



# Dublin School

Director of Enrollment Management

Information for Candidates



Dublin, New Hampshire

July 1, 2024

## MISSION

*At Dublin School, we strive to awaken a curiosity for knowledge and a passion for learning. We instill the values of discipline and meaningful work that are necessary for the good of self and community. We respect the individual learning style and the potential each student brings to our School. With our guidance, Dublin students become people who seek **Truth** and act with **Courage**.*



## DUBLIN SCHOOL

Dublin School was founded by Paul and Nancy Lehmann in September of 1935 with eight students, six teachers and a panoramic view of the hills of southwestern New Hampshire. The Lehmanns' dream of educating students with equal measures of academic rigor and support, engagement in meaningful work, and appreciation for the out-of-doors is still vividly apparent in the larger school it is today. Learning skills support has been part of the academic program since the school's inception, and the school's culture is infused with a strong entrepreneurial spirit. Over the years athletic and artistic offerings have been greatly expanded, more buildings have been built and acquired and, thanks to the generosity of many alumni, more financial aid has been made available to provide greater access to a Dublin education. Despite the growth and subsequent changes, the Lehmanns' vision can still be felt in today's Dublin.

Click [here](#) to visit Dublin School's charming and welcoming campus.

Dublin sits on 500 acres overlooking Mount Monadnock and includes three boathouses, an Alpine Ski Area, and a Nordic Center with 35 km of trails for skiing, mountain biking, hiking, and snowshoeing. The campus includes multiple new buildings and renovated spaces, as well as the original Schoolhouse, built by students soon after the school's founding in 1935. Student life is designed to connect students with the community and grow a sense of self in each individual. The Dublin community is developed in the seven dormitories, each housing 10 to 24 students, and extends into the school's small classes (5:1 student: teacher ratio), all-community Morning Meetings four days a week, a faculty and staff fully invested in serving students through the mission, and special celebrations and traditions throughout the year. All dormitories have one to three faculty apartments attached to the common area, reflective of the "triple threat" model of boarding schools to which Dublin subscribes. Dublin offers 24 clubs and affinity groups including: robotics, Dungeons and Dragons, Improv, outdoor, and Student of Color Association. Diplomacy, Gender Sexuality Alliance, Model UN, and Rock Climbing.

For more about student life at Dublin, click [here](#).

At Dublin, students couple the power of a classic college preparatory education with the ability and flexibility to dive deeper into a newly discovered passion. Students have a remarkable number of academic and extracurricular options as they grow into themselves at



Dublin. Over 90 courses are offered annually, including numerous AP courses and a variety of other electives to choose from. Students are encouraged to explore their developing interests in spaces such as the Prism Center (math, science, and technology); the Writers' Cabin nestled deep in the woods; separate spaces for the performing arts, music creation and practice, and studio art; and the school's own observatory at the top of the campus. Dublin also offers a learning skills program to provide one on one guidance as well as an individualized, assisted evening study program. Dublin's [January Term](#) (J-Term) offers students an opportunity for deep learning through intensive, two-week courses. The Dublin experience culminates with the Senior Project during the last year.

You may find more about Dublin's academics [here](#) and arts program [here](#).



Dublin is home to a competitive and nurturing athletics program where athletes are supported at every level of experience and participation, creating a culture of positive growth and development. With 15 athletic programs to choose from, the school takes full advantage of its location, surrounded by mountains and lakes in the Monadnock Region. The school has a strong

endurance sports program with teams competing in mountain biking, cross-country running, rowing, and Nordic skiing, soccer, basketball, sailing, crew, ultimate, and more.

More about Dublin's athletic program may be seen [here](#).

## DUBLIN, NEW HAMPSHIRE

Dublin, 6 miles northwest from Peterborough and 13 miles east of Keene, is a small, rural town founded in 1752 in the shadow of Mount Monadnock, the highest peak in southern New Hampshire. It's a picturesque New England town of 29 square miles and just under 1,600 residents. Dublin is a very safe town with good public schools where many professional families and retirement-age couples choose to live. About 80% of the population has attended at least some college, with 25% having earned advanced degrees.

One claim to fame of Dublin, NH is that it houses the headquarters of the well-known and long-established *Yankee Magazine*. Kayaking, sailing, and rowing are all possible on Dublin Lake, where Dublin School's boathouse is located, and hikers delight in the many trails and sweeping views available on Mount Monadnock, where many area private schools and colleges - including Dublin School - host their annual Mountain Day hike. Picture in your mind's eye a quintessential New England village, and you will see something approximating Dublin, NH.

### Dublin At A Glance

- 170 students, Grades 9-12, boarding and day
- 5:1 Student to Teacher ratio
- Founded in 1935
- 500 acre campus
- 70% boarding, 30% day students from 10 different countries (12% international students) and 20 states.
- 15 athletic offerings
- 24 clubs and affinity groups

## SCHOOL LEADERSHIP: HEAD OF SCHOOL, LEADERSHIP TEAM AND THE BOARD

Dublin School has enjoyed the leadership of Brad Bates, Head of School, for the past 16 years, during which enrollment has grown by 50%, the mission has become the North Star for all decisions, retention sits at an annual average of 91%, faculty and staff turnover has become very low, and fundraising has been at an all-time high, allowing for additional buildings, the creation of the Nordic Center, and other campus and community improvements. Brad's vision has also included a close and positive relationship with the town of Dublin. His tenure has provided the sustainability that many small schools are currently challenged to achieve. Please take a look at [Brad's Blog](#) to gain more insight into how he leads.

Brad leads the nine-person Leadership Team of Dublin's senior administrators who meet weekly. This group includes the Head of School, the Executive Assistant to the Head, the Associate Head for Enrollment (soon to be Director of Enrollment Management), the Associate Head for Academics, the Associate Head for Advancement, the Dean of Faculty, the Athletic Director, the Dean of Students and Belonging, and the Director of Finance and Operations.

In addition, the Director of Enrollment Management meets weekly with a marketing and communications team of six people who collaborate around the advancement and marketing of the school.

The Board of Trustees currently has 19 members, six lifetime trustees, and the Head of School as an ad hoc member. The Board consists of alumni, parents of current or past students, and friends of the school, several of whom live in or near the town of Dublin. Among the Board's standing committees is the Enrollment Committee, which works to support the efforts of the Admissions Office. The Director of Enrollment Management attends all committee meetings as well as the full Board meetings that take place four times a year.



## EQUITY, JUSTICE AND BELONGING AT DUBLIN SCHOOL

A core objective at Dublin School is to make every member of the community feel appreciated and seen, a goal that is achievable, though not without its challenges, in a small boarding environment like Dublin's. The traditional "triple threat" model enhances the close connection students and faculty/staff are able to build with each other, allowing for each person to be known in several different roles and, therefore, from several different perspectives. Because another goal is to help students grow into an understanding of themselves and develop an appreciation for what others bring to their lives, equity, justice and belonging are integral to the daily life of the school. The Dean of Students and Belonging, a Dublin graduate, is a strong advocate for students, as well as someone who helps students hold themselves and others accountable for their words and actions in this tight-knit community.

The school shared a very clear [Anti-racism Statement](#) in 2020. For more information about the work of EJB at Dublin, please visit [this page](#) of Dublin's website.



## ADMISSIONS AND RETENTION

The Admissions Office is overseen by a team of three - the director (currently associate head for enrollment), an associate director and an assistant director. These three share most of the responsibilities for the office, though there are some discrete jobs each one manages, and the director clearly sets the tone, goals, and assessments for the office. The team of three communicates regularly and easily with one another. This year four senior

interns have been invited to work closely with the Admissions Office, and approximately 25 "ambassadors" help promote the school through the admissions process. Dublin uses Finalsite School Administration for data management and assessment. The school is a member of the Enrollment Management Association (EMA) and has contributed actively to the association.

With a three-year average of 91% retention and an acceptance rate of 46%, new student spaces at Dublin are hard to come by. FY24 marks the first year the school has not offered a Fall Open House; rather, they encourage families to come for a personal visit that includes a tour, a class visit, and an interview. They are now offering a J-Term open house to highlight that program and encourage a revisit closer to the admissions deadline. So far, the Admissions team feels this has been effective as it has allowed the school to give more individualized attention to the family and address their questions and concerns early in the process. This year's yield will be another indicator of success.

For as much as the school has experienced strength in admissions and retention over the past few years, the Admissions Office is taking nothing for granted. The new director will be expected to bring and enact on strategic and creative ideas to build upon Dublin’s recent enrollment successes.

*2023-2023 Tuition:*

Boarding: \$74,800, all-inclusive\*

Day: \$43,000, all-inclusive\*

\*Not included are optional and individualized activities or services, such as the cost of books, laundry service, and Nordic or downhill skiing. Families are required to deposit an annual amount into the student account, based on day, boarding or international status.

**Admissions Stats, FY19 - FY23:**

|  | FY19 | FY20 | FY21 | FY22 | FY23 |
|--|------|------|------|------|------|
| <b>Applications completed</b>              | 182  | 196  | 188  | 184  | 145  |
| <b>Acceptances</b>                         | 148  | 137  | 128  | 131  | 104  |
| <b>New students, start of school</b>       | 52   | 46   | 58   | 63   | 49   |
| <b>New students, mid-year</b>              | 5    | 9    | 2    | 5    | 2    |
| <b>Attrition, end of year</b>              | 9    | 9    | 16   | 17   | 6    |
| <b>Students w/ Financial Aid</b>           | 52   | 61   | 58   | 55   | 62   |
| <b>% Financial Aid</b>                     | 32.2 | 35.8 | 35.8 | 32.4 | 36.5 |
| <b>International students</b>              | 25   | 26   | 24   | 20   | 19   |
| <b>Day students</b>                        | 45   | 50   | 51   | 53   | 48   |
| <b>Domestic boarding students</b>          | 91   | 94   | 87   | 96   | 102  |
| <b>Students of color (Self Identified)</b> | 34   | 42   | 39   | 40   | 42   |

## FINANCIAL AID

Dublin School follows the [NAIS Best Practices for Financial Aid Administration](#) in its efforts to provide equitable access to families with need. Families are required to complete an SSS application annually if they want to be considered for financial aid. The Financial Aid Committee (Director of Enrollment Management, Associate Director of Admissions and the Head of the Business Office) reviews these applications following preliminary decisions about admission. The offer of aid is sent with the admission decision. Returning families must file by early February and return their decision by mid-March. Please see the chart above for more information about financial aid at Dublin.

## MARKETING

Dublin's marketing approach is similar to that in most boarding schools; they rely on relationships with educational consultants and feeder schools, attendance at conferences, and social media / word of mouth to spread the word and help others understand the essence of a Dublin education. [Brad's Blog](#), social media (Facebook, [Instagram](#) and [SmugMug](#)), google ads, and email campaigns are also used to promote Dublin.

The Admissions Office collaborates closely with the Communications Office to achieve many of the marketing goals.





## FINANCIAL POSITION

Dublin's operating budget is about \$12M, and the school has balanced its budget regularly over the Bates years.

Dublin's current endowment is approximately \$12 million, and the school draws 4.5% annually to support its operating costs. For the past three years Dublin has embarked on the silent phase of a capital campaign, in part to enhance the endowment.

Nearing the end of the silent phase, the Join the Journey capital campaign is almost 80% to its goal of \$18 million that will serve three objectives: the endowment (\$8M), unrestricted support for Dublin School programs (\$3M), and funding for exciting capital projects and related programs (\$7M).



## PARENTS

All parents, regardless of geographic location or class affiliation, are members of the Dublin School Parents' Association. The mission is to assist parents in working together with the School as equal partners with a joint sense of purpose -- the well-being of students. The association also strives to keep parents well informed of Dublin's programs, services, and needs on an ongoing basis; support fund-raising efforts; encourage qualified students to attend Dublin School; and welcome "new parents" to the Dublin community.

## THE LEADERSHIP OPPORTUNITY—DIRECTOR OF ENROLLMENT MANAGEMENT

Brad Bates, Head of Dublin School, has engaged Evan Hundley and Sally Mixsell of Educators Collaborative to facilitate the search for a new Director of Enrollment Management. This person will be a member of the nine-person Leadership Team, reporting to the Head of School, and will follow the thirteen-year tenure of Jill Hutchins who looks forward to supporting her replacement in ways that feel appropriate and desired. The new director will be someone who deeply appreciates the mission of this small, intimate school in a stunning location and will enthusiastically promote all Dublin has to offer in broad and creative ways.

### ***Responsibilities include, but are not limited to:***

- Oversee and mentor the Admissions Office staff;
- Oversee and execute the Financial Aid program and all related activity;
- Lead the adult community in retention efforts;
- Execute and annually revise an enrollment management strategy, including marketing initiatives, admission policies, best practices and retention efforts;
- Lead the Admissions team in attracting, evaluating, and selecting a diverse and appropriately talented student body;
- Foster strong relationships with prospective students, parents, educational consultants, educators and feeder schools;
- Work closely with other administrative departments, including academics, advancement/communications, and finance to ensure alignment of goals and priorities;
- Establish and execute annual travel goals for the entire admissions team;
- Prepare data-driven reports for the Leadership Team and Board of Trustees; and
- Execute other enrollment-related tasks common in boarding schools.



**Qualifications, Skills and Attributes sought include:**

- Demonstrated capacity as an effective leader skilled in all areas of enrollment management (minimum 5-10 years experience preferable);
- Ability to assess enrollment issues in the big picture, anticipating what may lie ahead in both challenges and opportunities;
- A collaborative nature coupled with the ability to manage others with clarity and compassion;
- Strong writing and public speaking skills;
- Cultural competence, with high EQ (a “connector”) and the ability to interact comfortably with families in order to build an increasingly more diverse student body;
- Ability to inspire others, especially in making the case for Dublin;
- Ability to develop and grow data systems for use over the full enrollment cycle, to assess patterns of success and disappointment in yield, financial aid decisions, retention efforts, and other related activity;
- Comfort level with tech platforms to enhance the work (facility with Finalsite School Admin, a plus);
- Ability to manage difficult conversations with sensitivity, especially when speaking with prospective and current parents;
- A trusted and generous collaborator and strategic thinker, helping to support all efforts toward student success;
- A strong work ethic;
- A good sense of humor;
- Passion for working with teenagers and their families; and
- Other skills expected in an admissions office environment.



## TO APPLY

This is an expedited search. Applications are due by February 1, 2024, but the deadline will be extended if necessary.

Candidates interested in this position are asked to submit the following materials in a Single Merged Document, in the following order:

- EC Candidate Summary Sheet (contact Sally Mixsell, below)
- Letter of Interest addressed to the Search Committee
- Current résumé
- Statement of Enrollment Management Leadership
- A list of five or more references with contact information (including phone numbers and email addresses)
- EC Disclosure Form (contact Sally Mixsell, below)

We encourage candidates to reach out to us for a preliminary conversation, if desired, before submitting their materials.

The Search Committee expects to complete the search by Spring 2024.

Please Address Inquiries to:

Sally Mixsell, Partner, Educators Collaborative  
smixsell@educatorscollaborative.com - (203) 824-3653  
and/or

Evan Hundley, Partner, Educators Collaborative  
evanhtennis@gmail.com - (206) 930-9774

*Dublin School is committed to building a community that respects and affirms each of its members, honoring their diversity of race, ethnicity, national origin, religion, sexual orientation, gender identity, gender expression and socioeconomic status. Equity, Justice and Belonging (EJB) are central to all Dublin School programs. Our mission requires us to engage in meaningful work. The work of EJB is a collective effort, planning, initiatives, reflection and active listening to members of our community. In doing so, we create space for learning, unlearning, complex and dynamic conversations, resulting in actions that move us all to address the challenges and rewards of an equitable and justice centered educational experience. Our approach to Equity, Justice and Belonging acknowledges that all of our students, faculty and staff are life-long learners in an ever-evolving world.*