are foundational to the student experience and provide support, encouragement, and guidance for students throughout their time at Collegiate. Each Middle School student has a faculty member who serves as his advisor. Advisors meet weekly with their advisory groups and lead discussions that focus on a variety of topics including friendship, mindfulness, motivation, and community standards.

All Upper School students have an advisor with whom they meet at least once a week. In ninth grade, students are assigned an advisor who works only with ninth graders. At the end of ninth grade, students select an advisor and become part of a multi-grade advising group. Students remain with their advisor for the last three years of their time at Collegiate.

**Community Service**
Community service is an intrinsic part of the Collegiate experience. As part of its mission, Collegiate is committed to guiding students to develop habits of caring for and helping others. Lower and Middle School students participate in group community service projects such as cleaning up Riverside Park, collecting donations for the needy, and helping city-wide organizations like City Meals on Wheels. Students also commonly come up with their own ideas about ways to serve one another and the wider community.
In the Upper School, ninth graders participate in a variety of service opportunities, which are intended to provide a range of service experiences. During 10th grade, students prepare and submit a proposal to work with one organization or type of service for the duration of their years at Collegiate. The goal is to build strong relationships with a service organization and the people served.

**CAMPUS**

From 1892-2017, Collegiate’s campus comprised several buildings on 77th and 78th Streets on the Upper West Side. The former schoolhouse on West 77th Street is, together with the adjoining West End Collegiate Church, a New York City historic landmark.

In 2013, the School announced that it would be moving to a new location 16 blocks to the south, and, in January 2018, Collegiate opened its new building at 301 Freedom Place South. The new campus consists of a single 11-story building (nine stories above ground and two below), with 180,000 square feet of classroom, athletics, theater, music, art, library, dining, and administrative and conference space. The building features common areas dedicated to each division that provide space for independent study, social interactions, and divisional activities.

The Lower School is located on floors two and three. Students have grade-appropriate common areas as well as a digital lab that allows the youngest students to use technology creatively. The Middle School occupies floors eight and nine. It has its own Maker Space, along with flexible classrooms, a Middle School Center, and large group study spaces. The Upper School is housed on floors five and six. Significantly larger than the division’s previous space, it features flexible classrooms and common areas that promote interaction among students and faculty.
Collegiate’s fifth floor library features study carrels and group study rooms, as well as a separate Lower School section with a rug seating area, soft seating, and table seating appropriate for Lower School students.

Sciences for all three divisions are consolidated onto floor seven, creating the opportunity for faculty and student partnerships and an inviting environment for student mentoring and interdivisional collaboration. The School’s science facilities provide dedicated individual research space and modern equipment, allowing students to conduct innovative research on campus.

Visual arts and music occupy floor four, complete with music practice spaces, art studios, and a digital photo lab. Additionally, on the Lower Level, performing arts benefit from a state-of-the-art 307-seat auditorium and a black-box theater, both of which support Collegiate’s vibrant drama program.

Collegiate’s athletics are also housed in the Lower Level and include a high school regulation-size gym that can be partitioned for physical education classes and practice space simultaneously. An additional, smaller gym accommodates regulation wrestling and half-court basketball and features a retractable batting cage.

Outdoor space consists of a large roof deck on floor nine with a large recreation area and a ground-level, 5,000-square-foot courtyard perfect for handball and basketball.
**NEW YORK, NEW YORK**

The most populous urban center in the United States, New York is a global power city with significant influence in nearly every sector. The city offers something for every type of resident with every range of interests. New York is home to some of the best entertainment venues in the country, including theaters, music halls, and sports stadiums. With every type of culture represented in its expansive boroughs, New York truly is an American melting pot. Collegiate’s enviable Upper West Side location offers students and faculty the opportunity to explore and learn from this diverse and rich city.

New York is home to some of the most famous and instructive museums in the world, including the Cooper-Hewitt National Design Museum, the Frick Collection, the Jewish Museum of New York, the Metropolitan Museum, the Guggenheim, and the Whitney, among others. Many of America’s corporations are headquartered in or have offices in New York, testifying to its place as a center of finance, commerce, transportation, law, and media. New York City also now competes with Silicon Valley as a tech incubator.

New York’s Times Square is appropriately dubbed “The Crossroads of the World” and is home to the Broadway theater district and the iconic New Year’s Eve countdown. Wall Street in Lower Manhattan is the home of the New York Stock Exchange, the largest stock exchange in the world. Additionally, several distinguished colleges and universities dot New York’s landscape, including Columbia, NYU, Cornell Medical, and several schools of design, among others. A bustling center for tourism, retail, theater, fashion, food, and education, “the city that never sleeps” remains vibrant at all hours.
OPPORTUNITIES AND CHALLENGES

Collegiate School seeks a Head who will lead this historic institution towards the opening of its fifth century. The new Head will need to both embrace the sacrosanct values of the School and also lead the community in new directions with a lively regard for what boys need to be prepared for and to thrive in the 21st century. The work that lies ahead—outside of the daily engagement and operations of leading a K-12 school—includes:

• Navigating the constructive tension between tradition and innovation in moving the School forward;
• Further advancing STEM programming;
• Continuing the development of the new building with an eye toward acculturation;
• Deepening the School’s work in diversity, equity, and inclusion; in admissions; hiring; and programming;
• Enhancing a sense of community and shared culture among all constituencies;
• Communicating clearly and frequently with all constituencies;
• Planning for the educational, psychological, and social needs of all the boys, and further exploring issues related to gender and masculinity;
• Creatively considering the challenges and opportunities of a K-12 program with respect to continuity, scope, and sequence;
• Hiring, supporting, and retaining faculty of the highest caliber and involving them in program development;
• Safeguarding academic rigor and, at the same time, exploring what it means to be rigorous in terms of curriculum, pedagogy, and expectations;
• Planning creatively with respect to how the School can become more involved in its new neighborhood, and generally, within New York City;
• Further engaging a large and vibrant alumni community, both in New York City and worldwide;
• Identifying the most important goals of the School and creating a plan to achieve them through a combination of fiscal planning and enhanced philanthropy.

DESIRED QUALITIES AND QUALIFICATIONS

The Search Committee will consider a wide range of educational leaders for this role. Candidates who are most likely to advance will offer many of the following qualifications and qualities:

• Values that mirror the values of Collegiate: respect, kindness, humility, and integrity;
• A history of passion and intellectual scholarship as a classroom teacher;
• Excitement about the opportunity to live and work in New York City;
• A particular appreciation for the developmental needs of boys;
• A demonstrable history of leadership and passion for issues related to diversity, equity, and inclusion;
• A leadership style characterized by confidence, empathy, accessibility, and humor;
• A strong proclivity to listen carefully to—and engage with—all constituents;
• A natural ability to communicate with sophistication, clarity, and transparency, and to inspire students, faculty, and parents alike in public settings as well as more private interactions;
• The intellect, vision and foresight to calibrate how and when the School should change in order to remain relevant and prepare students for the dynamism of our age.
TO APPLY

Interested and qualified candidates are encouraged to speak with one of the consultants. All applicants will be expected to ultimately submit (preferably in separate PDFs) the following materials:

• A cover letter expressing interest in this particular position;
• A current and comprehensive résumé;
• One or two writing samples—preferably either a statement of educational philosophy and leadership practice, and/or an article or speech related to education/leadership.

Should candidates advance in the search, a list of professional references will eventually be requested (including name, phone number, and email address of each). References will not be contacted without the candidate’s permission.

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