



# Shanghai American School

## DIRECTOR OF HUMAN RESOURCES

### LOCATION

Shanghai, China

### ON-SITE FINALIST VISITS

Late March

### POST DATE

January 15, 2024

### DECISION ANNOUNCED

April 12, 2024

### APPLICATION DEADLINE

February 17, 2024

### START DATE

Late Spring /  
Early Summer

### VIRTUAL INTERVIEWS BY SAS

Early March

### REPORTS TO

Head of School

SHANGHAI  
AMERICAN  
SCHOOL



**12M**  
RECRUITING

# SUMMARY



Shanghai American School (SAS) is an English-language day school offering an American curriculum, pre-kindergarten to grade 12, for expatriate families living in Shanghai, the People's Republic of China (PRC). SAS is one of the few independent, non-profit, coeducational day schools in Shanghai. SAS is an entity duly registered, licensed and regulated by the Shanghai Civil Affairs Bureau and the Shanghai Education Commission. SAS is governed, however, by the Shanghai American School Association of Parents. Every parent, by virtue of their child's SAS enrollment, is a member of the Association. SAS has two campuses, one in Pudong (East), one in Puxi (West), each offering a full PK-12 program. Each high school offers a wide range of AP courses, as well as the full IB diploma. SAS is the largest international school in China with over 2,700 students and over 650 faculty and staff members.

SAS seeks a director of human resources, to start July 1, 2024. Reporting directly to the head of school, the HR director leads a mission-critical department that manages the annual recruitment and retention cycle of nearly 450 overseas educators and administrators coming from dozens of countries around the world. The HR director also leads the school's equity and inclusion

initiatives for faculty and staff, which includes over 200 dedicated PRC employees. In support of the HR director are nine HR professionals working across both campuses. This position includes a competitive salary range, plus a generous benefits package that allows for a very comfortable lifestyle and incredible savings potential. SAS values its employees and compensates accordingly.

By signing with Shanghai American School, you join not only one of the oldest and most reputable international schools in Asia but also become a member of a dynamic and innovative learning community. Anchored in its mission and core values, SAS balances a focus on the distinctive needs of every student with a commitment to world-class learning outcomes. SAS values its diversity and is actively committed to ensuring its behaviors promote equity and inclusion to create a sense of belonging for all members of the SAS community. The strong financial standing of SAS affords a highly competitive compensation and benefits package and allows for a resource-rich learning environment. To lead at SAS is to collaborate, looking to set the standard for an international education that is caring, impactful and forward-driven.





# About the School



# MISSION, VALUES, & LEARNING PRINCIPLES



## MISSION

Shanghai American School inspires in all students:

- A lifelong passion for learning
- A commitment to act with integrity and compassion
- The courage to live their dreams

## VALUES

We believe that:

- Embracing diversity enriches individuals and communities
- Acts of compassion and generosity of spirit create a better world
- When individuals take responsibility for their own decisions, they are empowered to make positive impact
- Each individual has intrinsic value and the potential to contribute to society
- Collaboration is key to overcoming complex challenges and achieving common goals
- Integrity is the foundation of enduring relationships, quality institutions and well-functioning communities
- As global citizens we have a duty to care for the earth and its inhabitants to ensure the well-being of humankind
- Creativity, critical thinking and a lifelong passion for learning are essential to personal fulfillment and to meet the challenges of the future.

## LEARNING PRINCIPLES

Imagine a community of integrity and compassion where all learners are:

- Empowered to make choices about how they reach clearly defined learning goals;
- Engaged in collaboration to solve authentic problems;
- Safe to take intellectual risks while persevering through challenges;
- Supported with modeling, differentiation, specific feedback, and opportunities for reflection and revision;
- Passionate, intrinsically motivated, and inspired to action.

This is learning at Shanghai American School.



# TWO CAMPUSES



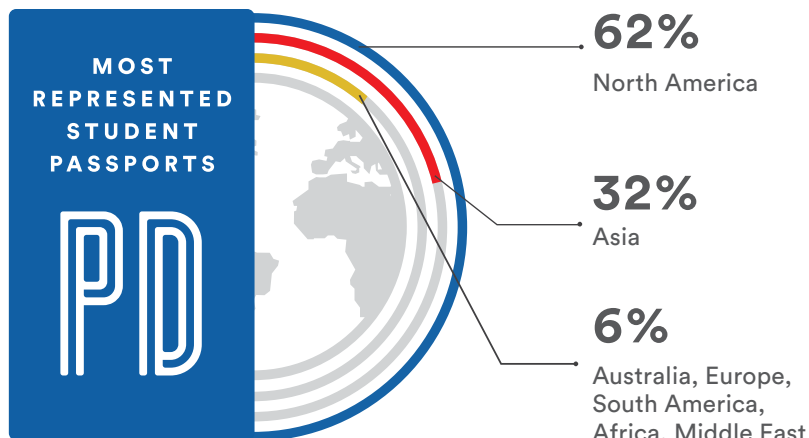
SAS is the only international school in Shanghai where all revenue that comes into the school stays in the school — and it shows in our facilities. The results are two expansive campuses — our Pudong campus utilizes 23 acres; our Puxi campus spreads across 29 acres. Custom-built with university-level facilities that make SAS a popular host for conferences, tournaments, sports leagues, and events, each of our beautiful campuses feature an aquatic center, performing arts center, green screen rooms, recording studio, baseball field, softball field, track, playing fields, black box theaters, a teaching kitchen, training facilities, design studios/maker spaces, playgrounds, multiple libraries, cafeterias, lecture spaces, classrooms, and lots of other spaces for dreams to come to life.



# KEY STATISTICS: SAS PUDONG

**1077** TOTAL NUMBER OF STUDENTS

**93** CLASS OF 2023



## ADVANCED COURSE RESULTS



### GPA MID-50% RANGE FOR SAS PUDONG CLASS OF 2023

**GPA 3.41-3.89**  
Letter-based 4.0 grading scale is outlined on our transcript. We do not weight grades or rank students. Reported GPA only reflects courses taken at SAS or in SAS Online Learning.

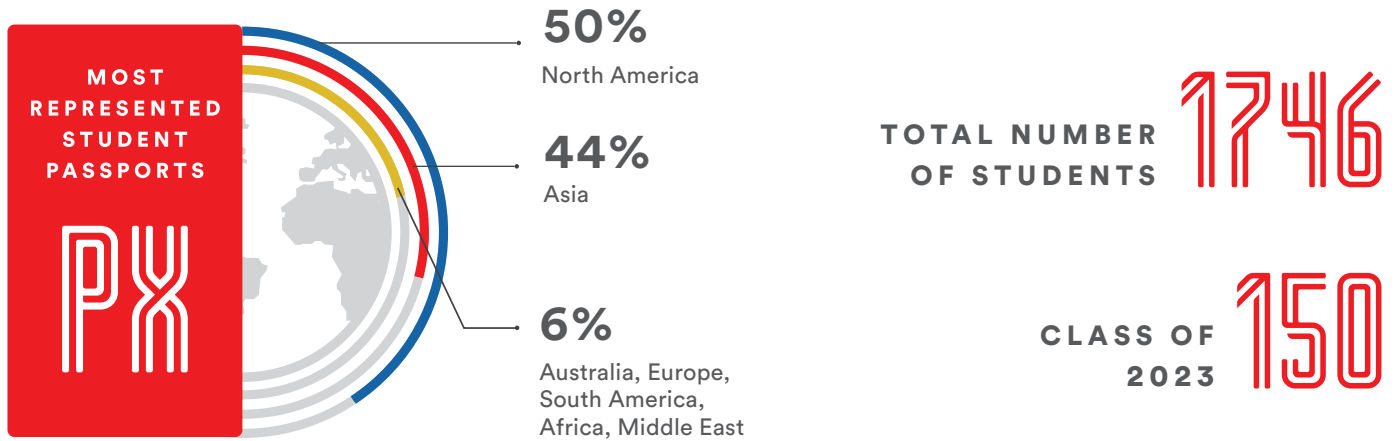


### SAT AND ACT MID-50% RANGE FOR SAS PUDONG CLASS OF 2023

<b>SAT</b>	READING + WRITING <b>690-760</b>	<b>ACT</b>	READING <b>30-34</b>	ENGLISH <b>31-36</b>
	MATH <b>740-800</b>		MATH <b>29-35</b>	SCIENCE <b>30-34</b>
	COMPOSITE <b>1420-1540</b>	COMPOSITE <b>31-35</b>		



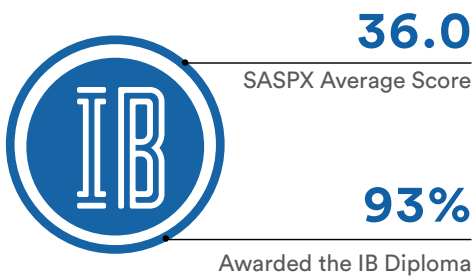
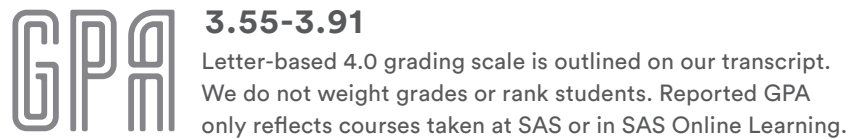
# KEY STATISTICS: SAS PUXI



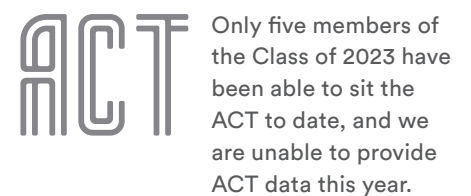
## ADVANCED COURSE RESULTS



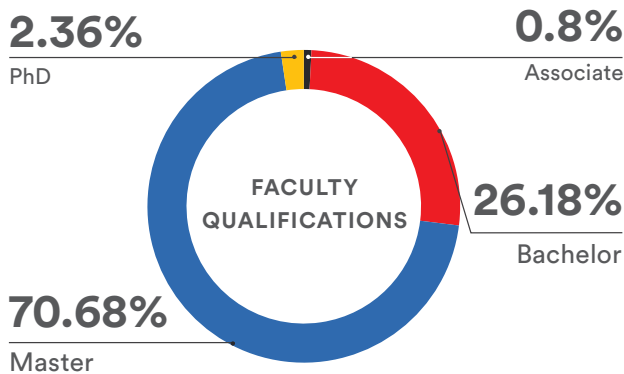
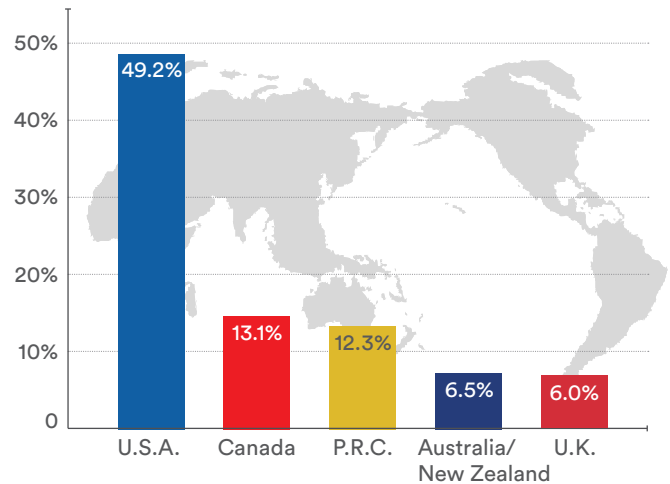
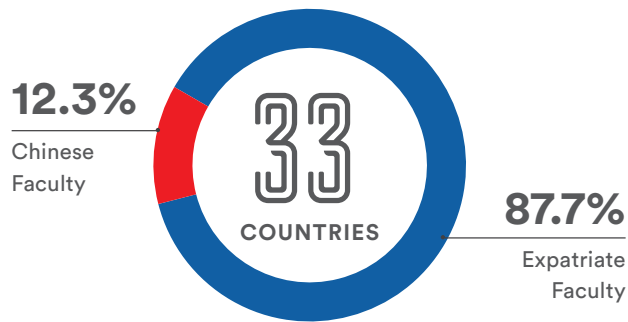
### GPA MID-50% RANGE FOR SAS PUXI CLASS OF 2023



### SAT AND ACT MID-50% RANGE FOR SAS PUXI CLASS OF 2023



# EMPLOYEE STATISTICS



- 2.36% Doctoral Degree
- 70.68% Master's Degree
- 26.18% Bachelor's Degree
- 0.8% Associate Degree

## EMPLOYEE HEADCOUNT AS OF NOV 2023:

Total: **666**  
 Expat Faculty: **341**  
 Expat TA: **52**  
 Expat Support Staff: **17**  
 Expat Manager: **9**

## EDUCATIONAL ADMINISTRATORS:

PRC Faculty: **47**  
 PRC TA: **37**  
 PRC Support Staff: **137**  
 PRC Manager: **3**

**“ONE OF THE BEST THINGS ABOUT WORKING AT SAS IS THE COMMUNITY HERE, AND IT’S SO EASY TO FIND PEOPLE AND CONNECT WITH PEOPLE. EVERYBODY HAS BEEN REALLY WELCOMING OVER THE YEARS, AND IT’S ONE OF THE REASONS WHY I STAY.”**

— CHRISTY BLANCO, ART TEACHER, SAS PUDONG

We invite you to [watch a short video](#) of what it's like to work at SAS.





# SAS: 111 YEARS AND COUNTING



The story of Shanghai American School is the story of Shanghai itself — with all its energy, possibility and, yes, uncertainty. 111 years after our founding, the spirit of SAS is undeniably one of taking on any challenge, adapting, and thriving. It's a story of growth and optimism. A story of crisis and persistence. Of community and traditions.

## 1912-1921

### HOME AWAY FROM HOME

At the turn of the last century, the schooling choices for pioneering American families in Eastern China were a British boys school, Miss Jewell's Day School (described as fundamentalist even by missionaries), or a 4-6 week open ocean voyage back to the U.S. To meet the need, nine American missions in China came together to investigate and thus the plan for an American school in Shanghai was born.

## 1922-1931

### GROWTH AND OPTIMISM

The decade when Shanghai became known as the "Paris of the East" marked the construction of historic landmarks such as the Sassoon House (Peace Hotel), French club (Okura Garden Hotel), and Shanghai American School's first purpose-built campus (we're not just bragging, it was designated Heritage Architecture by the Shanghai government in 2005). Many of the students in this era were missionary children born in China, but they grew up in the American education and culture embodied at SAS.

## 1932-1941

### GLOBAL SHOCKS

Expats on vacation and unable to return to Shanghai. State Department evacuation orders. Few and expensive tickets back to America. This familiar story, of course, defined the decade leading up to the U.S. entry to the Second World War.



**1942-1951****BOOTLEG ERA**

The fourth decade of Shanghai American School was the most tumultuous, starting with the days following Pearl Harbor in Japanese-occupied Shanghai. Although officially the school suspended operations, in actuality it continued to hold classes, though in different locations and under various names, thereby earning this period the “bootleg” designation. This could have been the end of SAS, were it not for the determination of one teacher.

**1980-1989****REVIVAL**

After almost 30 years to the day, the U.S. consulate reopened and initiated the second iteration of Shanghai American School. By the end of the decade, SAS had secured a new Board of Directors and accreditation with the Western Association of Schools and Colleges (WASC).

**1990-1999****A NEW HOME**

The start of this decade was spent in temporary locations (sometimes affectionately known as “pit stop” campuses), but by the turn of the century SAS was starting to look like the “one school, two campuses” we know today.

**2000-2023****FLYING HIGH**

To be sure, the current millennium has not been without its share of crises: the 2008 financial crisis, the 2020 pandemic, the 2022 lockdown. But broadly speaking, the growth and development of SAS has been on an upward trajectory, mirroring that of China itself. As we look back on the 110 years since its founding, we recognize that across the decades many lives have shaped SAS, which has in turn has shaped many more lives. We move into the future bearing the legacy of the past. And in time, we will become a legacy to those who follow.



# DIVERSITY, EQUITY, AND INCLUSION

We recognize the importance of diversity in the recruiting process and its impact on creating an inclusive environment by serving as role models and mirrors for our student population, fostering a sense of belonging and representation, and promoting intercultural understanding.

Recruitment practices have been a focus area, and we have taken steps to ensure inclusivity and eliminate bias. Anti-bias training has been provided to all recruiters, and we have audited our website, job descriptions, and practices to create a more inclusive and welcoming environment for all candidates. We are continuing to offer an annual anti-bias training course for all recruitment managers and conduct a full audit of our recruitment practices through the lens of DEIB in this school year. We are also diversifying our recruitment channels and partnering with organizations like AIELOC to create new pipelines for educators and leaders of color.



## TRAINING INITIATIVES

In September 2023, we conducted Safe and Respectful Workplace Training sessions for all staff members, focusing on fostering a safe, inclusive, and respectful workplace environment.

It's important to note that these changes represent just the initial steps in our ongoing commitment to equity. We recognize that there are additional areas that will require further attention and refinement as part of our annual policy review process.

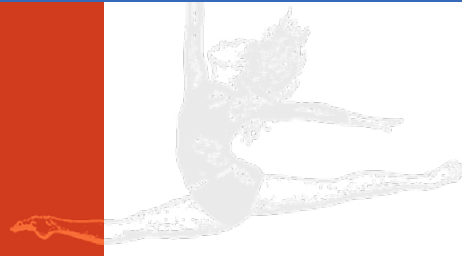
To address the areas for improvement identified in the survey results, we have developed a set of action plans:

1. **Increase Awareness and Education:** We will conduct regular training sessions and offer DEIB-related professional development opportunities to raise awareness among staff about the importance of diversity, equity, inclusion, and belonging.
2. **Regular Audits of Recruitment Processes:** We will implement regular audits of our recruitment processes to ensure consistency, transparency, and inclusivity. These audits will help identify and address any potential sources of bias in resume screening and interview selection.
3. **Expand Outreach Efforts:** To attract a broader pool of candidates, we are expanding our outreach efforts by partnering with recruitment organizations outside mainstream recruitment channels. We plan to attend conferences such as the NAIS People of Color Conference in November 2023 and potentially the Asian Educator's Alliance conference in Spring 2024 to connect with a diverse range of educators and build strategic partnerships. These are only some of the initiatives that SAS is implementing, focusing on employee experience. Many other initiatives are being implemented at the divisional level to impact curriculum and student learning.



# SAS FORWARD

In spring 2021, SAS completed and shared SAS Forward, their strategic plan.



## PILLAR 1: INNOVATIVE AND INDIVIDUALIZED ACADEMICS

**VISION:** SAS believes a vibrant academic program models innovation, nurtures students' individual growth, and allows them to create personal pathways to success in school, in college, and in life.

**COMMITMENT:** SAS commits to engaging every student in innovative approaches to learning so they may thrive in a modern world.

## PILLAR 2: INSPIRING AND CREATIVE LEARNING ENVIRONMENT

**VISION:** SAS believes that exceptional learning happens when innovative educators inspire future leaders in world-class, technologically advanced learning spaces, on campus and online.

**COMMITMENT:** SAS commits to creating sustainable, technologically advanced facilities and digital infrastructure as well as the professional environment to support them.

## PILLAR 3: PERSONAL GROWTH AND EXPLORATION

**VISION:** SAS believes in an expansive, whole-child educational experience that extends beyond the classroom to inspire our students to live their dreams.

**COMMITMENT:** SAS commits to further developing a portfolio of distinctive programs and experiences that draw upon unique opportunities in China and inspire our students' passion for personal growth and exploration in athletics, the arts, entrepreneurial endeavors, and other arenas.

## PILLAR 4: ETHICAL GLOBAL CITIZENSHIP

**VISION:** SAS believes all members of the SAS Community are global citizens capable of changing the world for the better.

**COMMITMENT:** SAS commits to curricular enhancement, program development, and community engagement to support ethical global citizenship that inspires individual action and supports our collective impact.

## PILLAR 5: VIBRANT COMMUNITY

**VISION:** SAS believes in a vibrant school community united in mission and aspiration.

**COMMITMENT:** SAS commits to cultivating a culture of trust, pride, and belonging for all its stakeholders.



Read more about SAS Forward [here](#).



# OUR LEARNING GOALS

A Shanghai American School education equips students to transfer their knowledge and skills beyond the classroom, in authentic settings, over a lifetime.

## CRITICAL THINKERS

SAS students are critical thinkers who develop ideas and construct arguments by questioning, evaluating, synthesizing, and considering perspective. SAS students...

- Consider multiple approaches and perspectives to evaluate decisions
- Ask relevant, discerning questions to stimulate reflection
- Evaluate evidence and sources to support arguments and conclusions
- Synthesize and apply new understanding to a variety of contexts

## SKILLFUL COMMUNICATORS

SAS students are skillful communicators who advocate for self, others, and ideas in more than one language by listening, responding, and articulating through multiple media. SAS students...

- Use appropriate listening skills to integrate information across contexts
- Respond to emotions in self and in others
- Articulate ideas with exceptional clarity
- Select an appropriate medium to communicate with an audience

## EFFECTIVE COLLABORATORS

SAS students are effective collaborators who help teams innovate outcomes to achieve a goal by holding themselves and others accountable, contributing in productive ways, and sustaining respectful interactions. SAS students...

- Hold themselves and others accountable for team agreements
- Build on the perspectives and contributions of others
- Develop and implement appropriate strategies to manage interactions

## CREATIVE LEARNERS

SAS students are creative learners who engage their imaginations to generate novel ideas, demonstrate flexible thinking, evaluate approaches, and take action. SAS students...

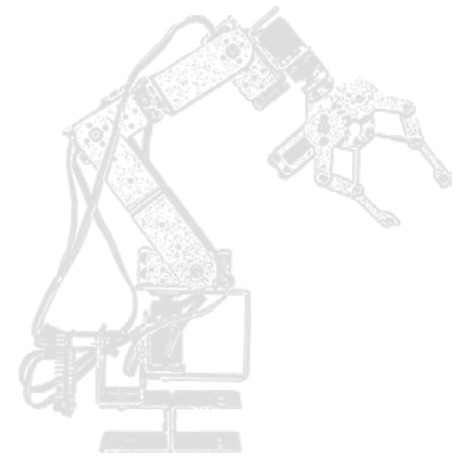
- Use their imagination to generate novel ideas
- Demonstrate flexible thinking
- Use strategies to evaluate the creative process
- Execute ideas with exceptional clarity and effectiveness

## ETHICAL GLOBAL CITIZENS

SAS students are ethical global citizens who take action based on informed decisions filtered through empathy, integrity, sustainability, and social justice. SAS students...

- Acknowledge and respect perspectives and cultures with consideration and care
- Take action with sincerity and honesty
- Make decisions and take actions to impact sustainability significantly
- Engage in authentic opportunities to impact others positively





## LEARNING AT SAS

Our Mission and Schoolwide Learning Goals inspired learning at SAS as we navigated the unpredictability of mandated Covid-19 closures during the first semester of the 2022-23 school year. This, along with our commitment to our Learning Principles, enabled us to continue to deliver a high-quality education to our students throughout the year.



### VISIONING FOR THE FUTURE

As we navigated the end of Covid-19 times in China, we had an opportunity to also focus on strategic thinking and begin to clarify who we strive to be as a leading international school. Through focus groups, we worked with input from faculty, students and parents to shape the vision for the future of learning at SAS. Focus group discussions were related to beliefs and hopes for teaching and learning, as well as the types of learning spaces needed to allow for this teaching and learning to happen. The findings, supported by academic research, showed that durable learning is not only innovative but also individualized and occurs in authentic settings so that our students can make a better world one day. The work of codifying these principles into the classroom continued into the following school year.

### CONTINUED CURRICULUM IMPROVEMENT

Program review and development is an important part of maintaining a guaranteed and viable curriculum. This process allows for the development of a shared purpose and elevates teaching and learning, with a focus on innovation. In 2022-23, along with the continued focus of developing engaging and inclusive learning engagements that focus the Transdisciplinary Transfer Goals for students of all grades in all subjects, we dedicated time to our Social Studies curriculum in Elementary. We began to develop a program that is progressively more rigorous and in depth as students transition from grade to grade. In Chinese, we also continued the design units of study and experiences that are meaningful for students with the skills and understandings often demonstrated by native or near native students, as well as for students who are learning Chinese as an additional language.



## GEN AI AND LEARNING

The release of ChatGPT in the spring of 2023 and the rapid advancements in GenAI sparked a profound need for SAS to consider a shift in the way we approach learning. Faculty have been compelled to reassess traditional teaching methodologies in light of the evolving landscape of artificial intelligence. With ChatGPT's emergence as a sophisticated conversational agent, capable of engaging in human-like interactions, SAS recognizes the need to equip students with crucial skills for this AI-driven era. There is now an increased emphasis on fostering critical thinking, creativity, and adaptability, as these qualities are seen as essential for navigating a future where human-AI collaboration is becoming increasingly prevalent. Moreover, the swift pace of technological change, exemplified by GenAI, has prompted us to prioritize agility and a focus on lifelong learning, emphasizing the importance of instilling a growth mindset and cultivating a passion for continuous exploration and acquisition of knowledge. Ultimately, the advent of ChatGPT and the rapid changes in GenAI have compelled us to rethink our educational approaches, ensuring that students are prepared to thrive in a world where AI is an integral part of their everyday lives. SAS will continue to work on integrating the use of AI in a safe and supported environment using our school Mission as a guide and Transdisciplinary Transfer Goals as a support system.

## SOCIAL EMOTIONAL LEARNING AND WELLBEING

Our commitment to SEL and Wellbeing continued in 2022-23 with the adoption of the Stanford-based Challenge Success Surveys for students, parents and faculty. These externally managed surveys are annually completed by parents, faculty, and secondary students, and focus on wellbeing, stress, support, belonging, and the perception of the student experience. These surveys allow the school to triangulate data and identify areas for growth with regards to wellbeing for both SAS students and faculty.

Additionally, at the divisional level, leaders, teachers, and counselors continue to develop and embed the structures that support SEL in their division: Morning Meetings, HomeBase, Advisory, and Anchor Groups.

The program for each of these structures is continually improved based on the work of the Institute for Social Emotional Learning (IFSEL) and focuses on the teaching and learning of the SAS Competencies (based on CASEL). Counselors work collaboratively with coordinators to design lessons and experiences that support the wellbeing of each student. The existing structures also allow for an adult to connect regularly with a small group of students, allowing them to monitor how students are doing emotionally and academically, to support them and/or to refer them to the right support system, if needed.

SAS also continues to offer a series of Parent Eagle Academy sessions during the school year and at Parent Conferences. We welcome all parents to join us for these sessions. All sessions are announced in the weekly ALA.

## DIVERSITY, EQUITY, INCLUSION AND BELONGING IN SUPPORT OF WELLBEING

SAS continued to prioritize students' wellbeing in 2022-23 by leaning into our Diversity, Equity, Inclusion, and Belonging (DEIB) work. The focus of this work aimed to create an inclusive environment for all. Recognizing the importance of fostering a sense of belonging, SAS implemented initiatives that addressed race and gender-related issues. For example, SAS established support groups and began to review the curriculum and the use of resources that include diverse perspectives and narratives, ensuring that students learn about the contributions of individuals from diverse groups.

The 2022-23 school year demonstrated our unwavering commitment to the learning and wellbeing of our students, despite the fluid and uncertain Covid-19 climate in the first semester. The dedication and resilience of our SAS community was evident in our students' ability to navigate challenges. We remain steadfast in our mission to provide excellent education and look forward to another year of growth, learning, and collaboration.

We invite you to learn more about SAS by downloading the [2022-2023 annual report](#).



# SIGNATURE PROGRAMS

The student experience at SAS is truly unmatched, thanks in part to these Signature Programs designed exclusively by and for SAS. In our unique environment, where faculty and students are limited only by their imaginations, some pretty unique opportunities have been created. We build better ways of learning right within our own walls, and also craft compelling new ways to let the world be our classroom.



## INNOVATION INSTITUTE

Innovation Institute at Shanghai American School is a transformational approach to education in which students are empowered to solve real-world problems through collaborative and creative processes. The Institute is a two-year program (grades 9 and 10) that places learners at the center of the educational experience and challenges them to think critically and apply their learning to open-ended, complex questions that address contemporary issues. Students are required to stretch themselves beyond the traditional learning framework by engaging in interdisciplinary project-based learning that requires the use of 21st century skills.

## THENINE

Each fall, the entire freshmen classes of SAS Pudong and SAS Puxi embark on a five-day long journey. As groups, the 9th grade classes of our campuses are immersed in Chinese culture, while examining their role as young people today. They learn more about themselves and their peers through adventure, reflection, and goal-setting. They work as a community to lay the foundation for the high school story ahead, because for SAS freshmen, TheNine is high school's first chapter.



## THEELEVEN

TheEleven is the best senior experience a junior can have. Here, our grade 11 students embark on a fun, productive, community-building time that gives them a jumpstart on their college application process before grade 12 even starts. TheEleven is a one-of-a-kind, intensive, week-long retreat program where our college counselors, outside experts, and SAS faculty work with our grade 11 students to scaffold their transition to the grade 12 year. So if they're not totally ready for senior year, well, they soon will be.







## DID YOU KNOW...

...**THE PTSA** (Parent, Teacher, Student Association) and Booster Clubs at SAS fulfill a lot of roles at the school. Every family who has a child enrolled at SAS is a member of the PTSA. The Booster Clubs at SAS work closely with the student-run Activities Council to amplify school spirit among students and the community at large. Learn more about PTSA and Booster Clubs [here](#).

...**THERE'S A WIDE VARIETY OF CLUBS** at SAS — over 100 at last count. And the people responsible for them are the students themselves. Students create the club, write the mission, develop goals, promote membership, lead meetings, and organize events. Learn more about SAS clubs [here](#).

...**IN 1995**, SAS became a founding member of APAC (Asia Pacific Activities Conference). Since then, our students and coaches have gone on to win over 100 championships.

...**THE FOUR INSPIRING SPACES** that comprise the Libraries of SAS hold the largest collection of English language books in all of the Chinese Mainland. Our spaces echo the pedagogy of our school overall, by fostering discovery, creativity, and collaboration. And our collections are available for parents as well as students, including our [catalog](#), [A-Z database](#), and [digital libraries page](#).

...**WHEN YOU COME TO SAS**, you will find students writing on moveable walls in their interdisciplinary courses at our Center of Inquiry + Design, a space that would be at home in any top university. You'll find sophisticated Performing Arts Centers, and construction projects underway by students of every age in our fully-equipped maker spaces and design studios. Half of the areas our Early Childhood Center don't even have walls, and wherever you stand within them, you can see nature. Learn more about SAS Space Manifesto [here](#).

...**AS LONG AS SHANGHAI AMERICAN SCHOOL HAS STOOD**, it has been a place brimming with school spirit. The unceasing pride of being an eagle is brought to life not only in everyday activities but also in various wonderful traditions — both schoolwide and campus-specific; they showcase the individualized spirit of each campus while still holding true to the shared values of SAS on a whole. Learn more about SAS traditions [here](#).

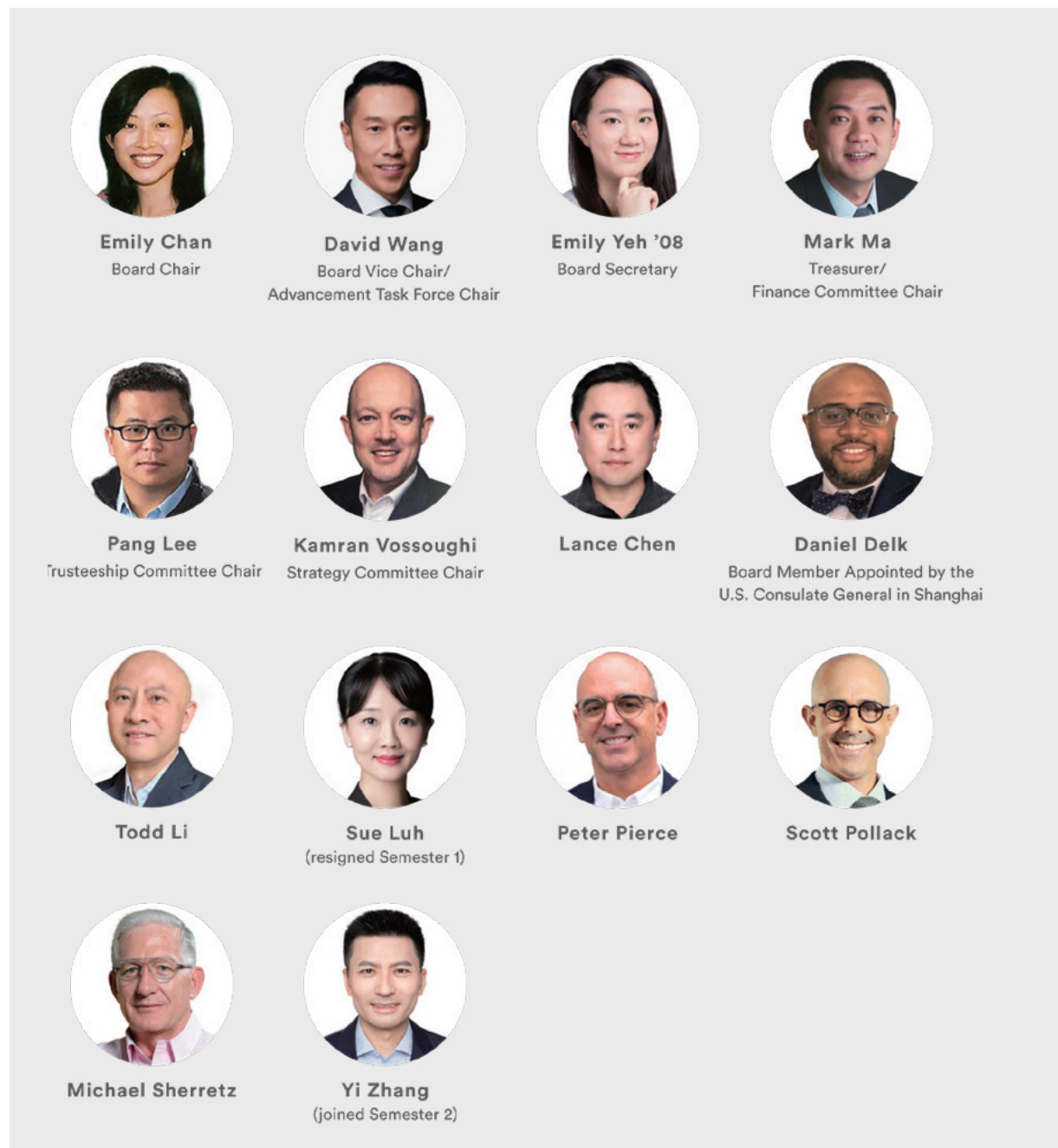


# BOARD OF TRUSTEES 2022-2023

## PROVIDING STRATEGIC GOVERNANCE FOR THE LONG-TERM BENEFIT OF SAS.

Our Board of Trustees offers SAS a long-term perspective — one that charts and maintains the course of our school. They oversee policy and have a fiduciary responsibility to provide sound financial management of the school. And they select and support our Head of School, James Nelligan.

There are thirteen (13) Trustees: seven (7) are elected by SAS parents; five (5) are appointed by the Board; one (1) is appointed by the U.S. Consulate General. Trustees elected by SAS parents must also be parents of SAS students themselves. The Board represents both Pudong and Puxi campuses, which allows for consistent leadership across SAS.





# About the Role





## BACKGROUND & OPPORTUNITIES

SAS is truly one of a kind. The largest international school in China, SAS has been growing, evolving, and leading for 111 years and counting. Currently over 2,700 students on two sites--one in the Pudong District and one in the Puxi District--benefit from the rigorous, innovative, and dynamic curriculum that SAS has to offer. In a nod to its complexity, size, and overall community, many people at SAS describe the organization as “two campuses, one school.”

Each campus has its own unique characteristics and qualities. The Pudong Campus is located on the eastern shores of Shanghai, where the Yangtze River meets the East China Sea. The smaller of the two campuses, all academic buildings are interconnected and surrounded by a golf course. Pudong is a newer, planned community designed several decades ago to house diplomatic families. Later the Chinese government altered course, which left a quieter residential community in its place. The Puxi Campus is located in Western Shanghai near Hongqiao International Airport. The campus is near many other international schools in a well-established neighborhood, and is conveniently located across the street from a nice shopping center. The Puxi Campus, with standalone buildings each having its own architectural design, looks more like a small college.

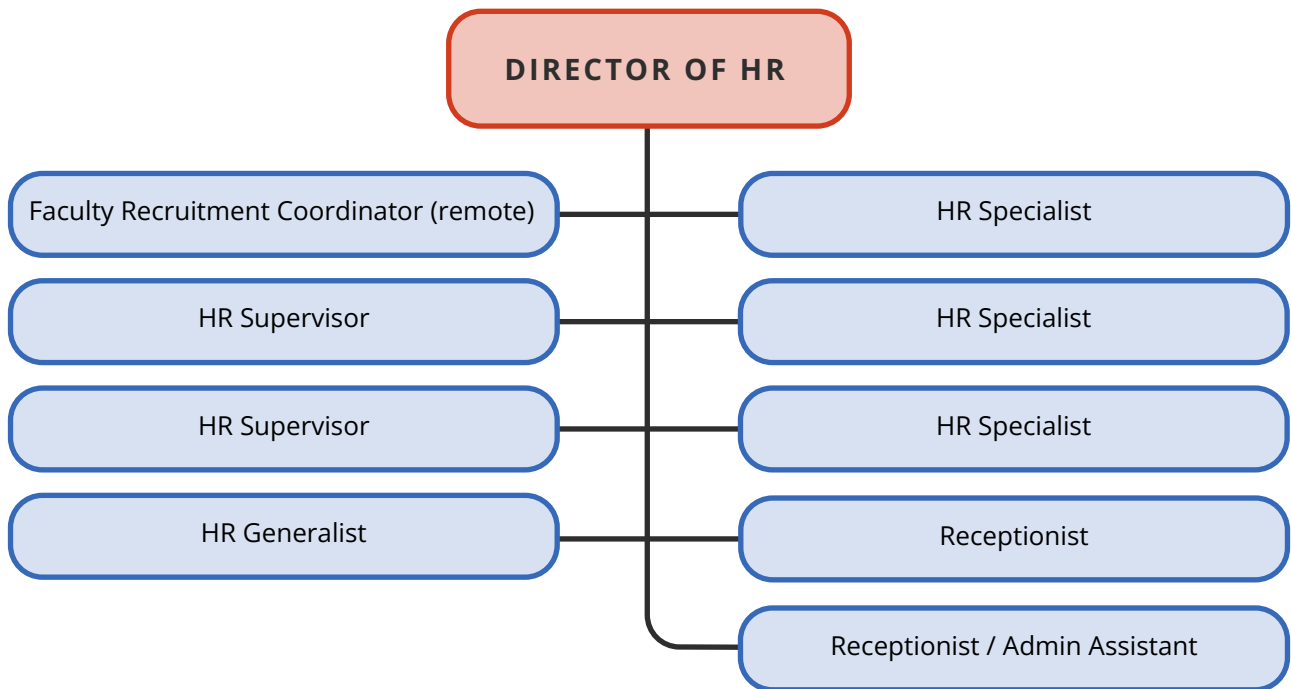
The Human Resources Department is one of many departments touching and intersecting both campuses completely. The current director of HR has worked at the school for nearly eight years, all of that time in human resources and for the last two school years as the director of the department. Under her thoughtful leadership the department has updated its policies, handbooks, systems, and standard operating procedures. At the same time, the director has brought warmth, empathy, and high EQ to a job that ensures employee well-being in a fast-paced, complex, enterprise organization. As her family prepares for a move to North America next year, she will be missed and her hard work will live on.

Historically, the departmental structure was flat, with all positions reporting right to the HR director. However, with over 650 employees on two campuses that are an hour apart, this structure was not always optimal. Thus, the current director of HR is laying the groundwork for a new structure that will take effect in the 2024-2025 school year. This new structure will reduce the tactical oversight duties of the director and empower some of mid-level members of the department to supervise day-to-day operations. See the chart on the next page for an overview of this departmental restructuring.

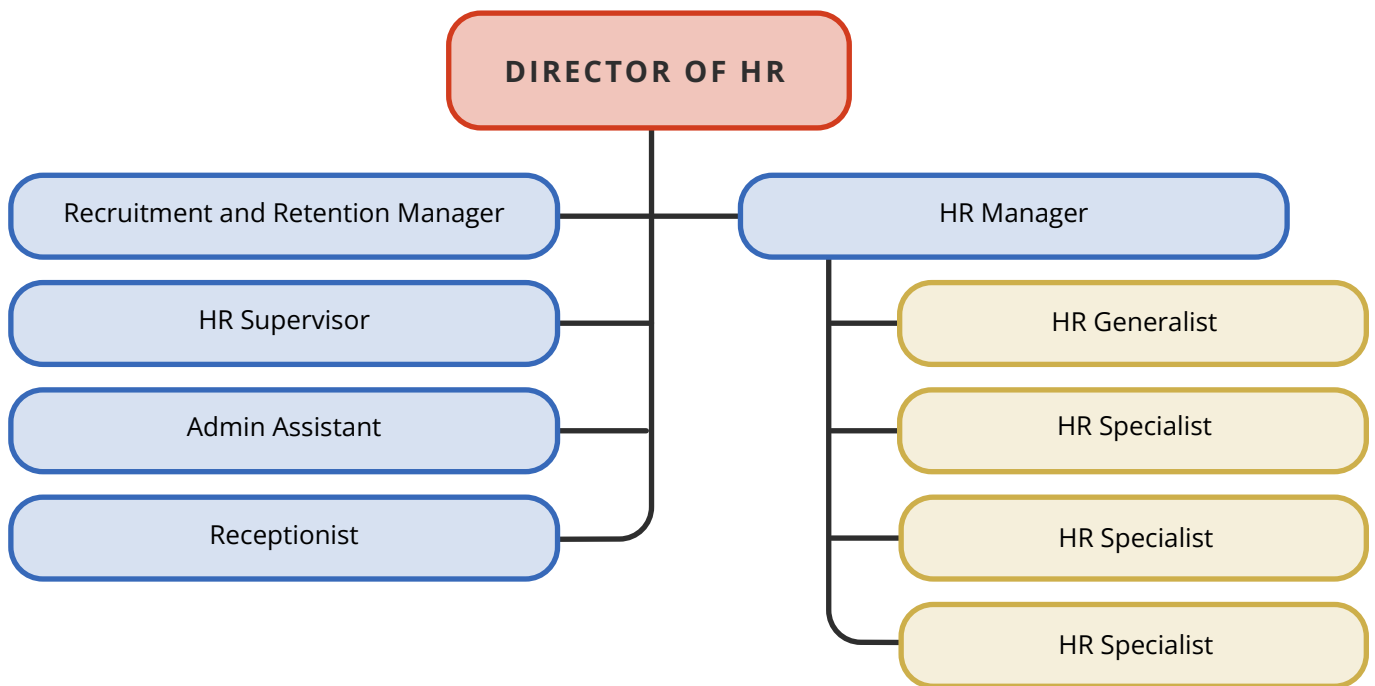


# HR DEPARTMENTAL STRUCTURE

2023-2024



2024-2025



Also in motion is a hiring endeavor for someone in the department to lead recruitment and retention of international employees at SAS. This is a huge area of focus for SAS, since each year over 400 expats work at the school. The current person leading recruitment has been working remotely the last couple of years, having worked in other campus-specific positions at SAS before the pandemic. In a parallel effort to recognize the complexity and importance of this role, the director of HR retitled this role from faculty recruitment coordinator to recruitment and retention manager.

Another recent initiative coming out of the department has been to increase organizational attention toward diversity, equity, and inclusion for employees. At a large institution like SAS, matters involving DEI and employees can have different focal points. For one, the school is truly multinational, with employees and students hailing from over 100 countries around the world. An HR department must have international fluency and recognize that each person brings a different lens, perspective, and background. Second, the adult community has a natural segmentation point: expats and PRC employees. Over the last two years, the current director of HR has worked hard to bring attention to issues of equity involving things like compensation and benefits to those two distinct groups that are ultimately in service of the same mission. And third, the “two campuses, one school” mantra requires a



lot of proactive planning and attention given that the two sites are over an hour apart and have different day-to-day feels and subcultures.

On that last note, senior administrators that span both campuses make an intentional effort to be regularly present on each campus. For example, the leadership team meets each Thursday on a different campus. Currently, the director of HR spends two days on one campus and three days on the other campus, and then rotates that schedule the following week. This approach is critical to build and sustain relationships with the campus heads, as well as with the HR staff on each campus.

The next director of HR will be coming onboard at a time when the school is in a great position. The current head of school has been there for several years and just signed a contract extension through 2027. Although three senior managers are departing at the end of this school year, both campus heads are returning, along with many other key administrators. Enrollment is strong, finances are outstanding, and with the pandemic now in the rear-view mirror international recruitment and retention is much easier than it was just a few years ago.



Given all this, the next director of HR does not need to worry about coming into a situation requiring fixing or rebuilding. This opportunity is more about finding ways to improve, enhance, and optimize in a large, enterprise organization that is constantly looking to take things to the next level. Because many people in the HR department are well-versed with the PRC labor market and labor laws, the next HR director will naturally spend more time working on issues involving the 400+ expats at SAS. That said, the next director of HR should continue to advance issues of equity and inclusion for all employees, and ultimately find ways to collaborate on major initiatives with an outstanding, highly experienced leadership team.

The right director of HR will be a servant leader who understands the need to be present, build relationships, manage complexity, and have challenging conversations that ultimately are about ensuring employee care, happiness, success, and well-being. The right director of HR will be excited to work with the head of school to continue improving the structure of recruitment, compensation, and benefits in a way that is fair and appealing to both PRC and international employees, as well as feasible and sustainable to the institution. And the right director of HR will know when and how to lean on systems, procedures, and policies, but also recognize that nearly every employee-related matter at an institution like

SAS requires the ability to navigate situational nuances involving distinct individuals with different backgrounds, motivations, and needs.

This position comes with an initial three-year contract and generous benefits that include all visas and work permits (with the exception of initial entry visa obtained in home country), PRC income tax liability, retirement bonus, local transportation to and from workplace, school housing, utilities allowance, health insurance, long-term disability, life insurance, airfare at end of each contracted year, relocation allowance, wellness benefits, personal leave, bereavement leave, sick leave, professional development, tuition waiver for approved number of qualified authorized dependent children attending SAS, and more. The next director of human resources at SAS starts July 1, 2024 and will report directly to the head of school.



## HEAD OF SCHOOL

James Nelligan

James Nelligan is a veteran educator with thirty years' experience teaching and leading in independent/international schools and universities. He came to SAS in July 2022, just as the pandemic was winding down. James has held senior leadership posts in schools for the past seventeen years, including as head of school for nine years at the Baldwin School of Puerto Rico (2012-2021). He has received numerous recognitions for his teaching and is a Klingenstein Heads Fellow (2019 cohort at Teachers College, Columbia University). He is a fan of the outdoors and served in the Marines. He loves the outdoors and is married with two grown children.

We invite you to watch our [interview](#) with James, who discusses the dynamic community and enterprise scale of SAS, his vision for the school, and the importance of finding a mission-aligned, highly skilled director of human resources to join SAS this summer.



# SPECIFIC DUTIES

## HR LEADERSHIP AT A LARGE, TWO-CAMPUS, INTERNATIONAL SCHOOL

- Collaborate with the head of school to lead all HR initiatives in alignment with the organization's strategic goals and objectives, including recruiting, hiring, employee development, benefits administration, and legal compliance.
- Oversee the development and execution of innovative, inclusive, and multi-channel recruitment strategies that actively promote diversity and attract a broad range of talent.
- Implement and refine a data-driven total compensation and benefits strategy ensuring that compensation and benefits are competitive, support employee well-being, and are in line with the organization's DEI objectives.
- Review and recommend changes to the organizational structure, utilizing industry best practices to ensure that skills and resources are aligned with the school-wide objectives and that opportunities for diversity and inclusion are maximized.

## SUPPORTING AN INCLUSIVE, EQUITABLE WORKPLACE CULTURE

- Develop and implement Diversity, Equity, and Inclusion (DEI) initiatives throughout the organization in alignment with organizational goals and values.
- Demonstrate and foster transparent and inclusive communication between HR and employees, promoting a culture of trust, collaboration, open dialogue, and equal participation.
- Oversee employee onboarding, orientation, and exit processes, ensuring an inclusive and positive experience that supports employee engagement, retention, and career development.
- Develop and implement impactful professional training and development programs for staff to foster continuous growth and enhance skills.
- Lead the annual performance management process for support staff, and implement impactful professional training and development programs that foster continuous growth, enhance skills, and promote an inclusive and diverse workforce.

## EXECUTIVE MANAGEMENT, DEPARTMENTAL OVERSIGHT, AND GENERAL ADMINISTRATION

- Lead and mentor a growing cross-campus HR team, fostering an inclusive and diverse work environment that values each team member's unique contributions.
- Collaborate with the head of school, CFO, and campus administrators to develop the annual staffing budget and ensure that HR resources align with the organization's financial objectives.
- Ensure compliance with Chinese labor laws and relevant legislation, maintaining up-to-date HR policies and procedures that reflect legal requirements and promote fairness, equity, and inclusion for both PCR nationals and expatriate employees.
- Reporting to the head of school and serving as a member of the Cabinet, perform other duties as assigned that contribute to the overall success and vision of the organization with a strong commitment to diversity, equity, and inclusion.





# SAS IS LOOKING FOR CANDIDATES WHO CAN DEMONSTRATE...

## PROFESSIONAL QUALIFICATIONS:

- A bachelor's degree from an accredited college or university; a graduate degree preferred
- 7+ years of experience in human resources management or related field
- A demonstrated ability develop and drive enterprise-level strategic human resources initiatives that align with the goals of a mission-driven organization
- Adept at ensuring compliance with international labor laws and legislation, familiarity with Chinese labor laws preferred
- Demonstrated experience developing and executing inclusive and multi-channel recruitment strategies to attract a diverse set of qualified candidates
- Profound understanding of budgets and long-term strategic planning, as well as the ability to prepare and monitor the budget for HR operations, ensuring effective utilization of resources

## LEADERSHIP AND PERSONAL QUALITIES:

- A demonstrated deep commitment to diversity, equity, inclusion, and belonging and the ability to inspire and engage others in fostering an inclusive culture
- Exceptional ability to foster inclusive and intercultural communication, promoting a culture of trust, collaboration, and open dialogue
- A relational approach to leadership and the willingness to engage with direct reports and employees across two campuses
- Keen technical and analytical skills
- A data-driven approach to implementing comprehensive human resources policies and procedures
- Excellent oral and written communication skills





## HOW TO APPLY

12M Recruiting is acting on behalf of Shanghai American School to identify exceptional HR leaders to fill this extraordinary opportunity. Please direct any inquiries to:

**GABRIEL LUCAS**

Principal, 12M Recruiting

[jobs@12MRecruiting.com](mailto:jobs@12MRecruiting.com)

### APPLICATIONS WILL BE CONSIDERED THROUGH **FEBRUARY 17, 2024**

All applications must be submitted online:

[www.12MRecruiting.com/jobs/SAS/HR](http://www.12MRecruiting.com/jobs/SAS/HR)

An application requires submitting four PDFs:

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

*Share three guiding principles (no more than 2-3 sentences each) that for you are essential to ensuring that, in an enterprise organization, HR practices are not only well-structured and systematized, but also adaptable to the nuances of situations that invariably involve different sets of people with unique needs.*

