



OREGON EPISCOPAL SCHOOL

DIRECTOR OF CAMPUS OPERATIONS

LOCATION

Portland, OR

POST DATE

January 17, 2024

APPLICATION DEADLINE

February 18, 2024

REMOTE SEMIFINAL ROUND

Late March / Early April

ON-SITE FINAL ROUND

Late April

DECISION ANNOUNCED

May 6, 2024

START DATE

On or before
July 1, 2024

(later by mutual
agreement)

REPORTS TO

Head of School

SUMMARY

Just 15 minutes southwest of downtown Portland sits Oregon Episcopal School (OES), which since 1869 has been educating students from around the world with a commitment to inclusion, purpose, service, and social justice. Situated on nearly 60 acres, OES is surrounded by wetlands and other natural elements within the diverse, dynamic, and thriving neighborhoods of Portland and Beaverton.

The director of campus operations is a new role that has been created to replace the outgoing director of facilities, who has ably and passionately served the school with remarkable dedication for 49 years. During his tenure, the school has grown and evolved, undertaking numerous building projects — many of them complex that spanned multiple years and involved large-scale capital campaigns. In parallel, the facilities department has expanded itself, and now nearly 30 employees roll up to the department's leadership post, which in turn reports directly to the head of school.

The director of campus operations will oversee four functional units, each with its own leader: facilities (custodial, grounds, and maintenance); transportation; safety and security; and a greenhouse project. The director of campus operations will not have any major construction projects to administer in the first year or so, which will give the director a chance to establish partnerships and connections with the community. However, the director

will be a part of long-term campus visioning initiatives and would eventually be asked to serve as the school's owner's rep for any major construction projects.

In the nearer-term, the school just completed a safety and security audit, and a director of safety and security will eventually report to the director of campus operations. While OES has had no major incidents on campus, the new head of school — who is finishing his first year — wants to be proactive to ensure that a school with over 50 domestic and international boarding students, a community parish, and an open campus remains diligent in its overall duty of care. Also early on, the director of campus operations will be asked to coordinate with department and division heads to prioritize and plan smaller-scale operational, facilities, and logistical projects.

Ideally, the director of campus operations would be able to start prior to June 30, 2024 — when the outgoing director of facilities is scheduled to retire. If not, the school is prepared to keep the outgoing director of facilities on temporary retainer to ensure a graceful and smooth leadership transition. The director of campus operations at this revered and nationally acclaimed school will report to the head of school and serve on the senior administrative team.



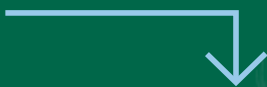


MISSION

Oregon Episcopal School prepares students for higher education and lifelong learning by inspiring intellectual, physical, social, emotional, artistic, and spiritual growth so that they may realize their power for good as citizens of local and world communities.

IDENTITY

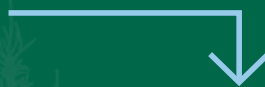
01



Our Oregon Home Matters

Perched on the Pacific Rim, nestled between the ocean and the mountains, bordered by natural wetlands and urban development, we nurture intrinsic curiosity about complex environments and foster connections between people of diverse backgrounds.

02



Our Episcopal Tradition Matters

Rooted in a rhythm of gathering and reflection, we educate toward a larger purpose — toward inclusion and respect, service and social justice, and commitment beyond ourselves.

03



Our School Philosophy Matters

Grounded in the belief that the advancement of knowledge flows from open and rigorous inquiry, we cultivate the life of the mind and the whole person by connecting questions with exploration and discovery, theories with scrutiny, expressions with art, and self with subject.

VALUES

OES provides the next generation of global leaders with the skills needed to thrive in a changing world:

- The ability to think critically and communicate clearly
- The ability to engage with people from across the U.S. and around the world
- The ability to work effectively as part of a team in a collaborative community
- The ability to understand and appreciate the diversity of the world's religious traditions
- The ability to make sound ethical decisions



DIVERSITY, EQUITY, AND INCLUSION

OES students are empowered to create a more just and equitable world as leaders and partners for change in our communities — both those that exist within the walls of our school and those outside.

Affinity Groups

By providing spaces where students can gather based on shared experiences, backgrounds, and identities, these groups create a supportive environment where individuals can connect, share, and celebrate their unique perspectives and common experiences. OES offers a variety of affinity groups for students and multiple affinity groups for parents as well.

Equity Coaching

Our equity coach supports faculty across the school in their efforts to make curriculum and instructional practices more culturally responsive and inclusive. This collaborative work includes reviewing units of study to include multiple perspectives, analyzing student engagement trends through an equity lens, and identifying and mitigating teacher bias.

DEI Coordinators

Each division at OES has teacher representatives who help enact a set of social justice standards. They work along side their colleagues and the Office of Equity & Inclusion to think through strategies and structures that can be used to implement these standards throughout the curriculum and teaching practices.

Restorative Practice

Restorative practices encompass a range of proactive and responsive strategies that prioritize building relationships, repairing harm, fostering a sense of accountability within a community, and promoting a positive and inclusive school culture. We often use Restorative Circles as a non-hierarchical environment for structured dialogue that facilitate open communication, empathy, and conflict resolution. This in turn promotes community building, understanding, and healing.

Our commitment to Justice

As an Episcopal school, we are rooted in the values of compassion for our human family, the strength of dialogue to promote understanding, and a commitment to inclusion. Our Episcopal roots further challenge us to create an environment — both within and beyond our school — that recognizes each person's lived experiences and where everyone thrives and is valued.

We recognize that we must actively work to create and strengthen a community steeped in diversity, equity, inclusion, and anti-racist actions. In order to grow our intentions of diversity, equity, inclusion, and anti-racism (DEIA) to actionable steps, we outline [here our commitment to justice](#).



KEY STATISTICS

FOUNDED IN

1869

LOCATION

15 Min & 90 Min
from downtown Portland. from the Cascade Mountains and the Oregon Coast.

GRADUATES

99 percent attend four-year colleges.

GRADES

Pre-K – Grade 12

WHO WE ARE

Independent, co-educational, day and boarding school.

AVERAGE ENROLLMENT

870 students, including 60 boarding students from the United States and around the world.



MEMBERSHIPS

NWAIS
NAIS
NAES
CASE
TABS

ACCREDITATION

Northwest Association of Independent Schools

7:1
STUDENT-TO-FACULTY RATIO

16
AVERAGE CLASS SIZE

CAMPUS

59 wooded acres with two wetland areas, ropes course, nature trails, greenhouse, gardens, and multiple indoor and outdoor athletic facilities.



FLEXIBLE TUITION

23% of our students pay reduced tuition.



WHAT DOES IT MEAN TO BE AN EPISCOPAL SCHOOL?

Rooted in a rhythm of gathering and reflection, we educate toward a larger purpose — toward inclusion and respect, understanding and compassion, service and social justice, toward meaning and commitment beyond ourselves. We welcome, honor, celebrate and support families from all backgrounds, faiths, and traditions.

Creating community is key to our Episcopal tradition. Gathering begins in Lower School, with teachers leading students in a celebration of community. By Middle and Upper School, Gathering is a student-led event where they collaborate on campus issues, discuss world events, and celebrate accomplishments. Chapel provides yet another opportunity to come together, explore different faiths, reflect, and learn. We intentionally create time in our schedule to gather, because we're all on this educational journey together. Gathering at OES is a lived expression of how much we support one another and respect both our similarities and our differences.



OUR ESSENTIAL COMPETENCIES

We strive to develop for all members of our community the opportunity and ability to:

- **CULTIVATE** curiosity and creativity
- **CONSTRUCT** a strong foundation of knowledge and skills
- **DESIGN** and apply solutions
- **LISTEN** actively and recognize perspectives beyond one's own
- **COLLABORATE** to broaden and deepen understanding
- **EXPRESS** ideas in multiple ways
- **BUILD** resilience and respond constructively to challenges
- **TAKE** responsibility for one's actions
- **VALUE** diversity and uphold the dignity of all people
- **ACT** with courage and compassion for self and others

Inquiry based learning

At OES, learning from day one is active, not passive. Students don't just study science, they do it. They don't just read great writers, they write — and write, and write. They don't just listen to teachers, they ask questions. Each experience leads to the next one, always driven primarily by the passion and persistence of the student who serves, in effect, as the architect of his or her education.



STRATEGIC PLAN

The plan contains four key areas of strategic focus and inquiry to guide our work over the next three to five years: **Program, People, Place, and Plan.**

Each of the four areas of focus is a continuation of the work we began more than a decade ago. The prevailing theme is renewal: renewing our more than 150-year commitment to excellence in academics through our inquiry-based program, renewing our 50-year-old campus, and renewing our commitment to cultural competence and power for good. The Strategic Planning Committee included trustees, parents, alumni, and employees. The process engaged nearly 700 individuals. This plan, which will expire in 2025, was informed by their insights and guided by the mission and vision of OES. The director of campus operations will participate in the next strategic planning process, which begins in the fall of 2024.

PROGRAM

Our most important asset

We will work to chart the course of its evolution over the next decade, continuing to emphasize student-driven inquiry and exploration through all aspects of our curricular and co-curricular program.

Initiatives:

- Nourish a school-wide culture of student inquiry through academics, arts, athletics, and service learning.
- Embed the framework of the Essential Competencies in all aspects of the program, coordinating that work Pre-K-12.
- Re-evaluate our current schedule, calendar, assessment, and reporting processes to ensure they support our inquiry-based program and the development of the Essential Competencies.

PEOPLE

Access and inclusion

Building on our Episcopal values of equity and inclusivity, we will continue to work on building cultural competence and expanding our power for good. In addition, we want to ensure that we can continue to attract and retain families and employees who are fully committed to our program and vision.

Initiatives:

- Attract families from a wide variety of backgrounds and provide greater financial access.
- Cultivate an environment that creates a strong sense of belonging and identity awareness by providing multiple perspectives that broaden our views.
- Attract and retain employees from a wide variety of backgrounds and support and inspire them through wellness, professional growth, and leadership opportunities.
- Build on our mission to expand our connection to local and global communities, broaden our perspective, create learning opportunities, and extend our support.



PLAN

Funding our strategic aspirations

We will accomplish our strategic work by building a long-range financial plan that allows us to fund these priorities through multiple means and the careful stewardship of our resources.

Initiatives:

- Develop a long-range financial modeling tool to facilitate analysis of the strategic relationship among budget drivers, ensuring the ongoing excellence and fulfillment of our mission.
- Consider the strategic use of key budget elements in furthering the school's mission and this strategic plan.
- Address issues of accessibility to an OES education including the enrollment funnel, tuition, financial aid, and tuition remission.
- Develop and refine strategic approaches to nurture the culture of philanthropy.
- Continue OES's participation in the national conversation on the future of independent education, including issues of financial sustainability, access, and competition from other sectors.

PLACE

Realize our campus plan

We will take the next steps on completing our campus plan to create world-class facilities that match our world-class program.

Initiatives:

- Explore art and design, engineering, and program options and possibilities in the renovated Lower School (Fariss Hall) as part of determining the next major projects on campus.
- Revisit the campus plan and prioritize projects moving forward.
- Engage in a feasibility study for the next major building and fundraising effort.
- Consider our enrollment funnel and impacts on space.



CAMPUS IMPROVEMENTS BY THE DECADES

1869

St. Helen's Hall is established by The Rt. Rev. Benjamin Wistar Morris, Bishop of Oregon, and directed by Mary Rodney and her sisters Lydia and Clementine. The School opens its doors to boarding and day students on September 6, 1869. The house and chapel that was the School's first site is now the location of Portland's City Hall, on 4th and Madison.

1890

Twelve lots, bordered by Vista Avenue, St. Clair, Main, and Park Streets, are purchased as a new site for St. Helen's Hall.

1921

The Board of Trustees decides to purchase the old Portland Academy building on 13th Avenue and Hall Street for the elementary and high school. The grounds are developed and improved.



1964

Because the state highway department plans to build a freeway that will bisect the school grounds, the Hall has been given a deadline of June 1964 to leave the 13th and Hall address. The Board of Trustees purchases thirty-two acres of land in Raleigh Hills, which had formerly been the site of the Nicol Riding Academy. The cross above the chapel, the brass school bell, and the School's cornerstone are moved to the site of the new campus.

1972

St. Helen's Hall and Bishop Dagwell Hall join, establishing a coeducational institution under the name of Oregon Episcopal School.

1987

A new Lower School and classroom additions provided enough space for three classes at each grade level.

1988

OES acquires the Hampton Courts, a private tennis club, and renames it the Sports and Recreation Center (SPARC).



1996

At the end of October, the entire Middle School moves into a newly constructed facility, Meyer Hall.

1997

Bishop Dagwell Hall, former home to the Middle School, is renovated for the fine arts.

2003

The new Drinkward Center for Math, Science, and Technology is completed. Upper School classes begin using it in the fall.

2005

The comprehensive renovation of the Upper School provided more classrooms and expanded common spaces.



2007

Addition to Middle School, including green roof and four classrooms, is completed.

2008

Lower School asphalt playground is transformed to Aardvark Community Park.

2016

The new 45,000 sq. ft. Lower School facility is completed for Pre-K through 5th grade students.

2017

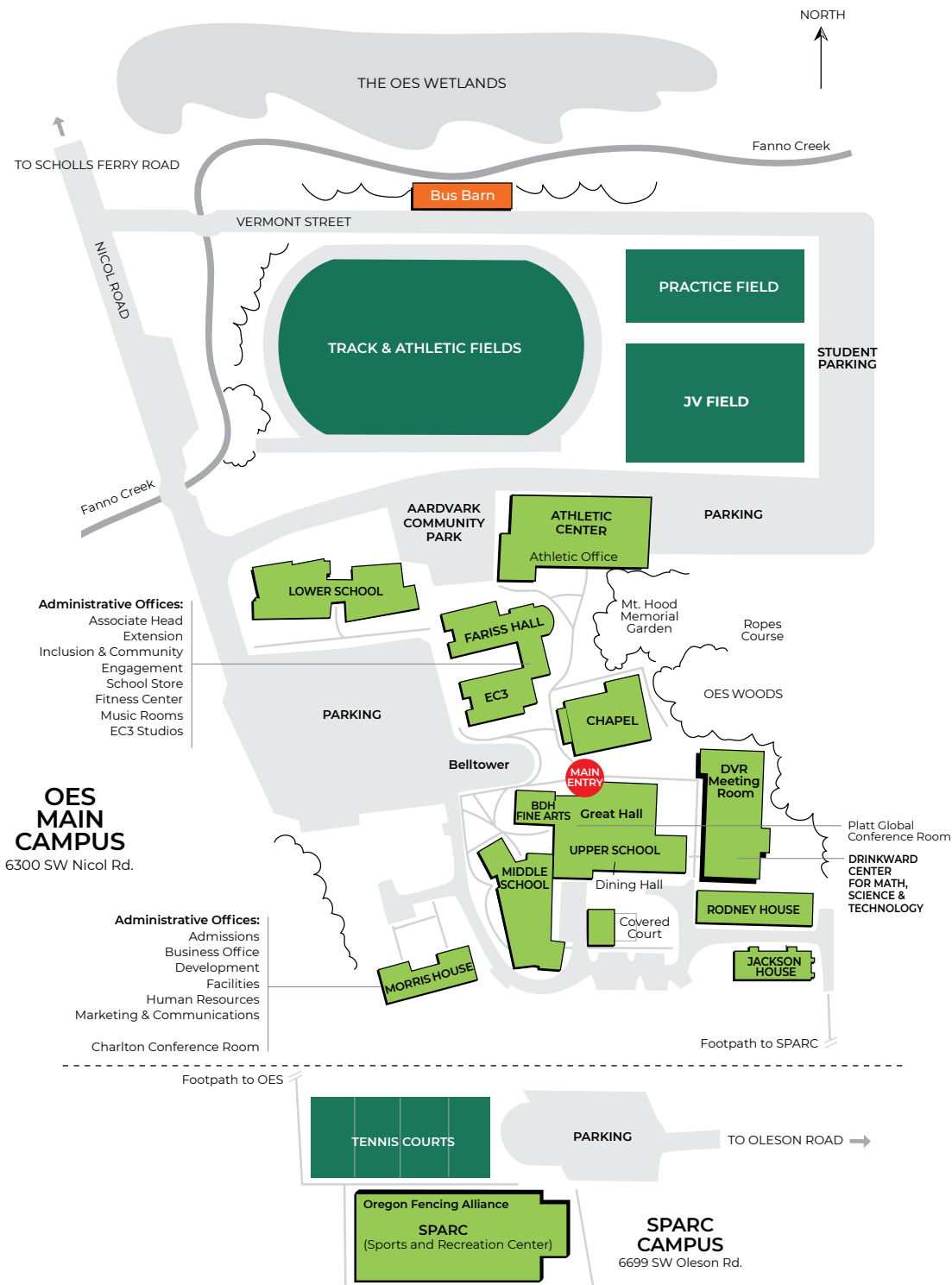
The former Lower School was renovated and renamed Fariss Hall, creating a new EC3 design center, a fitness center, and offices.

2021

The new 42,000 sq. ft. Athletic Center was completed to support our student-athletes and serve as an all-school gathering space.



2023: THE CAMPUS TODAY



OES is an open, 59-acre campus on the border of southwest Portland and Beaverton. The school moved to its current location in 1964, and since then has undertaken multiple building and upgrade projects. Some buildings are relatively newer, and others have been in operation for decades. The campus includes wetlands, a creek, woods, and other natural habitats.



ADMINISTRATIVE TEAM

The administrative team at Oregon Episcopal School is a large group of senior leaders that oversee a variety of operational and academic divisions. Currently that team comprises eleven people: three division heads (lower, middle, and upper); the chief financial officer; the director of enrollment management; the director for equity and inclusion; the director of facilities; the director of institutional advancement; the director of strategic communications; the head chaplain, and the executive assistant to the head of school. As the current head of school finishes his first full year at OES, he is laying the groundwork for a few changes to this team. The school will be hiring a new Associate Head of School by the start of the 2024-2025 school year. This role, which is common for a school the size of OES, will be focused mostly on PK-12 academic logistics. Meanwhile, with the retirement of the director of facilities, the position has been retitled to director of campus operations, to similarly reflect the complexities of operational logistics. The director of campus operations will be a central partner to both academic and non-academic administrators on the leadership team, as projects and initiatives involving the campus are discussed and planned.



**Michael
Spencer**
Head of School

ABOUT THE HEAD OF SCHOOL

The Rev. Michael Spencer came to Oregon Episcopal School in July of last year, after serving 16 years in a variety of leadership roles at St. Paul's School in Concord, New Hampshire. He started as the head of chapel and religious life, and later became dean of faculty. For his last six years at St. Paul's, Michael was the vice rector for faculty.

Michael joined OES as its 15th head of school and first person of color to lead this revered institution since its founding in 1869. As a Cape Verdean-American and first-generation college graduate, Michael's lived cultural experience informs his personal and professional commitment to diversity, equity, inclusion, and justice. Throughout his career, he has led efforts to strengthen faculty diversity, develop strategic direction for equity and inclusion initiatives, and move schools forward toward realizing Dr. King's vision of beloved community. Nationally recognized for his work, Michael

currently serves as vice president of the governing board of the National Association of Episcopal Schools (NAES), has served as a delegate to the Parliament of the World Religions, and is the author of published articles, sermons, and poetry.

Teaching and coaching have been constants in Michael's career. A collegiate varsity rower with a deep commitment to advancing women's rowing, he coached high school crews for three decades, including twenty medal-winning St. Paul's girls crews. Michael is married to a former middle and elementary school educator, and together they have two adult children. His personal interests include gardening, cooking, reading, hiking, rowing, and time spent with his two energetic dogs

We invite you to [WATCH OUR INTERVIEW WITH MICHAEL](#), who shares a bit about his background, what drew him to OES, and why the scope of the director of campus operations role has been broadened and elevated at this important moment in the school's history.



OES VOICES



Dr. Dyan Watson Director for Equity & Inclusion

Dyan Watson, MAT, Ed.D., joined OES as the Director of Equity and Inclusion in July of 2020. After beginning her career as a GED instructor for young mothers in Portland, Watson continued her journey in education as a high school social studies teacher, and later as a professor of teacher education. Watson earned a B.A. in history and a masters of art in teaching with a social science emphasis from Willamette University. Her doctorate is from the Harvard Graduate School of Education.

Watson was drawn to OES due to the community's eagerness to build upon their existing social and eco-justice work. In her role as the Director for Equity and Inclusion, Watson and her team partner with each department on campus to build DEIA goals, and have established affinity groups for students and parents in the community. She looks forward to collaborating with the incoming director of campus operations to consider new ways that OES can become more accessible and inclusive for all students.

Watson is the co-editor of [Teaching for Black Lives, Rhythm and Resistance](#), and [Rethinking Elementary Education](#); and the author of "Norming suburban: How teachers talk about race without using race words," and "[A Message from a Black Mom to Her Son](#)," among other works that explore race and teaching.



Sarah Grenert-Funk Head of Upper School

Sarah Grenert-Funk, M.A., joined OES as an English teacher in 2010. Previous to her appointment as Head of Upper School she was the Assistant Head of Upper School for Community and Director of Residential Life. She has also served as a seventh grade team leader, dorm parent, advisor, and lacrosse and basketball coach. Sarah earned her B.A. and M.A. in English from Middlebury College. Prior to joining OES, Sarah taught English at Birch Wathen Lenox School in New York City and worked in book publishing.

Sarah describes OES as a place where intentional effort is dedicated to building its collaborative and close-knit community. She also appreciates that the school is committed to always improving — from its campus to its programs — and faculty and staff are supported in their professional development. Sarah looks forward to welcoming a director of campus operations who can “dream big” and imagine what’s possible for how campus operations can best support OES’ student-centered program.



BACKGROUND AND AREAS OF OVERSIGHT

The incoming director of campus operations will oversee four critical functional units, each of which has a point person. Some units are large, while others are smaller. But each touches campus life in a significant way. The current director, who is leaving after 49 years on the job, has made a concerted effort to build lasting, thoughtful relationships between the facilities department and all other departments on campus. As the school's structures and grounds have evolved, grown, and improved, so, too, have the responsibilities of his department.

At this juncture, the operations of OES are significant enough that the title of this leadership role is changing from director of facilities to director of campus operations. To that end, the school will look to the director of campus operations to lean into matters involving systems, processes, logistics, and project management. At the same time, OES has a robust and thriving community of educators and learners, and it will be important for the director of campus operations to lead with a relational mindset.

FACILITIES

The facilities department comprises three subunits: grounds, custodial, and maintenance, all of which are overseen by a facilities operations manager who has been at the school for nine years. Approximately 18 employees work in these three areas, including a day custodial supervisor, a maintenance supervisor, and a grounds supervisor. For the last couple years, the school has been trying to hire a night custodial supervisor. Some work is performed by outside contractors, but for the most part OES employees are on the front lines working across the campus in support of day-to-day facilities needs.

OES has undertaken several major capital building projects over the last several decades. As a result, the campus has a variety of different structures, each with its own architecture and design. Some spaces have been repurposed as other buildings were developed. For example, an old library and lower school space was recently converted into a fitness and wellness center and an innovation hub.

Eventually, though not imminently, the school will need to undertake capital and building campaigns to address two critical needs: the boarding program, and the performing arts program. For the former, approximately 55 students and three adults live in one of the oldest structures on campus. And for the latter, the school does not have a true performing arts center and instead leverages smaller, less-than-ideal spaces on campus for theatrical productions and concerts. Over the years, the director of facilities has served as the owner's rep for OES for all construction projects. The school would like the next director of campus operations to continue serving in this role, which would work closely with the CFO on matters involving finance, risk management, and compliance. The director of campus operations will be an essential member of a larger team that soon embarks on overall campus planning.

In the nearer term, the director of campus operations will need to coordinate and collaborate with other department heads on improvement and upgrade projects. Each year the school has to prioritize its limited CapEx budget for things like repair and enhancements. Some academic spaces remain too small for current programming needs, and some older equipment is in need of replacement. While OES is a well-funded school, it doesn't have an unlimited budget to fix, replace, or enhance all items of everyone's wish list. Year one for the director of campus operations will be an important time to identify needs, think creatively, develop short- and long-term plans, but most importantly maintain transparent lines of communication as early decisions are made.



SAFETY AND SECURITY

OES sits on nearly 60 acres that include wetlands, trails, and gardens — along with traditional facilities for a day/boarding school, such as academic buildings, athletics fields, and dormitories. OES has a community parish at the center of its campus, which is open to the surrounding neighborhood. During any given school week, it's not unusual for outsiders to come to campus for parish events, or for neighbors to enter onto school grounds, either intentionally or unintentionally. All the while, OES has remained a safe school with generally good neighborhood relations and no major incidents.

In 2023, the school conducted a comprehensive safety and security audit, which identified items for reflection and opportunities for improvement. Although the school does not want to pivot its approach to safety and security 180 degrees, the new head of school wants to ensure that the school is proactive in its strategy to ensuring that all employees and students, some of whom are boarders that hail from overseas, remain safe and secure. Eventually a director of safety and security will report to the director of campus operations. Although safety and security will continue to remain in the portfolio of the director of campus operations, the head of school will continue to engage and lean into this important area vis-a-vis setting priorities, allocating resources, and providing both support and feedback as changes occur.

Indeed, for any school that has a vibrant community and a relational-first mindset, operational changes of any kind can sometimes feel disruptive. For example, changes that affect the on-site parish or surrounding neighborhood will need to be handled with care. Changes that alter daily school life for teachers and students will also need to be implemented thoughtfully and with the coordination and support of other administrators. All the while, OES has remained a safe school with generally good neighborhood relations and no major incidents on campus.

TRANSPORTATION

Transportation is a mission-critical part of daily school operations. Each morning and afternoon, five drivers serve five different bus routes to bring approximately 200 students to and from campus. In addition, the transportation unit assists with field trips, athletic games, and other special events. The unit is led by a transportation manager and includes several part-time drivers and a full-time mechanic. OES owns its entire fleet, which includes four 72-passenger busses, four 48-passenger busses, one 28-passenger bus, and four vans and SUVs. A few vehicles are 15+ years old, and virtually all vehicles are running well.

During and right after the pandemic, it was not easy to keep all bus routes fully staffed. In a pinch, the transportation manager and facilities director have both stepped into fill routes when drivers were not available. Ideally, this would not be a part of the regular duties of the director of campus operations, but having that “pitch-in” mindset would be an important characteristic for the director. At the moment, the school is grateful that all routes are staffed and all transportation positions are filled.

As aforementioned improvements to safety and security are implemented, those changes could have a downstream impact to the overall transportation program. This includes things like parking, campus entry, and perimeter access. Meanwhile, other ideas that are internal to the transportation unit are also being explored, such as whether to consider leasing vehicles as older ones are taken out of service.



GREENHOUSE AND ENVIRONMENTAL SUSTAINABILITY

For the last three years, OES has benefited from a part-time greenhouse coordinator. The greenhouse was the passion and legacy project of a long-time science teacher who retired several years ago. Because the campus reflects so many elements of the natural surroundings — from forest to wetlands — a greenhouse project fits right in at a school like OES. The facilities department has played a helpful role in getting the structure built and the surrounding space cleared and prepared for classes, workshops, and special events. Conversely, the greenhouse project has provided the facilities department with a meaningful and direct impact to the academic program.

Going forward, the current head of school has made environmental sustainability a priority for the school. Initiatives such as energy consumption, eco-friendly gardening and groundskeeping, and preservation of natural resources are all important pillars for a school community in the Pacific Northwest. The next director of campus operations should not only welcome having the greenhouse as a component of their portfolio, but also be excited to support the school's overall commitment to environmental sustainability as it extends to a more comprehensive plan involving facilities, outside learning spaces, and the future development of the campus.



CAMPUS PLANNING

The current strategic plan, which expires in 2025, guided the school on many initiatives. One such initiative was campus renewal. In the fall of 2024, the school will begin a new strategic planning exercise, which again will include imagining and redesigning the campus for the future. The director of campus operations will be a key part of this process and a critical thought partner for the head of school. When the school eventually commits to design and build projects, the director of campus operations will serve as the internal project manager to oversee contractors and construction.



In sum, campus operations play a huge role in the success of other departments and programs at OES. Campus operations impact every student, faculty and staff member, and administrator — not to mention members of the surrounding community. The director of campus operations will inherit a well-respected department with key internal leadership posts overseeing each functional unit. The head of school is ready and eager to engage with the director of campus operations during the transitional handoff and will be setting important, early priorities for the new leader — several of which will come from the recently completed safety and security audit. As the school embarks on future campus planning initiatives, the director of campus operations will play a pivotal role to ensure that the next iteration of buildings and spaces are designed and constructed to serve the academic program, just as the outgoing director of facilities has done with great success for the past several decades.



ADJECTIVES TO DESCRIBE THE DIRECTOR OF CAMPUS OPERATIONS

ACTIVE LISTENER	DYNAMIC	SYSTEMATIC	OPEN-MINDED
EMPATHETIC	KIND	CURIOUS	STRATEGIC
COLLABORATIVE	STUDENT-CENTERED	OBSERVANT	OPTIMISTIC
GOAL-ORIENTED	INNOVATIVE	RELATIONAL	CULTURALLY COMPETENT



DUTIES

Daily operations

- Ensure the successful performance of four operational functional units, each of which is led by a manager or coordinator: (1) Facilities, which includes custodial, grounds, and maintenance; (2) Transportation; (3) Safety and Security; and (4) The Greenhouse.
- Establish policies, systems, and procedures that are harmonious with school culture to ensure effective operations and improve operational efficiency.
- Ensure that departmental staffing levels and budgets are sufficient to meet the operational needs of a complex, high-functioning school that serves 870 students on nearly 60 acres in Portland.
- Under the direction of the head of school, ensure that the safety and security unit is working to address the goals and recommendations of the 2023 safety and security audit.
- Liaise with assistant heads, heads, directors, and other stakeholders around matters involving logistics, departmental needs, and operational planning.

Change management

- Serve as the owner's rep during major campus construction phases, and oversee all other physical improvements to the school's physical plant, which includes dozens of structures, fields, and indoor/outdoor learning spaces of varying ages and architectures.
- Serve on committees and task forces related to campus planning and long-term campus improvement.

- As appropriate, oversee the implementation of new campus-wide systems that support end-user needs and improve the way operational functional units manage their internal processes and external services.
- Ensure successful vendor partnerships, oversee the vendor evaluation and RFP process, and in collaboration with other stakeholders identify whether and when to explore, modify, or rescind outsourced operational engagements.
- In partnership with the CFO, division heads, and other departmental leaders, develop multi-year capital improvement budgets, forecasts, maintenance schedules and other operational plans and projects to meet the evolving needs of the school.

General leadership and administration

- Participate as an active and engaged member of the Administrative Team.
- Develop and manage the annual operating budget for all facets of campus operations, as well as capital equipment and improvement budgets.
- Ensure the professional growth of direct reports, and support them in developing members of their respective teams to assume greater responsibility and leadership at the school.
- Provide leadership and expertise in evaluating current local, state, and federal regulatory requirements and ensuring compliance with those regulations.
- Report directly to the head of school, who serves as the chief executive officer of OES, and perform other duties as assigned.



QUALIFICATIONS AND QUALITIES

Qualifications

- Possession of a bachelor's degree from an accredited college or university in operations, engineering, business, or a related field
- 7+ years experience supporting organization-wide operations, logistics, facilities, or project management
- Director-level experience overseeing one or more of the functional units for which this role has daily operational oversight
- Professional certifications in one or more operational domains — such as project management, facilities management, physical security, plant oversight, or logistics — highly preferred but not required
- Experience managing complex, change-oriented projects from start to finish
- Experience securing vendor contracts and managing outsourced vendor partnerships
- Experience as a direct supervisor and hiring manager responsible for the growth, development, and evaluation of other team members

Qualities

- A love of education, and a dedication to serve the overall student experience through a tireless, behind-the-scenes approach to leading and improving operations
- Demonstrated inclusive respectful, open, and collaborative management style characteristic of a team player and experience in ensuring diversity, equity, inclusion and justice in all aspects of team management
- A collaborative, cooperative, flexible, and growth-oriented mindset that can adjust to shifting priorities at an innovative, dynamic, and complex organization
- Demonstrated quantitative and analytical skills in support of projecting, developing, and managing capital and operating budgets
- An analytical, detail-oriented, organized, and passionate approach toward process improvement, project management, and decision making, with an understanding the organizational change must include and support end-user needs and perspectives
- An ability to create organizational systems and apply project management skills in support of institutional-wide change within a complex academic environment
- An ability to multitask among disparate projects, situations, and duties
- Skilled communication ability to ensure that information is shared in a clear, transparent, and timely manner to the appropriate constituents
- Uncompromising integrity, a sense of humor, exceptional collegiality, and a relational approach to leadership and decision-making



HOW TO APPLY

12M Recruiting is acting on behalf of Oregon Episcopal School to identify exceptional operational leaders to fill this extraordinary opportunity. Please direct any inquiries to:

GABRIEL LUCAS
Principal, 12M Recruiting
jobs@12MRecruiting.com

Applications received by February 18, 2024 will receive priority review.

All applications must be submitted online:
www.12MRecruiting.com/jobs/OES/operations

An application requires submitting four PDFs:

- Cover letter introducing yourself to the OES search committee
- CV or resume
- 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:

The outgoing director of facilities has led the department for nearly 50 years. If you were sitting down with him after being installed as the new director of campus operations at OES, what would be 4-5 key questions that you'd want to ask him? In a paragraph or two, how would you approach this important transitional handoff?

