

Episcopal High School



Director of Technology

LOCATION

Alexandria, Va.

POST DATE

February 20, 2024

PRIORITY APPLICATION DEADLINE

March 11, 2024

REVIEW PERIOD

Rolling, as applications
are received

ON-SITE FINAL ROUND

Late-March

DECISION ANNOUNCED

Early-to-mid April

START DATE

May 1 to July 1, 2024
(or later by mutual agreement)



Summary

Founded in 1839, Episcopal High School is the only 100% boarding school located in a major metropolitan area. Situated on a 130-acre campus just 7 miles from Washington, D.C., Episcopal has a highly rigorous college preparatory curriculum and high-caliber faculty that intentionally leverage the educational and cultural resources of Washington, D.C., to provide students with unparalleled experiential learning opportunities. With one of the nation's oldest high school honor codes, the school emphasizes intellectual, spiritual, physical, and moral growth in every student with a particular focus on the development of intellectual and moral courage. Episcopal's community comprises adults and students with a diverse array of life experiences and perspectives, which strengthens the learning and living experience for all.

Episcopal High School now seeks an outstanding technology leader to run a mission-critical department that supports all faculty, staff, and students throughout campus. The director will oversee all aspects of IT and information systems, innovation, technology integration, and instructional design. Supervising a team of four technology professionals, this position reports to the chief financial officer and includes a generous compensation package and the opportunity for on-campus housing. Given the close-knit community of a boarding school environment, the director can look forward to participating actively in the life of the school. The entire community at Episcopal will be excited to welcome the next director of technology, who will hopefully be able to start later this summer.

MISSION

Guided by its founding principles of honor, academic distinction, spiritual growth, and community, Episcopal High School prepares young people with the **intellectual and moral courage** to pursue **lives of ethical leadership and service** as citizens of an increasingly connected world.



Core Beliefs



EPISCOPAL HIGH SCHOOL BELIEVES:

- **Honor** is both a pursuit and an expectation;
- **Relationships** in which students are known, valued, and supported are critical for academic success and character development, and they flourish most powerfully in a 100 percent residential community;
- **The pursuit of knowledge**, not merely its acquisition, is at the core of the academic experience, compelling one to take risks and to embrace and learn from failure;
- **Passions, interests, and personal strengths** are discovered when students engage in wide-ranging experiences in academics, athletics, the arts, and all areas of school life;
- **Bridging the classroom** with intriguing, real-world experiences amidst the vast resources of Washington, D.C., and beyond makes learning authentic and powerful;
- **Intellectual development and moral growth** are best nurtured in a vibrant and diverse learning community where close relationships help us understand, appreciate, and bridge our differences;
- **Spiritual inquiry and service** are key to self-discovery and developing empathy for others;
- **High expectations and rigor**, combined with close attention to the physical and emotional well-being of each child, lead students to thrive and be their best selves;
- **We are all part of something** greater than ourselves with the capacity and responsibility to be a force for good in the lives of others.



History

In 1839, Episcopal High School opened its 100-acre campus just west of the colonial port of Alexandria, Va., to 35 eager young men. Established by the Episcopal Diocese of Virginia, the new school was shaped by the vision of William Meade, Episcopal Bishop of Virginia, who sought to create a school combining classical liberal arts education with a commitment to spiritual life and religious study in a setting where students would be treated like an extension of the principal's family. Episcopal and the neighboring Virginia Theological Seminary were governed by the same board of trustees, appointed by the Diocese, from 1839 until 1923, at which time the School became an independent institution.

Since its founding the School has not only survived but flourished in the face of more than 180 years of historic and challenging events: the Civil War, two world wars, the Great Depression, and sweeping social movements, to name only a few. Throughout our history, we have steadfastly maintained clarity of purpose, endeavoring to prepare young people to become discerning individuals with the intellectual and moral courage to lead principled lives of leadership and service to others.

In 1968 the School's first two African-American students enrolled, thanks to the generosity of the Stouffer Foundation which assumed an active role in the recruitment and placement of African American students in prep schools across the South. In 1991, Episcopal began the transition to coeducation by enrolling its first 48 girls, with the first coeducational class graduating in 1993.

Episcopal has many accomplished alumni among its ranks, including Rhodes Scholars, Pulitzer Prize winners, Wall Street financiers, college presidents, actors, musicians, clergymen, and statesmen, including congressmen, governors, and ambassadors.



Life On Dorm

Living on a dorm is at the heart of Episcopal's 100 percent boarding culture. The School's ten dorms (five for boys and five for girls) quickly become home, where faculty and students celebrate birthdays, indulge in spontaneous late-night snacks, and hold meaningful conversations in common spaces. In the dorms, students develop habits of responsibility as they learn to be considerate of others, care for personal and shared spaces, and conserve natural resources. Under the guidance of faculty, the dorms are happy, safe, and home-like environments where individual students feel included, respected, and valued. As students create meaningful and enduring relationships with peers and faculty, they also develop an understanding of and appreciation for students with diverse backgrounds and life experiences.



Welcome to “The Holy Hill”

Episcopal’s beautiful hilltop campus in Alexandria, Va., includes seven academic buildings and ten dormitories along with state-of-the-art performing arts buildings and athletic facilities.



- | | | | |
|--|---|--|------------------------------|
| 1. Hoxton House and Laird Dining Hall | 10. North Dormitory | 17. Hoxton Dormitory | 26. Hummel Bowl |
| 2. Penick Hall | 11. deButts Health & Wellness Center | 18. Ainslie Arts Center and Pendleton Hall | 27. Hershey Athletics Center |
| 3. Crosland Alumni Cottage | 12. Stewart Gymnasium | 19. Berkeley Dormitory | 28. Townsend Hall |
| 4. Blackford Hall | 13. Hummel Learning Center and David H. March Library | 20. Faculty Housing | 29. Greenway Field |
| 5. Dalrymple Dormitory | 14. Bryan Library and School Archives | 21. McAllister | 30. Shuford Tennis Courts |
| 6. Henderson Hall (Hummel/McGuire Dormitories) | 15. Evans Dormitory | 22. Bocoek Wrestling Cage | 31. Cooper Dawson Diamond |
| 7. Patrick Henry Callaway Chapel | 16. Robertson Hall (Anderson/Harrison Dormitories) | 23. Centennial Gymnasium | 32. Bryant Field |
| 8. Baker Science Center | | 24. Goodman Squash Center | 33. Softball Field |
| 9. West Dormitory | | 25. Flippin Field House | 34. Coxe Field |
| | | | 35. Track and Field |



Community & Equity



Episcopal's mission is to prepare young people with the intellectual and moral courage to act with integrity and honor, stand up for what is right, demonstrate empathy and respect, lead with humility and kindness, and approach the world with curiosity and an open mind that values diverse perspectives. Strong community and a sense of equity are central to achieving this mission because they are at once instructive and liberating, enabling students to thrive alongside one another while growing into their best selves.

Episcopal's Office of Community & Equity supports the School's mission by nurturing a vibrant, diverse learning environment premised on the dignity and respect made possible through mutual appreciation and self-discovery.

Whether working closely with individual students or across programming initiatives, the Office endeavors to weave understanding, appreciation, and the bridging of differences into everything Episcopal does in order to promote a culture of belonging for everyone. We believe that upon that foundation — and endowed with the skills required for its creation — students are better prepared “to pursue lives of ethical leadership and service as citizens of an increasingly connected world.”



Key Statistics

FOUNDED IN

1839

LOCATION

Alexandra, Va.

7 miles from the White House

CAMPUS

130-acre campus

with 41 wooded acres

STUDENTS

440

students in grades 9-12

100%

residential

44%

students of color

From **28** states, the District of Columbia, and Puerto Rico, and **20** countries

50%

boys

50%

girls



FACULTY

96 full-time faculty members

80% hold advanced degrees

90% live on campus

One of the oldest **honor codes** among secondary schools

150+

courses offered, including **75** honors and advanced

ATHLETICS

81% of students each year participate on teams

52 interscholastic teams in 19 different sports

45 IAC championships since 1979 and 36 ISL championships since 1993

TUITION, FEES, & FINANCIAL AID

Comprehensive fee is **\$69,700** for 2023-24

~**\$8.9 MILLION** in financial aid

~**35%** received financial assistance in 2023-24

ACCREDITATION

VAIS

MEMBERSHIPS

AISGW

NAIS

NAES

TABS

www.episcopalhighschool.org

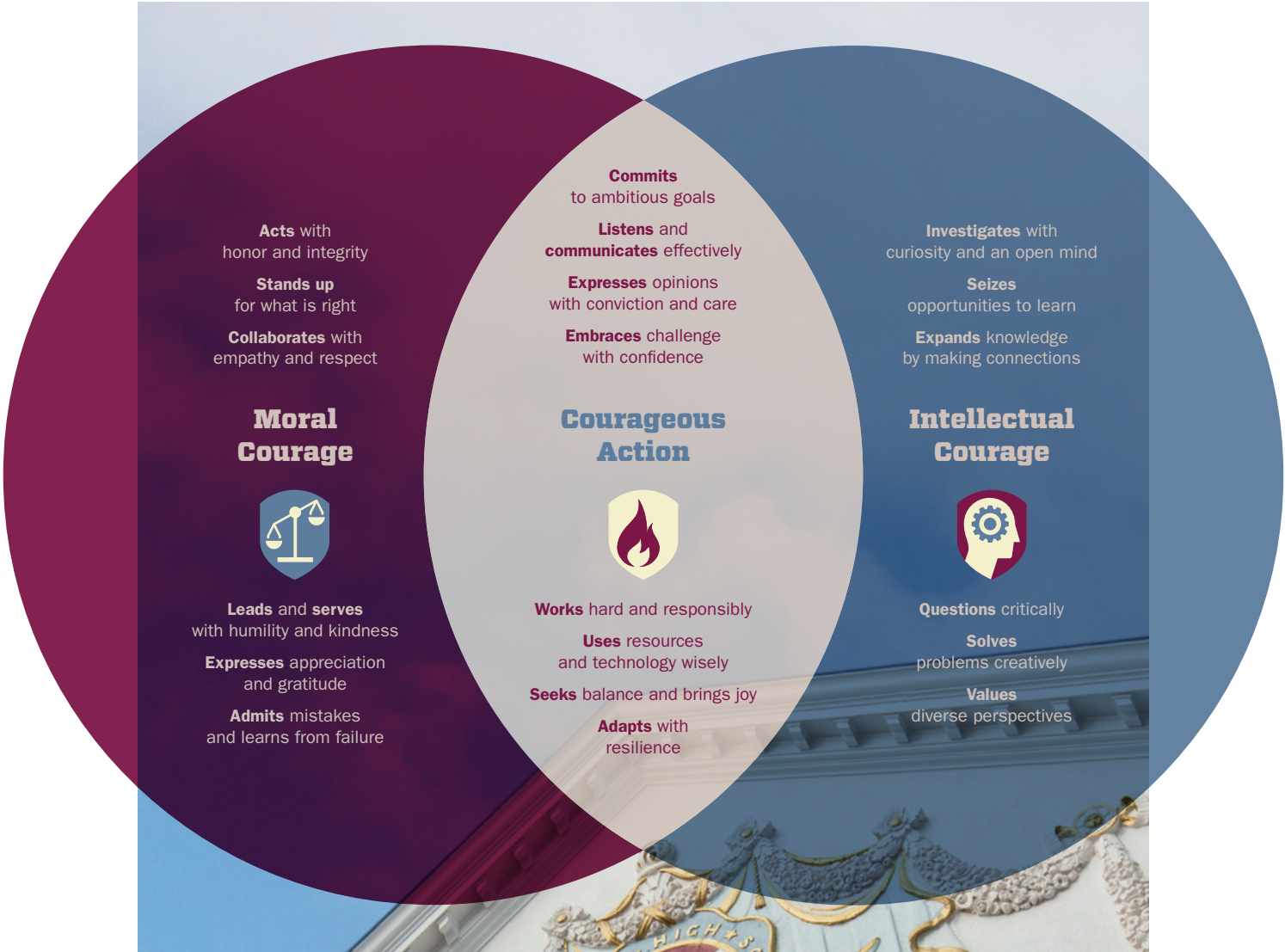


The High School for the Courageous

Since its founding in 1839, Episcopal has been woven into the fabric of Washington, home of the great minds who shape and guide a great nation. In this global capital, EHS creates a close-knit community committed to forming intellectual and moral courage into positive action.

Whether EHS graduates make history — like U.S. Senator John McCain '54 and groundbreaking female naval aviator Suzelle Thomas '14 — or make a difference in quieter ways, they evolve into courageous leaders who are the best versions of themselves and who value the dignity of every human being. Just as new generations of promising students brought together at Episcopal from around the world are destined to do.

PORTRAIT OF AN EPISCOPAL GRADUATE



Washington is our Classroom

100%

Of faculty take students on academic expeditions into the Washington area

150+

Professionals and experts have spoken at EHS since 2020

2.5-hour

Midday flex blocks dedicated to class excursions to the greater Washington region

600+

Washington experiences offered each year

85+

Metro-area partner organizations host externships



ACADEMIC PHILOSOPHY

Episcopal High School's 150+ course curriculum reflects a commitment to the liberal arts and sciences, and a dedication to prepare students for college and beyond.

The academic schedule takes advantage of Episcopal's unique position as one of only four 100% boarding schools in the country — and the only one located just minutes from the nation's capital. Faculty dynamically connect our core academic program to the resources of Washington, D.C., in ways that fully engage students, broaden their understanding of the world, and deepen the learning that takes place in the classroom. The School's use of Washington, D.C., as a living classroom with its governmental, educational, corporate, non-profit, environmental, and global resources offers learning experiences that are impossible to replicate.





Background & Narrative

Episcopal High School is seeking an outstanding technology leader to run a mission-critical department that supports all faculty, staff, and students throughout campus. Situated just a few miles from the nation's capital, Episcopal High School is a 100% boarding school — which means that all 440 students and most faculty and senior administrators live on campus. Throughout the 130 acres of “The Holy Hill” are seven academic buildings, a Chapel, and ten dormitories, along with state-of-the-art performing arts buildings, world-class athletic facilities, and a new 17,000 square-foot health and wellness center.

When fully staffed, the technology department comprises five people: a director who reports to the chief financial officer, and four dedicated professionals. Currently, one position in the department is open — a laptop coordinator role — but school administrators are intentionally pausing on hiring for that position until the new director arrives. Once installed, the director will have a chance to meet the team, evaluate internal capacities and external needs, and then decide whether and how to best redefine the open position before filling it.

The three other professionals in the technology department are: a network administrator, system administrator, and an instructional technology specialist. They have all worked at Episcopal for ten years or more, a testament to both the department's commitment to

servicing the school, as well as the positive employee culture that has kept many employees at Episcopal for a long time.

On that note, the previous director served the school for about a decade. Under his tenure, the school completely modernized and overhauled its entire network and IT infrastructure, moving systems to the cloud and improving core services. Like many boarding schools, technology became a much bigger driver during and after the pandemic. At the same time, Episcopal continues to be a school where technology will complement without overtaking an already robust teaching and learning program rooted in intellectual creativity, personal relationships, experiential learning, and outstanding pedagogy.

The director announced last summer that he would be leaving at the end of this coming school year. However, when a professional opportunity arose that was too good to pass up for his family, he unfortunately had to depart at the beginning of the fall semester. Because school administrators did not want to rush a mid-year hire, they paused rather than rushing into a new search. In the interim, the school has engaged with a third-party consulting firm to help assess the technology program, so that the next director can hit the ground running with a good roadmap highlighting general needs and opportunities for the department.



The governance structure for technology at Episcopal is intentional and thoughtful. Although this position does not report to the head of school, the director of technology has frequent interaction with both the head of school and senior academic leadership. Two of those administrators are the assistant head of school for academics and the dean of faculty. In addition, the Academic Technology Liaison and the Director of STEM both collaborate with the Director of Technology on implementing academic technology integration as do the instructional technology specialist and the systems administrator. Thus, cross-departmental collaborations and partnerships are frequent and essential at Episcopal.

The right person to lead the department would be someone who not only has experience overseeing IT and data/systems, but also has an interest and passion for instructional technology. Members of the faculty see this hire as an opportunity to shape the future of technology within the academic program, and topics such as how to explore and experiment with artificial intelligence are ones that the school would appreciate guidance from a technology leader who is constantly looking ahead.

In parallel, the department will continue to play an essential role in operational and non-academic technology services. As just one example of ultimate service at a boarding school, the department needs to make sure that student and faculty residents have the technology infrastructure and access they need not just during the academic day but also in the evening. More broadly, the department supports a device program that includes an iPad for every teacher and student, a multi-platform device program for staff, and a BYOL program for students. All this to say that the next director should be ready to take full ownership of all technology services.

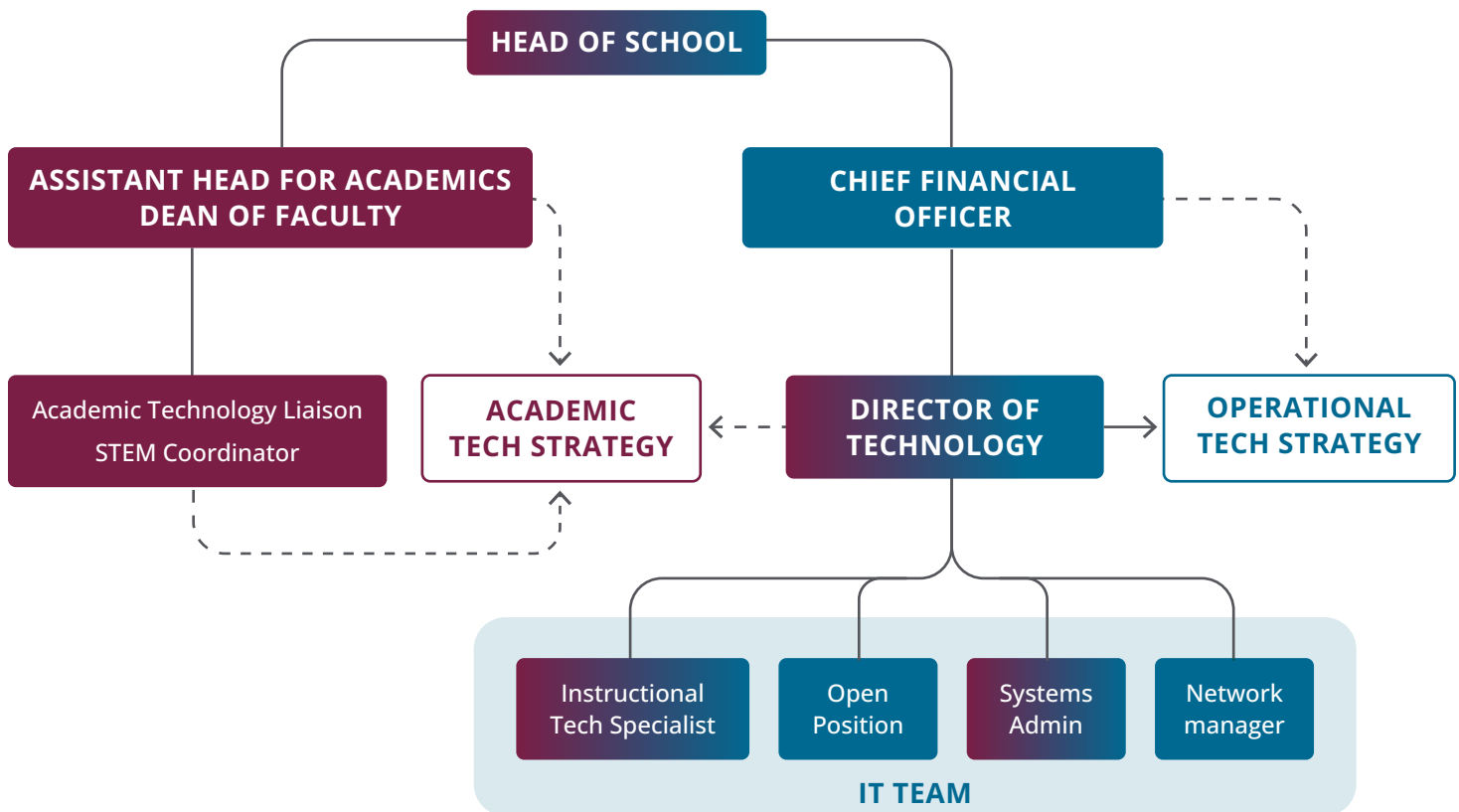


On that note, Episcopal would prefer that the next director of technology live on campus, just as the previous director did for his entire ten-year tenure. Currently, the instructional technology specialist is the only resident of The Holy Hill from the technology department. Free on-campus housing will be available for the next director, should that person be coming from out of the area. For someone who lives locally, it would not be a requirement to live on campus, though candidates should be aware that signing up to be a senior administrator at a boarding school requires a how-can-I-help-at-any-time mindset that often bleeds into evenings and weekends. Although this job will not come with any teaching, advisory, or coaching responsibilities, the right person should have an all-in approach to school leadership.

This is a rare opportunity to work at a revered and admired educational institution that delivers an outstanding boarding school experience within a beautiful suburban neighborhood of a metropolitan area that includes world-class museums, beautiful natural surroundings, and all of the excitement that comes with living near the nation's capital. This position reports to the chief financial officer and includes a generous compensation package. The entire community at Episcopal will be excited to welcome the next director of technology, who will hopefully be able to start later this summer.



Technology Governance at Episcopal



The senior admin team at Episcopal takes a highly collaborative approach to technology governance. The director of technology is the primary driver for operational technology strategy but can expect a helpful partnership on matters of risk and budgeting from the CFO, to whom this position reports.

On the academic side, two senior academic administrators — the assistant head for academics and the dean of faculty — are highly invested in technology decisions that impact faculty and staff. The STEM coordinator and the academic technology liaison both interface with the technology department on a variety of issues, systems, and projects. And because the director of technology is a faculty administrator position, the entire technology department has a seat at the table to shape academic technology planning and strategy. Indeed, two members of the department spend quite a bit of their time on projects, systems, and support affecting both faculty and students.

Finally, like many boarding schools, reporting structures at Episcopal are not intended to create silos. The head of school is heavily invested in major technology decisions and strategy. Thus, even though this position does not report directly to the head of school, the director of technology has always had regular access to, and input from, the head.

TECHNOLOGY OVERVIEW

HARDWARE

MAC, iPad, Windows platforms supported

Student BYOD program

30 Epson projectors

290 Aruba wireless access points

58 Cisco Network switches

4 Cisco Secure Firepower Firewalls

2 Cisco Web Filter Appliances

Darktrace Security Appliance

2 Pure Storage Arrays

Avigilon Security Camera System

MAJOR APPLICATIONS

Blackbaud (Business & Finance, Development and Student Information System)

Google Suite

Jamf MAC Management Application

Cisco DUO

Canvas

Adobe Suite



Essential Duties

Information Technology and Systems

- Under the supervision of the chief financial officer, oversee all operations of the technology department, including the hiring, supervision, evaluation, and growth of all technology staff.
- Assess the effectiveness of, and lead efforts to improve, the school's implementation of technology tools for instructional and operational purposes.
- Inspire the technology team and the faculty community to model and explore best practices in innovation, technology integration, and instructional design.
- Manage the deployment of IT infrastructure, hardware, and systems from various perspectives, including: cost-effectiveness; customer satisfaction; compliance; asset management; migration and transition; and performance.
- Design, manage, and evaluate technology-related faculty and staff trainings, and ensure that all members of the community receive sufficient support.
- Establish and evaluate technology policies, procedures, and processes in areas such as: end-user support, data management, network access, and content filtering.
- Ensure IT security, purchasing, risk management, disaster recovery and planning processes are in place and receive regular review for currency and adequacy.
- Manage vendor relationships and third-party installation projects.

Leadership and Administration

- Working closely with the chief financial officer, assistant head of school for academics, and other leaders, develop a mission-aligned technology strategy that inspires and serves faculty and staff.
- Supervise and provide ongoing professional support and development to a team of four employees in the technology department.
- Develop and maintain departmental budgets, policies, and procedures.
- Establish partnerships and relationships with external organizations, and maintain an active presence in the local and national technology communities.
- Develop and maintain strategic and operational plans that are aligned with departmental needs, school mission and values, and organizational culture.
- Anticipate the needs of diverse constituents, monitoring trends and innovations in the industry and making actionable recommendations to senior leadership.
- Participate actively in the life of the school, and perform other duties as assigned.
- Episcopal retains the right to change or assign other duties to this position.



Qualifications & Qualities



Professional Qualifications

- A bachelor's degree from an accredited college or university is a minimum requirement, though a graduate degree is highly desirable
- Experience leading departments and supervising employees, preferably in an educational institution, and/or in a department of technology
- Experience with technology planning and management in one or more of the following areas: enterprise IT, client services, and data and systems management

Leadership and Personal Qualities

- An ability to plan and oversee concurrent technology-related programs and projects, combined with strong motivational skills to ensure completion and success
- Passion and interest for managing all areas of technology — IT, data/systems, and instructional — even if prior experiences in these areas are not equal
- A thoughtful but determined approach to departmental objectives and individual staff growth—while remaining attuned to the school's mission, values, and goals
- Inspirational, pragmatic, and diplomatic leadership that is sensitive to the needs of a dynamic and diverse faculty
- An ability to build consensus among diverse groups, facilitate critical discussions, and provide confidence to colleagues during times of transition
- A collaborative, cooperative, empathetic, collegial, innovative, and patient mindset
- Strong communication skills: written, verbal, presentation, and training
- An understanding of the diverse technology needs and organizational complexities of a large, high-achieving, multidivisional, private boarding school
- An eagerness to participate actively in a boarding school community, which may include providing technology support and assistance during non-standard work hours
- Personal values which parallel the School's values and ability to follow the School's mission



Physical Requirements

The physical demands described below are representative of those that must be met by the director of technology to successfully perform the essential functions of this job.

- Ability to remain in a stationary position for extended periods of time and frequent viewing of computer screen and other resources
- Ability to walk for long periods of time around campus
- Ability to move, transport, and position objects up to 30 pounds
- Ability to ascend/descend stairs
- Ability to communicate, discern, and exchange information in person and over the telephone/video conference platforms
- Visual acuity is required for preparing and analyzing written or computer data, operation of machines, determining the accuracy and thoroughness of work, and observing general surroundings and activities
- Ability to operate computer and standard office equipment
- The position does occasionally require traveling some distance to attend meetings, conferences, and programs

The director of technology must be able to perform the essential functions of the position satisfactorily and, if requested, reasonable accommodations will be made to enable employees with disabilities to perform the essential functions of their job, absent undue hardship.



Charley Stillwell
HEAD OF SCHOOL

Charley Stillwell is an experienced boarding and day school educator with nearly two decades of service as a head of school prior to his arrival at Episcopal in 2016. Charley received his bachelor's degree in American History with honors from Princeton University, where he was a four-year member of the lacrosse team. A native Virginian, Charley is a graduate of Woodberry Forest School. He has served as the President of the Virginia Association of Independent Schools, Vice President for North America of the International Boys Schools Coalition Board, and President of the Heads and Principals Association.

We invite you to [watch our video](#) with Charley, who talks about his background as an educator, the outstanding community at Episcopal, and why this position is so critical for the School at this juncture.



How to Apply

Ed Tech Recruiting is acting on behalf of Episcopal High School to identify exceptional technology leaders to fill this extraordinary opportunity. Please direct any inquiries to:

GABRIEL LUCAS

Principal, Ed Tech Recruiting

jobs@EdTechRecruiting.com



Applications
submitted by
March 11, 2024
will receive
priority review.

All applications must be submitted online:

www.EdTechRecruiting.com/jobs/EHS/technology

An application requires submitting four PDFs:

- Cover letter introducing yourself to the Episcopal High School search committee
- CV or resume
- A list of four references (include each person's name, current organization, title, phone number, email, and past connection to you — though we will not contact any references without obtaining your permission first)
- A response to the following prompt:

What is your style of technology leadership? Provide an example of how your approach to leadership was informed or shaped by the institution for which you worked.

The Episcopal High School provides equal employment opportunities to all employees and qualified applicants for employment without regard to race, color, religion, sex, ancestry, national origin, citizenship, marital status, familial status, age, sexual orientation, gender identity, genetic information, pregnancy, childbirth or related medical conditions, disability or any other protected category in accordance with applicable Federal, State and local laws.

