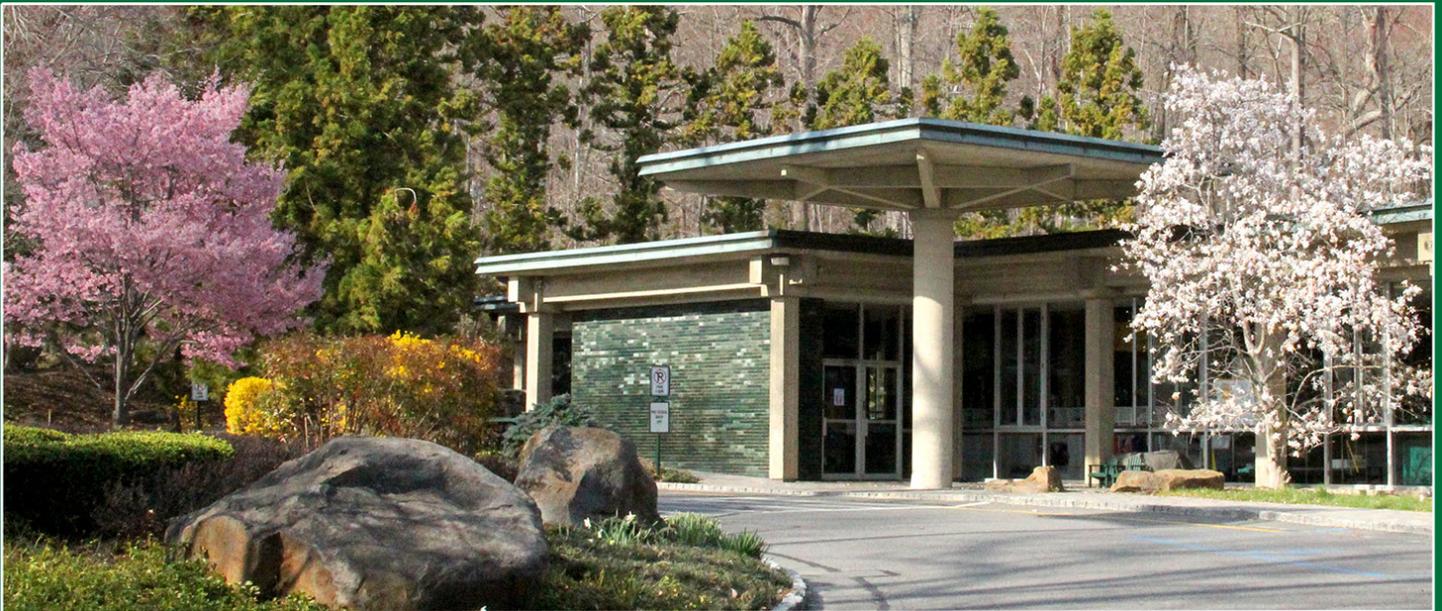




STUART
COUNTRY DAY SCHOOL OF THE SACRED HEART

Director of Enrollment Management and Marketing

SEARCH PROSPECTUS



Stuart Country Day School of the Sacred Heart

PRINCETON, NJ

WWW.STUARTSCHOOL.ORG

START DATE – JULY 2019



Mission Statement

Stuart's mission is to prepare young women for lives of exceptional leadership and service, through a challenging and innovative curriculum, superb teaching, and close attention to each girl's personal development.

Part of an international community of Sacred Heart schools, Stuart is an independent Catholic school that welcomes and embraces students of all faiths and backgrounds, helping them to become accomplished, committed women whose confidence, global perspective, and passion for justice will transform the world in which they live.



About Stuart Country Day School of the Sacred Heart

Stuart Country Day School of the Sacred Heart is a girl's independent school serving 460 students in preschool through 12th grade. The school has a coed preschool. Stuart is accredited by the New Jersey Association of Independent Schools and the Middle States Association of Colleges and Schools, and is a member of the international community of Sacred Heart Schools, the National Association of Independent Schools, the New Jersey Association of Independent Schools, the National Coalition of Girls' Schools, the Secondary School Admission Board, the College Board, the Education Records Bureau, the Association of Supervision and Curriculum, and the Online School for Girls.



Portrait of a Stuart Graduate

A Stuart graduate has a personal, reflective, and active faith in God. Her faith serves as the foundation upon which she develops a loving heart. Her dialogue with others of diverse beliefs helps graduates to further understand and respect the religions of the world.

A Stuart graduate possesses intellectual curiosity and resourcefulness, and actively engages in the process of learning, both individually and collaboratively.

She applies the knowledge and skills of all disciplines in the pursuit of critical understanding. She sees the most formidable challenges as opportunities for growth.

A Stuart graduate embraces her gifts and uniqueness. She has a strong feeling of self-worth and self-respect. Possessing a "can-do" spirit, she sets goals and is committed to achieving them.

A Stuart graduate is confident and is able to effect change. She takes risks and expresses herself through public speaking, athletics, and the arts. She is a forward-thinking leader.

A Stuart graduate goes into the world with true compassion for others and an understanding of the value of service and participation. She embraces community, locally and globally. A Stuart graduate is actively committed to justice and peace.

Academic Program

Lower School Jr. K – 4

When a girl arrives at Stuart, she enters a kind and collaborative community. In this all-girl environment, girls are encouraged, and expected, to try new things, participate, work together, and be leaders. They live up to Stuart's high expectations by becoming as responsible as they are independent. Guided by exceptional faculty, outstanding academics, and the Sacred Heart Goals, Stuart girls gain self-confidence and self-awareness. They go beyond acquiring knowledge and skills for their future and develop a thirst for more.

Middle School 5 - 8

The Middle School years are a time for Stuart girls to discover who they are, what they want to become, and how they want to make a difference in the world. Girls are challenged and supported through this process as they mature spiritually, intellectually, emotionally, and physically.

The innovative curriculum and 1:1 iPad program provides students with essential 21st century skills, including effective communication, critical thinking, and problem solving. Outside the classroom, girls develop an awareness and commitment to social justice through discussion and service to others.

A comprehensive advisory program, extensive club offerings, strong athletics, and an exchange student opportunity in eighth grade allow girls to build confidence in their abilities to lead, compete, and collaborate.

Upper School 9 - 12

A Stuart girl graduates confident in her abilities and her beliefs, ready to take on life's challenges and make a difference in the world.

The Upper School offers robust academics, superb teaching, and an atmosphere that fosters leadership. That foundation, along with a variety of clubs, athletics, and service opportunities, encourages girls to push boundaries and discover both their potential and their passions.

Through a well-rounded curriculum, students master creative and expository writing, mathematical and analytical reasoning, presentation skills, foreign language, scientific discovery, and self-expression. In a technology-rich environment, girls are prepared to learn and work in today's mobile, networked world.

Lively classroom discussions weave religion, politics, and culture into all aspects of learning, helping students construct value systems they can articulate and live. Outside the classroom, sports, theater, and extensive club options cultivate team-building skills and lifelong friendships.



FAST FACTS



70%

of the 82 faculty members
have advanced degrees



14

competitive varsity and JV
sports teams; 14 middle school
sports teams; 4 lower school
sports clinics



100%

college matriculation



\$2.4

million in financial aid
awarded annually to 33%
of the student body



46%

students of color

FAST FACTS



16

AP courses



4

major theater productions
annually



64

hours of community service
annually per upper school
student



55

countries represented by
first or second-generation
students/faculty



100%

of the Class of 2018 entered
four-year institutions of higher
learning

STEM at Stuart

Stuart girls engage in a challenging integrated curriculum that cultivates scientific and mathematical literacy while encouraging innovation and creative problem solving. The school takes every opportunity for the girls to be hands-on and to also look for the creative applications of STEM, both within and beyond the classroom. Their focus is on developing inquiring, open-minded learners by providing opportunities to see, opportunities to do, and opportunities to experience - all injected with a healthy dose of imagination and creativity.

At Stuart, girls are engaged and excited in STEM from the earliest ages. The school nurtures their interest in STEM and keeps them engaged throughout the Middle and Upper School years, both in the classroom and outside the classroom, through signature experiences, clubs, mentors, and more.

Graduates of the Class of 2018 are pursuing a wide range of interests at 33 different schools across the nation. 26 percent are pursuing a degree in STEM, 13 percent are studying in the arts, 10 percent attend a women's college, and one is attending the United States Coast Guard Academy.

Spirituality, Campus Ministry, and Community Service

Sacred Heart Goal 1 is a personal and active faith in God. Once a month, students from all divisions, faculty, and staff come together for Mass at Stuart. Mass also provides opportunities for students to take a leadership role whether it be as cantors, readers, Eucharistic ministers, blessing ministers, altar servers and ushers.

The Campus Ministry Club helps with Masses, gives prayers at morning meeting, and organizes the Thanksgiving Food Drive. Although this club does so much, there are also many girls not necessarily involved in campus ministry who have become leaders in liturgies, retreats and service, demonstrating the distinct spirituality that courses through each girl at Stuart.

Every class in the Upper School goes on a mainly student-led retreat each year. There is a wonderful support system in the Upper School and retreats build on the sense of sisterhood in each class, offering an environment that is conducive to reflection and trust.

Community service embraces all learning styles, cultural intelligence, encouraging teamwork, creative problem solving, and fostering leadership skills at all grade levels.

Guided by the Sacred Heart (and universal) Goals, Stuart girls extend their hearts and arms beyond the Stuart community. Committed to social justice, they learn about the world, and that by taking action, they can make the world a better place.

In Upper School, 50 hours of community service per year is required — girls average nearly 70 hours per year.



Middle School girls focus their service efforts on caring for the elderly and young children and can often be found reading to the Preschool students.

Lower School students participate monthly in a special community-service project to benefit a local agency. They also work with students in the Stuart Preschool, assisting them with classroom activities.

Arts

The Visual and Performing Arts Program at Stuart provides outstanding arts curriculum with an emphasis on essential skill building, design and process-based education using innovative technology, visual and performing art history, aesthetics, and critical thinking. The arts are vital as an essential academic experience for the achievement of human, social, and aesthetic growth.

Athletics

Research clearly shows that participation in sports has not only health benefits, but significantly improves future education and career prospects. Stuart's athletic program develops strong women athletes who are physically, mentally, and emotionally prepared for to be future leaders—whether it's on the court, the field – or in the boardroom.

Stuart Upper School and Middle School sports include field hockey, tennis, cross country, volleyball, basketball, squash, swimming, lacrosse, golf and track. There are four (4) Lower School sports clinics.



Clubs and Activities

Stuart Girls have opportunities to participate in a variety of clubs and activities, beginning in the Lower School. Options expand as students move up through Middle and Upper School. One of the benefits of an all-girls school is girls hold every leadership role.

Student Council committees, including Spirit, Outreach, Social and Campus Ministry, provide girls with the chance to develop leadership skills and try new things. The Campus Ministry program also enables girls to share their rich and varied faiths, while celebrating the diversity of Stuart.

In total, there are 45 clubs and activities for Upper School students and 16 clubs and activities for Middle School students.

Colleges and Universities attended by 2014-2018 graduates

American University (2)
Bard College
Barnard College (4)
Bates College
Bentley University
Boston College (4)
Boston Conservatory
Boston University (2)
Brandeis University
Brown University (2)
Bryn Mawr College
California Institute of Technology
Carnegie Mellon University (2)
Colby College
Colgate University (2)
The College of New Jersey (3)
College of William and Mary (3)
College of Wooster
Colorado College (2)
Columbia University
Davidson College (4)
Denison University
Dickinson College
Drexel University (6)
Duke University
Eastman School of Music
Elon University
Flagler College
Fordham University (3)
Franklin and Marshall College (2)
George Washington University (3)
Georgetown University (2)
Gettysburg College
Grinnell College
Harvard University (4)
Haverford College
Hofstra University
Howard University
Johns Hopkins University
Kenyon College (2)
Lafayette College
Lehigh University

Loyola Marymount University
Loyola University MD (2)
Montclair University
Moravian College
Mount Holyoke College
Muhlenberg College
New York University (3)
Northwestern University
Oberlin College (2)
Occidental College
The Ohio State University
Oxford College, Emory University (2)
Parsons School of Design (2)
Pennsylvania State University
Philadelphia University
Princeton University (15)
Rensselaer Polytechnic Institute
Rider University
Rhode Island School of Design (2)
Rochester Institute of Technology
Rollins College
Rutgers University (4)
Skidmore College
Smith College (2)
Spelman College
Stevens Inst. of Technology (2)
Trinity College (2)
Tufts University (2)
U.S. Military Academy at West Point
Union College
U.S. Coast Guard Academy
Univ. of California, Los Angeles
Univ. of California, San Diego
University of Chicago (2)
University of Edinburgh
University of Mass. Lowell
University of Miami
University of Michigan (2)
The University of North Carolina,
Chapel Hill
University of Notre Dame
Univ. of Pennsylvania (4)
University of Pittsburgh (2)
University of Rochester
University of Southern California
University of St. Andrews

The Position

The Director of Enrollment Management and Marketing (Director) oversees all aspects of the admissions, financial aid, and marketing & communication functions, and is responsible for providing leadership and coordination for a comprehensive enrollment management strategy that is consistent with the goals, mission, and resources of the school. The candidate selected to serve in this newly created leadership position will be responsible for developing, implementing, and overseeing the execution of a multi-year and annual comprehensive enrollment plan with appropriate goals that include strategies to recruit, enroll and retain students.

Additional responsibilities include developing annual admissions and financial aid forecasts, predictive models and budgets; building, leading and motivating all team members to ensure that enrollment goals are met; developing and implementing an integrated marketing plan in partnership with the Head of School; and collaborating with faculty and others to achieve enrollment goals.

The Director is responsible for planning, implementing, monitoring and evaluating the specific programs, services and functions designed to meet school community objectives related to enrollment management. The Director collects, analyzes, and presents data needed for policy implementation, decision making, and project/program development implementation; prepares comprehensive reports, proposals, and presentations; and ensures planning for key committees and board meetings; and is expected to partner effectively with external partners.

Reporting to the Head of School, the Director serves on the Head of School 's senior leadership team and works collaboratively with school leaders to set data-informed enrollment projections and to implement comprehensive strategies to achieve and maintain optimum enrollment goals. Additionally, the Director also interacts regularly with representatives from the Board of Trustees, Division Head's and other school stakeholders in achieving robust school enrollment and retention goals. Direct reports to the Director include colleagues in admissions, marketing and communications.

Expected Qualities and Characteristics

- Bachelor's degree from four-year college or university required. Master's degree preferred.
- Minimum of five years of related experience in the essential functions of the role as listed above. Independent school enrollment and admission or marketing experience preferred.
- Excellent administrative, oral and written communication and interpersonal skills.
- Data-driven professional with demonstrated strategic long-range planning skills.
- Knowledge of revenue-based enrollment management.
- The ability to be an accessible member of a school community who connects with students, parents, faculty, and prospective families with ease and sincerity
- Be a self-starter and possess the ability to perform each essential duty exceptionally.
- Ability to demonstrate initiative, leadership, collaboration, and independent thinking.
- Must possess strong people management skills and emotional intelligence when dealing with colleagues and families while demonstrating an understanding of an investment in the School.
- Must be available for occasional area travel, overnight travel and work on evenings and weekends.

About Princeton

Princeton covers an area of 18.1 square miles in the heart of central New Jersey and has a population of approximately 30,000. A substantial portion of the property of Princeton University lies within the borders of Princeton as does the property of the Institute for Advanced Study. Princeton also enjoys a central New Jersey location and transit network that put it a quick train ride away from New York City and Philadelphia. In general, Princeton is an open, semi-wooded community of diverse housing, including substantial and moderate homes and a highly recognized affordable housing program that is an example of sound suburban development. There is also one shopping center, several other shopping areas of smaller size, some office research and services areas and a large amount of preserved open space.



University of Texas at Austin
University of Virginia
Univ. of Wisconsin-Madison (2)
Vassar College (3)
Villanova University (4)
Virginia State University
Wake Forest University
Washington and Lee University
Washington Univ. in St. Louis
Wellesley College
Wesleyan University
Widener University
Williams College
Yale University

Application Procedure

To apply, please submit the following materials, confidentially and as separate PDF attachments in one email to Michael Furey. Please include Stuart Country Day in subject field.

- Cover letter that aligns your experiences and skill sets with the current needs of the school as you understand them.
- Current resume with all appropriate dates included.
- List of five references including names, relationship, phone numbers and email addresses. No references will be contacted without your knowledge and approval.



Michael Furey, Partner

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**SCHOOL LEADERSHIP
SEARCH SOLUTIONS**

Partners in Mission School Leadership Search Solutions is the retained search division of Partners in Mission, the nation's leading full-service consulting firm focused exclusively on developing excellence in Catholic school advancement and leadership. As partners among ourselves and with our clients' missions, we value, understand, and embrace the importance of Catholic education in our personal and professional lives — and remain committed to ensuring its strength and vitality for years to come. Engaged by religious and school communities, boards and dioceses, our team of dedicated search consultants have identified and secured mission-driven professionals to serve in a myriad of diverse Catholic school and diocesan leadership positions from Massachusetts to Hawaii.

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