

San Francisco University High School



DIRECTOR OF TECHNOLOGY

Location

San Francisco, CA

Semifinal Round

Late February / Early March

Decision Announced

April 10, 2023

Application Deadline

February 10, 2023

Final Round

Mid-to-late March

Start Date

July 1, 2023

(or earlier by mutual agreement)



SAN FRANCISCO
UNIVERSITY
HIGH SCHOOL
S I N C E 1 9 7 5



Ed Tech
RECRUITING

Summary

Stretched along four urban blocks in San Francisco's Pacific Heights neighborhood lies University High School (UHS). Established in 1975, UHS is a nationally recognized and admired independent high school, with years of tradition and innovation behind it and an exciting future ahead. This urban school of five discontinuous campuses, all within a few blocks of each other, is home to a diverse community of students, faculty and staff who pride themselves on becoming better citizens of the world each and every day.

With major plans on the horizon UHS seeks a director of technology, reporting to the head of school, who is in the first year of his third headship. UHS will soon break ground on a parcel of land that it just acquired, with the goal of constructing a state-of-the-art STEM and innovation center. In the midst of a transformational time at UHS, the director of technology will take on an immense leadership role in all areas of technology: instructional, enterprise data, and IT. The school seeks a director of technology who is excited to partner with other leadership team colleagues, work collaboratively and closely with members of the faculty to reignite the instructional technology program, and oversee and grow a core team of IT/IS professionals. This position starts July 1, 2023, or earlier by mutual agreement.



MISSION

San Francisco University High School welcomes students of demonstrated motivation and ability to engage in an education that fosters responsibility and the spirited pursuit of knowledge. We are a school where adults believe in the promise of every student, and together we work to build and sustain a community of diverse backgrounds, perspectives, and talents. UHS challenges each individual to live a life of integrity, inquiry, and purpose larger than the self.



Values & Vision

VALUES

INQUIRY

- Being curious, open-minded, and courageous
- Seeking out different perspectives and learning from one another
- Striving to deepen our understanding of the evolving world.

CARE

- Investing wholeheartedly in our work and in one another
- Cultivating empathy, compassion, mindfulness, and resilience
- Recognizing and seeking to address injustice.

INTEGRITY

- Being truthful, open, honest, and reflective
- Honoring the wholeness of each individual
- Acting to fulfill a purpose larger than the self

AGENCY

- Taking risks and growing from the experience
- Pursuing our passions with confidence, creativity, and humility
- Discovering and making real our own distinctive and evolving expressions of excellence

INTERCONNECTION

- Building and sustaining an intentionally diverse, equitable, and inclusive school
- Engaging as socially responsible citizens in communities both near and far
- Recognizing that we form a web through our common humanity: what affects one person affects us all



VISION

We are a courageous community dedicating ourselves to:

EMBRACING education as a transformational, rather than a transactional, endeavor

EMPOWERING our students to invent and sustain their own vision of success and sense of purpose

ESTABLISHING a school culture that provides a dynamic and challenging education while simultaneously promoting wellness, care, and wholeness

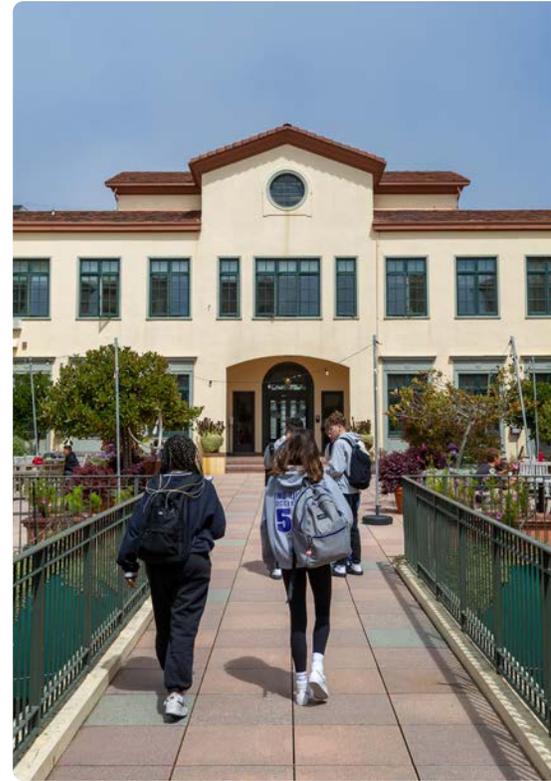
EMBODYING our fundamental belief that collaboration among people with diverse backgrounds and life experiences is essential to deep learning

ENSURING that University High School remains a strategically nimble institution, engaged in learning, reflection, and growth on all levels



From the Head of School

UHS is a school with passion and purpose, just like the diverse, talented, and motivated high school students who fill and enrich the community. UHS is dedicated to envisioning a bold future where students are “challenged to live a life of integrity, inquiry, and purpose larger than the self,” as the school mission declares. The opportunity to educate high school students, right as they are at the cusp of young adulthood, takes the skill and expertise of the extraordinary UHS faculty, who prize the chance to get to know and help each student reach their full potential. This is not a straight or easy path, and UHS knows that, which is why the school has taken decades to refine and redefine the high school experience. UHS will never waver in the promise to grow and evolve alongside each student. When one steps onto the UHS campus, each individual will be greeted by the buzz and joy of learning and community. University High School welcomes all to their incredible world!



ADDITIONAL INSIGHTS



Matt Levinson
HEAD OF SCHOOL

UHS has world-class teachers and a diverse, highly motivated student body. Our next technology director will lead a mission-critical department that supports the faculty and students in their individual and collective innovation journeys. I am looking for someone passionate about several areas: enabling great teaching and learning, implementing best-of-breed IT/IS infrastructure, developing and growing technology staff, and joining the conversation around educational innovation. At UHS, technology will have a huge impact on the future of our outstanding academic program.

We invite you to [WATCH OUR INTERVIEW](#) with Matt, who shares why the director of technology role is so important to student learning, faculty growth, and enterprise operations at UHS.



Four Pillars of DEIB

EQUITY IN ACCESS AND SUPPORT

- Recruit and retain a student body, faculty, staff, and board of trustees that reflect the racial, ethnic, cultural, and socioeconomic diversity of the Bay Area.
- Ensure that every student has access to a full range of school opportunities regardless of family circumstances.
- Provide equitable pathways for the professional growth and leadership development of their faculty and staff.
- Create and maintain support structures that are as diverse and varied as the needs of their students, faculty, and staff.

CARE AND INTERCONNECTION

- Use their articulated UHS Community Agreements as a model for embracing differing perspectives, and for building and sustaining relationships in and outside of the classroom.
- Create structures and programs to foster building community on a whole-school level, with adults modeling connection and care amongst themselves for the students.
- Challenge themselves to practice openness and empathy when a member of their community experiences hardship.
- Recognize and address injustice by talking to each other, not about each other.
- Foster a sense of “purpose larger than the self” by seeking opportunities to build connections with people, institutions, and organizations in the larger community.

DIVERSITY RESPONSIVE TEACHING AND LEARNING

- Examine and adapt their practices with the intention of helping all students thrive.
- Act with an awareness of their personal cultural lenses and the normative culture that they, consciously or unconsciously, create together.
- Review and refine the content of school curriculum to ensure that it provides mirrors in which students see their own realities reflected as well as windows into the realities of others.
- Draw respectfully on the wisdom, experience, and backgrounds of their increasingly diverse community members to best support teaching and learning.

INSTITUTIONAL SELF-ASSESSMENT AND REFLECTION

- Assess and benchmark their progress in increasing student, faculty, staff, and board diversity.
- Regularly measure the growth, success, and well-being of their community members, and design responses to any patterns of inequity that they identify.
- Always use an equity lens as they design changes to their programs, policies, and practices.
- Look beyond their walls for models, best practices, and opportunities to collaborate in order to address their blind spots.

CLUBS AND AFFINITY GROUPS

Students at UHS have the opportunity to pursue their passions and gather with other students and adults for activities and discussions based on these interests. Every year, students invent new clubs and have fun trying out new things. We invite you to [CHECK OUT THE LIST OF 21-22 CLUBS](#) and affinity groups at UHS.



Signature Programs

University High School is home to many unique programs that are designed to provide an unparalleled educational experience to its students. One of the newest programs at UHS is The Institute for Responsive Education, which was formed to focus on nurturing the social-emotional development of each student. One of the longest-standing programs is Breakthrough Summerbridge, which was established in 1978, and is an award-winning, summer intensive program hosted on the UHS campus. As a student-led program, it has been an integral part of preparing middle school students to thrive in well-matched high schools and life beyond their schooling. While these are not the only two unique programs present at UHS, these programs exemplify the school's continuous evolution and commitment to supporting students in their educational journey.

INSTITUTE FOR RESPONSIVE EDUCATION



The Institute for Responsive Education consists of five centers, each led by students or a member of the UHS team. These centers focus on: metacognition and neurodiversity, health and wellness, community engagement, equity and community, and climate studies. Each center includes courses for students to take during their time at UHS, as well as optional workshops and events for UHS community members to participate in.

The goal of the Institute for Responsive Education is to provide students with the tools necessary to engage with the world around them in a meaningful way. While the centers do include academic courses, the main purpose of the Institute is to zoom out from the academic sphere and focus on the holistic development of UHS students. Each center allows for students to engage with relevant topics that will encourage them to become better citizens of the modern world.



BREAKTHROUGH SUMMERBRIDGE



Breakthrough Summerbridge involves a full-time summer academic enrichment session and a school-year academic program. Middle school students attend the six-week summer session over three consecutive summers and spend two years with Summerbridge during the school year. During the summer, students take classes in math, humanities, and science, grade level co-curricular classes, and numerous non-academic electives (including the arts and athletics). The school-year academic program features academic enrichment courses, high school counseling, and Secondary School Admission Test (SSAT) preparation.

Breakthrough Summerbridge embraces a “students teaching students” philosophy. Most classes during the summer are taught by a staff of teaching fellows, enthusiastic high school and college students from Bay Area high schools and colleges, as well as from universities and colleges located throughout the country. These older students lead almost every aspect of the program and plan nearly all of the activities, events, and field trips. Professional teachers with extensive experience in education serve as mentors for the student teachers. The commitment to “students teaching students” remains the same as it ensures that Summerbridge continues to be an energetic, exciting, and creative environment for students and teachers alike.

Breakthrough Summerbridge has transformed the lives of over 1,200 middle school students and nearly 650 high school and college-age teachers.



To learn more about this award-winning program that has inspired other public-private educational programs, please visit the [SUMMERBRIDGE WEBSITE](#).

95% of Breakthrough Summerbridge students have enrolled in academically rigorous college preparatory high schools.

80% of students have gone on to four-year colleges and have pursued careers in medicine, business, law, art, and education.

72% of Breakthrough Summerbridge teachers have gone on to work or volunteer in schools or other organizations that promote educational equity.



Key Statistics

FOUNDING YEAR

1973

LOCATION

Five campuses within a few blocks of each other in San Francisco's Pacific Heights neighborhood

ENROLLMENT

450 students

82% from San Francisco
8% from North Bay
7% from East and Peninsula
3% from outside of the Bay Area

54 ZIP codes

58% self-identify as students of color



FACULTY

64 full- and part-time teachers

48% self-identify as people of color

81% have advanced degrees

20 years on average of teaching experience

6:1 student-to-faculty ratio

ACCREDITING BODIES AND MEMBERSHIP ORGANIZATIONS

- CAL-ISBOA
- INDEX
- NAIS
- NBOA

MATRICULATION

100% of UHS students are accepted into four-year colleges.

In the last 5 years, they have enrolled in **128** different institutions.

OPERATING BUDGET

\$27M for 2022-23

ENDOWMENT AMOUNT

\$32,933,022

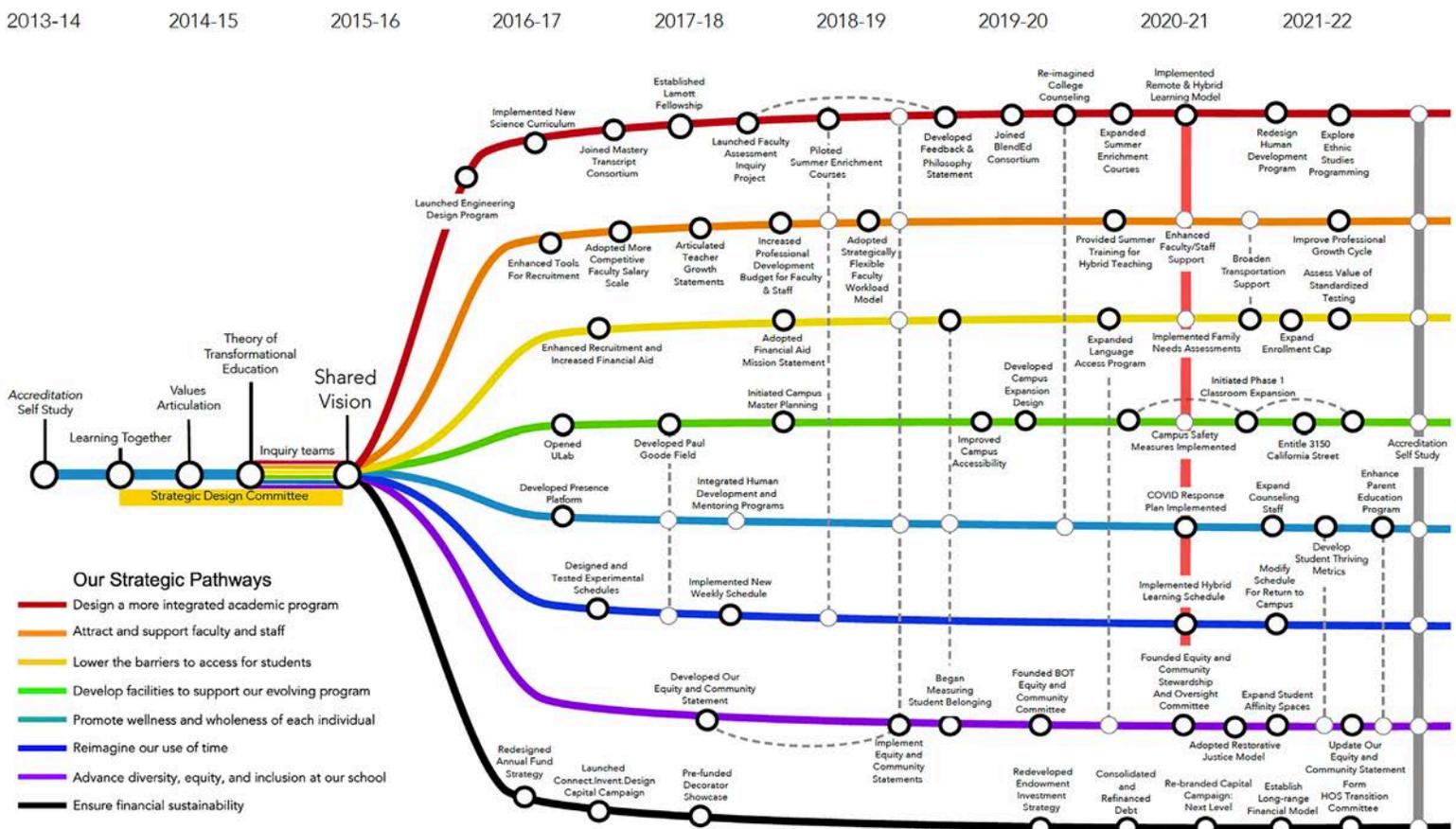
www.sfuhs.org



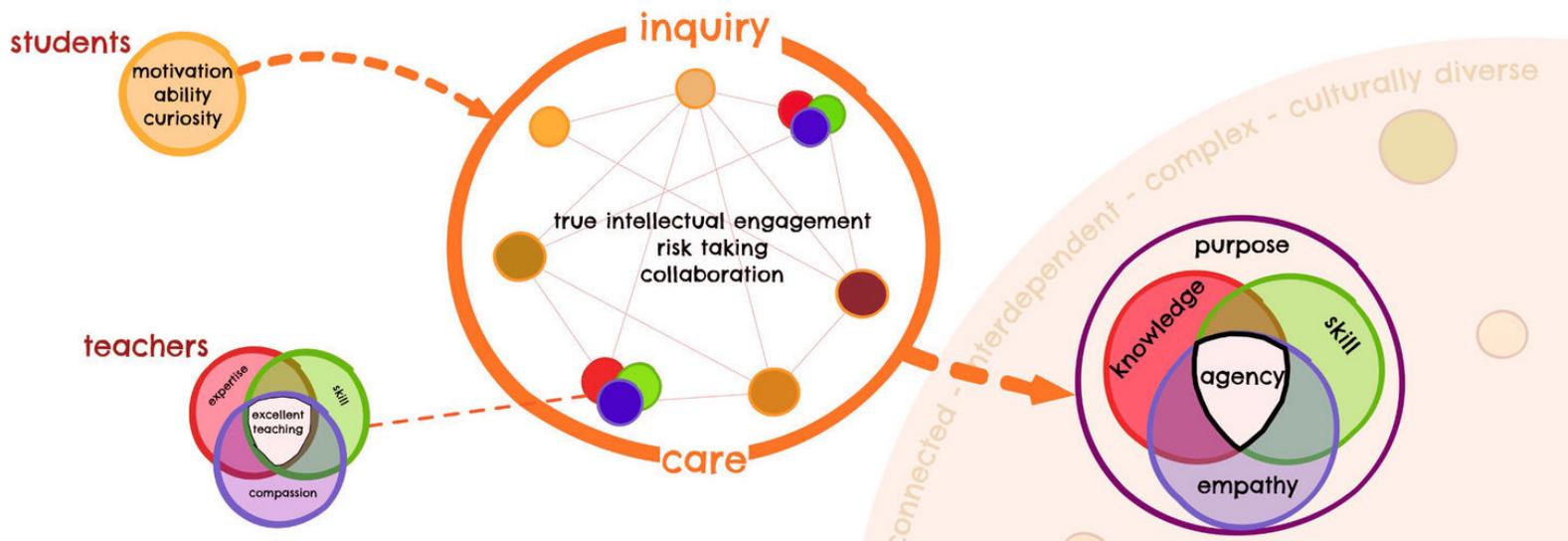
Strategic Pathways

In 2015, UHS created a new strategic vision to become a national leader in shifting school culture — affirming the school’s fundamental commitment to intellectual challenge and vitality while simultaneously responding to the demands and opportunities of the current world. UHS’s strategic direction charted the school’s plan for its next era, and was built on a legacy of excellence while remaining institutionally reflective and continually poised to respond to the ever-changing world.

In this strategic design process, UHS created eight strategic pathways, intended to resemble subway trains running in sync, yet each moving on their respective tracks. Through the creation of this unique map, UHS inspired other schools across the nation to creatively examine their own methods of strategizing institution-wide improvement and growth. This map has served as an influential guiding tool for UHS as the school has worked to make immense strides in the areas of such as equity and inclusion, financial assistance, campus safety, and more. UHS continues to serve as a model of excellence for schools in the realm of strategic planning and looks forward to continuously improving as an institution.



UHS's Theory of Transformational Education



Embracing education as a transformational rather than a transactional endeavor.

UHS's vision for excellence infuses every dimension of the school's strategic pathways, and is designed to cultivate an environment of curiosity and lifelong learning for students. The image above visually captures the role that each member of the UHS community plays in creating a transformative educational experience for each student.

THE PEOPLE UHS SEEKS

UHS matches motivated and curious students with compassionate adults who are skilled educators and experts in their disciplines, creating a community with a rich diversity of backgrounds and life experiences to promote the deepest learning.

THE CATALYTIC CONTEXT OF UHS

Catalyzed by a climate of inquiry and care, and grounded in the belief that interpersonal relationships are the vehicle for learning, UHS students go beyond acquiring knowledge to true intellectual engagement, applying what they learn in creative and novel ways. In this setting, students invent and sustain their own vision of success.

UHS GRADUATES IN THE WORLD

Supported by a richly interconnected program that integrates social-emotional and academic learning, students develop a clear sense of their own agency and the foundation for a life of "purpose larger than the self"; what results is an individual with the skill, knowledge and perspective to confidently and positively engage with the increasingly complex world.



A New Chapter

University High School is preparing to embark on an exciting chapter of growth and reimagination. With its strong vision and values in mind, UHS is reaffirming its commitment to DEIB principles, as well as opening a new, state-of-the-art building. UHS is taking these steps as it expands its focus beyond academic excellence, and spotlights the holistic well-being of each student. The revision of the school's belief statement is part of UHS's goal of creating actionable, mission-aligned commitments in the realm of DEIB. The exciting new building will be an integral part of embracing the school's position in the San Francisco community, introduce new gathering spaces, and increase student enrollment in the future.



BELIEF STATEMENT

In February 2021, UHS established its Equity and Community Stewardship and Oversight Committee to gather voices and perspectives from all UHS constituencies to steer, steward, monitor, and chronicle the work that the school community is undertaking to meet the aspirations of its DEIB goals. The committee consists of faculty, staff, students, trustees, parents/guardians, alumni, and is co-chaired by the Director of Equity and Community and the Head of School. Over the past year, the committee has been reworking the UHS belief statement to better reflect the Four Pillars of DEIB and overall values of the school. This important process has involved meeting with members of the UHS community, engaging in focus groups, surveying students, and more. The committee is devoted to ensuring that the belief statement celebrates each unique UHS student in their educational journey.

CAMPUS EXPANSION

University High School is excited to expand its urban, lower Pacific Heights campus to include a fantastic new building. The school is set to finish its fundraising campaign for this building in 2023, with construction beginning in the summer and extending to 2025. This 47,000 square foot building will include six science labs, four to six classrooms, and administrative offices. The building will also include a full-sized, indoor basketball court that will be used to host sporting events and school-wide assemblies. In addition to expanding the school's educational and community spaces, this new building's front entrance will face outward onto bustling California Street, welcoming members of the San Francisco community inside.

Check out a [**THREE-MINUTE, ANIMATED FLYTHROUGH VIDEO**](#) of the new building at 3150 California Street.



Technology Governance

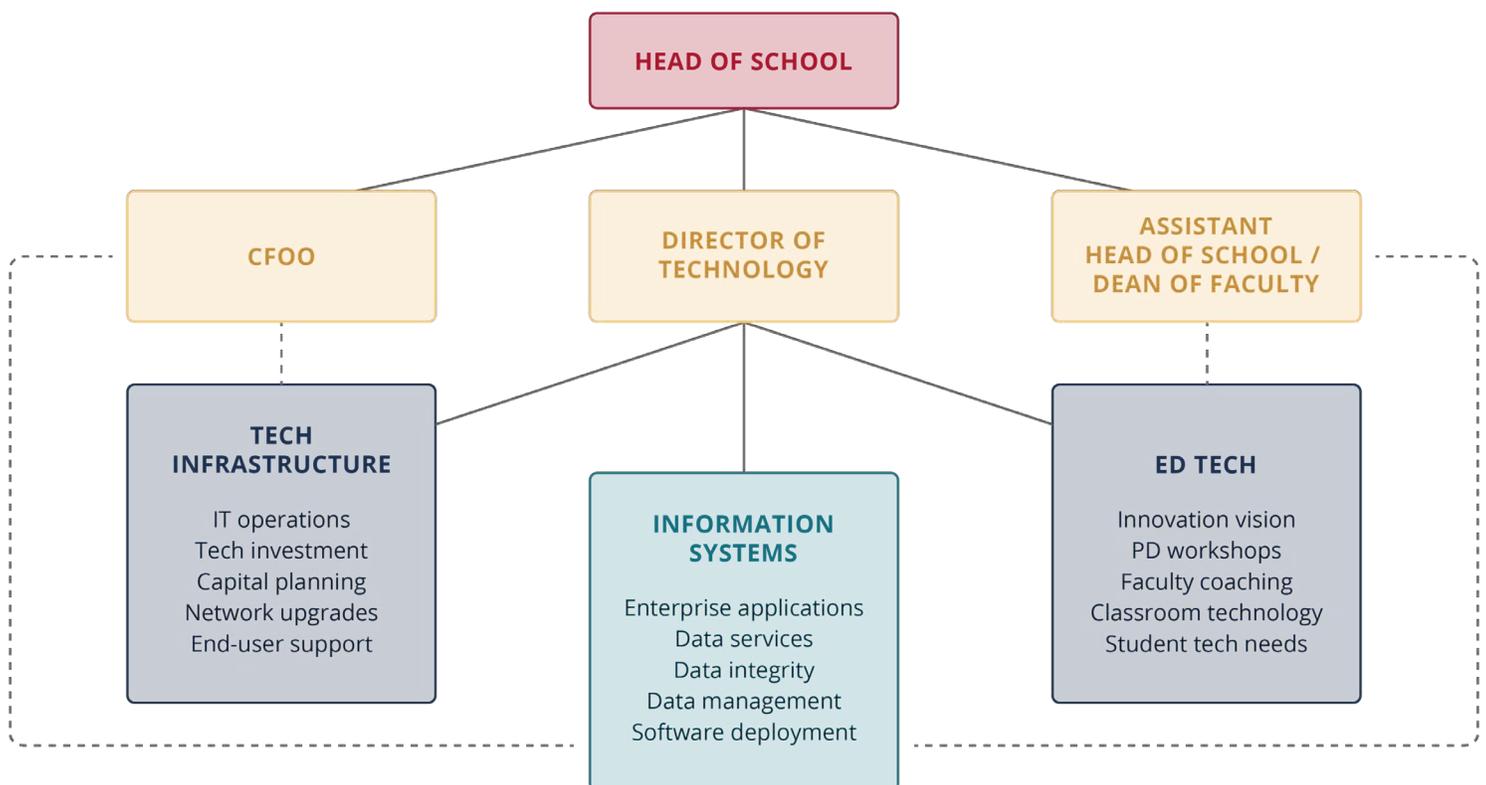
Technology governance at UHS leverages a shared model of leadership. The director of technology (DoT) at the center to guide most technology decisions, but other administrators are active and willing partners.

Over the last year, the chief financial and operating officer (CFOO) has directed a great deal of resources to upgrade and overhaul the school’s network backbone. Although much of this work will hopefully be done by the time the next DoT comes on board, at a school like UHS, ongoing technology investment is paramount—especially with construction projects likely to continue for years. Thus, the next DoT will enjoy an engaged CFOO to collaborate on a variety of infrastructure planning projects.

On the other side of the technology house, new implementations involving instructional technology are always driven first and foremost by academic needs. Meanwhile, the assistant head of school and other administrators—including the dean of teaching

and learning—are themselves quite proficient with technology and have championed innovative systems and tools. For these and other reasons, instructional technology is absolutely a collaborative domain at UHS, with department chairs, faculty members, and other directors also eager to provide input on the vision.

Finally, at a multi-campus, enterprise-minded school like UHS, the domain of information systems is vitally important. Data services is the lifeblood for academic and non-academic administrators, from admission to development to academics. And data flow must run seamlessly from one department to the next, so that strategic decisions affecting multiple departments are made with complete information. By far, the information systems domain invites many stakeholders to the table, from directors to localized data managers. At the center of all that activity is the director of technology, who guides long-term strategy and ensures day-to-day data robustness.



Background & Opportunities



As it approaches its 50th anniversary next year, University High School (UHS) has already made an impact on the educational industry equivalent to the impact made by schools founded long ago. UHS is one of the premier grades 9-12, independent schools in San Francisco, with robust admissions, outstanding faculty, and a national reputation. Its Summerbridge program, which for over 40 years has helped thousands of lower-income middle school students navigate a successful seven-year journey to college, has become an internationally acclaimed model for how independent schools might forge public-private partnerships with neighboring public school districts.

Over the last several years, the school launched an ambitious strategic plan. A new campus was purchased to expand the school's urban footprint, which now boasts five separate campuses within several blocks of each other.

In parallel, the technology program at UHS is going through significant change. The technology department has been without a permanent leader since early 2022,

when the previous director left after a ten-year tenure. During this transitional period, the school has leveraged a local managed service provider to assess and overhaul its network and system infrastructure, which admittedly had been in need of a refresh. Like many schools with an outstanding faculty and robust curriculum, UHS has been selective in implementing various technology programs, as the school wants to assess what is appropriate for the department and the school overall. However, since the COVID-19 pandemic, the need and demand for cutting edge technology has become all the more acute, hence the surge of investment in IT infrastructure, some of which is admittedly the result of deferred maintenance.

All that should mostly be finished by the time the next director is installed later this summer. Meanwhile, the department structure is also in transition, with a few positions unfilled or just recently filled. A help desk professional that has been at the school for a few years, but two other data and systems positions were just filled in 2022. On the other side of the technology house, no one is presently serving as a dedicated



instructional technology professional, a role the school has not seen for nearly a decade. In this interim period, departmental leadership is occurring via a partnership among the CFO, a systems manager, the managed service provider, and the assistant head of school, who is also the dean of faculty.

UHS seeks a director who can oversee all areas of technology, from IT/IS to instructional and innovation. The next director should be ready to lead two major chapters. The first chapter would involve helping to wrap up the infrastructure upgrade, assessing staffing needs, and relaunching the instructional technology program. All these goals will require a hands-on director willing to work “in the trenches” with faculty, staff, and members of the technology department. UHS is a school that gravitates toward administrators that are relationally driven and motivated to build authentic personal connections. But because of its five campuses, administrators and support professionals alike cannot be everywhere at all times. Thus, an ability to manage a service-driven department and develop talent from within would be essential skills for the next director.

The second chapter would involve developing and implementing a new vision for technology. The school is in the throes of a major reimagining of its entire academic program. A new head of school just began this past July. Ground will soon be broken to construct

a new innovation and STEM facility. A new strategic plan process will be soon underway. Data services are becoming an increasingly important part of the school’s decision-making process in all domains, from admission and advancement to academics and student life. All this to say that the next director of technology should be a collaborative, forward-thinking leader with fluency in all aspects of educational technology, to help lay the groundwork for other changes that will be happening at the school.

These two chapters are not entirely distinct. Even as UHS finishes up its major upgrades, the school is ready to begin rethinking its technology vision. The assistant head of school and the dean of teaching and learning — both of whom are highly fluent with technology — along with many other academic leaders are all eager to engage a director in strategic conversations at the intersection of innovation, technology, and pedagogy. At the same time, educators at UHS are ready to show a director of technology the many elements of this storied school that contributed to the national reputation it currently enjoys. In the end a new era that builds on successes of the past is undoubtedly on the horizon at UHS, one that starts July 1, 2023 — or earlier by mutual agreement.



Desired Qualities of the Next Technology Leader



DYNAMIC

INNOVATIVE

CREATIVE

STRATEGIC

PATIENT

PASSIONATE

EMPATHETIC

DETAIL-ORIENTED

OPTIMISTIC

COLLABORATIVE



Duties

INSTRUCTIONAL TECHNOLOGY

- In partnership with the leadership team, develop and coordinate a strategic vision for instructional technology.
- Design, deliver, and evaluate faculty trainings across multiple campuses to help grow and evolve the teaching and learning program vis-à-vis instructional technology.
- Inspire, collaborate with, and support various academic leaders, program coordinators, team leads, and teachers to explore, implement, and assess innovative approaches to teaching and learning.

DATA / SYSTEMS

- Work with senior leadership and various operational and academic departments to ensure they have the necessary access to, and reporting of, data.
- Support and partner with divisional and departmental directors in their relationships with vendors.
- Serve as a project manager for enterprise-wide data transitions.

INFRASTRUCTURE AND IT SERVICES

- Oversee technology services, and ensure that the department remains responsive to support needs.
- Oversee and evaluate the deployment of all hardware, software, and systems from various perspectives, including: cost-effectiveness; customer satisfaction; compliance; asset management; migration and transition; and performance.
- Ensure IT data security, risk management, disaster recovery and planning processes are in place and receive regular review for currency and adequacy.

GENERAL LEADERSHIP

- Serve as an active member of the leadership team and report to the head of school.
- Establish and maintain local, regional, and national partnerships to support the strategic goals of the school's instructional and technology programs.
- Manage the departmental budget, and hire and supervise all technology staff.
- Perform other duties as assigned.



Check out the [UHS VIRTUAL CLASS LIBRARY](#) and [STUDENT SPOTLIGHT](#), which provide more insights on the academic program and student experience.



Qualifications & Qualities

PROFESSIONAL QUALIFICATIONS:

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



LEADERSHIP AND PERSONAL QUALITIES:

- An ability to plan and oversee concurrent technology-related programs and projects, combined with strong motivational skills to ensure completion and success
- Passion and interest for managing all areas of technology—IT, data/systems, and instructional—even if prior experiences in these areas are not equal
- A thoughtful but determined approach to departmental objectives and individual staff growth—while remaining attuned to the school's mission, values, and goals
- Immersion in diversity work, both in training and in implementation
- Inspirational, pragmatic, and diplomatic leadership that is sensitive to the needs of a dynamic and diverse faculty
- An ability to build consensus among diverse groups, facilitate critical discussions, and provide confidence to colleagues during times of transition
- A collaborative, cooperative, empathetic, collegial, innovative, and patient mindset
- Strong communication skills: written, verbal, presentation, and training
- Genuine commitment to growing formal leadership capacity in a structured, dynamic, complex program with other leadership team colleagues
- An understanding of the diverse technology needs and organizational complexities of high-achieving, multi-campus, independent high school
- A commitment to the mission and values of UHS
- Confidence and humility, together with a sense of humor and warm personality



How to Apply

Ed Tech Recruiting is acting on behalf of University High School to identify exceptional technology leaders to fill this extraordinary opportunity. Direct inquiries to:

JOBS@EDTECHRECRUITING.COM



APPLICATIONS WILL BE CONSIDERED THROUGH FEBRUARY 10, 2023.

All applications must be submitted online: WWW.EDTECHRECRUITING.COM/JOBS/UHS

An application requires submitting four PDFs:

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

At a school like UHS, relationships are critical. To build support for a vision, directors must listen, partner, and collaborate. At the same time, UHS is spread out across five campuses spanning several blocks in an urban city setting. Thus, for many the technology department will never be “just around the corner.” Given the school's relational culture and decentralized footprint, what would your framework be for leading a successful technology program?

Salary range: \$180,000 to \$190,000

San Francisco University High School welcomes students of any race, color, religion, gender, sexual orientation, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. The School does not discriminate on the basis of race, color, religion, gender, sexual orientation, national or ethnic origin, or disability in the administration of its educational policies, employment policies, scholarship and loan programs, and athletic or other school administered programs.

