



**The American College of Greece  
Athens, Greece**

**Principal, Pierce College**

Date: 12/15/2016

**Position, Timeline, Process.** The American College of Greece (ACG) seeks to fill the position of Principal of Pierce College (grades 7-12). The position will be available as of July 1, 2017. Review of candidates will begin in late January. For assurance of full consideration, applications should be submitted by January 20, 2017. Nominations and applications can be submitted electronically at [piercevacancies@acg.edu](mailto:piercevacancies@acg.edu). Applications should include a letter addressing the position profile and priorities outlined below, a resume/CV and contact information for three professional references. References will not be contacted without candidates' prior approval.

**The American College of Greece.** Founded in 1875, ACG is the oldest and largest comprehensive American educational institution in Europe. *The mission of ACG is to add distinctive and sustainable value to our students as well as Greece, American education, Hellenic heritage, and the global community through transformative teaching, scholarship and service. Our vision is to establish ACG as the premier, independent, comprehensive, educational institution in southeastern Europe.*

A non-profit institution, overseen by a distinguished board of trustees, ACG encompasses three educational divisions:

- Pierce College (Pierce), enrolling 1,330 students (50% female/50% male) from metropolitan Athens in grades seven to twelve;
- Deree College (Deree), enrolling approximately 3,000 undergraduates from 65 countries in 27 majors as well as approximately 200 graduate students in master's degree programs in the arts and sciences;
- Alba Graduate Business School (Alba), serving over 500 degree-seeking students (MBA, Executive MBA, one-year master's) as well as non-degree students in Executive Education programs.

Pierce and Deree education programs are housed on a magnificent, 64-acre, mountainside campus overlooking Athens. The campus is certified as a United States Olympic Committee international training center. Alba is located in ACG's downtown campus in the heart of Athens. Collectively, ACG boasts 52,000 alumni serving around the world in virtually every field of human endeavor. While functioning in the challenged Greek economic environment, ACG is financially strong and positioned for significant growth and development in the near and longer-term.



**PIERCE HISTORY.** Founded in 1875 in Smyrna (Izmir), Turkey as a school for girls, Pierce relocated to Athens in 1923 following the Asia Minor Catastrophe of 1922. Until the early 1980s, Pierce was the premier girls' school in Athens, becoming co-educational in 1984 when Greek law changed to forbid single-sex education. While no longer officially affiliated with its founding denomination (United Church of Christ), the ethos of Pierce's missionary founders is still fundamental to the school's character, symbolized in its motto "*Non Ministrari, Sed Minsitrare*" ("Not To Be Served, But To Serve").

Pierce follows the national curriculum prescribed by the Greek Ministry of Education, Research and Religious Affairs. The primary language of instruction at Pierce is Greek; unlike Deree and Alba, both of which offer their instruction in English. As a "foreign school", the Ministry permits Pierce to deviate from some of the Greek curriculum; for example, Pierce requires more instruction in English than any other private, Greek-curriculum based school.

With the highest enrollment in its history and benefiting from ACG's wider institutional resources, Pierce anticipates a bright future building on its distinguished history of academic excellence and service to society.

**POSITION OVERVIEW and NEAR-TERM PRIORITIES.** The Principal functions as the "Chief Education Officer" of Pierce. Direct reports include: Director of Gymnasium (Grades 7-9), Director of Lyceum (Grades 10-12), Director of International Baccalaureate Diploma Program (IBDP), Director of Secretariats (administrative staff), Career Counselor, University Counselor, School Psychologist. The Principal serves as a member of ACG's senior administrative team, working collaboratively with the president, senior colleagues and others, including the board of trustees, in defining and implementing the institution's strategic direction.

The current Pierce Principal, Olga Julius, has served the school since 1975. She has held numerous positions including, English faculty member, English Department head, Assistant Principal, Associate Principal, and, since 2003, Principal. In the most recent years (2012 – 2016), she has overseen Pierce's growth from less than 800 students to more than 1,300 students. To support this growth, 63 new full-time faculty have been hired since 2012. Pierce's total full-time faculty now numbers 116 with 60% holding advanced degrees. In the most recent academic year, Pierce faculty accounted for 128 scholarly contributions: e.g., professional presentations, books, book chapters, book reviews, academic publications, artistic exhibits, performances.

Transitioning from a long-term, respected figure, who has led the school through an impressive period of growth, is a significant challenge for Pierce and ACG. Based on Pierce's and ACG's current strategic plan and trajectory, the Principal will be expected to attend to the following priorities in the near-term:

- **Managing Pierce's transition to steady-state optimal enrollment.** Pierce will reach its maximum enrollment capacity of 1,400 – 1,450 within the next two to



three years. Currently, Pierce enjoys the position of being a “high demand” school (almost four-times as many applicants as available slots). It is critical that Pierce continue to commit itself to the practices that have led to its recent enrollment success. Further, Pierce needs to carefully assess what “optimal enrollment” means, given the school’s mission and character, and to manage effectively towards this optimization.

- **Assuring the success of the IBDP.** The IBDP is currently in its first year and is expected to play an increasingly prominent role in Pierce’s future. Therefore, it is crucial that the program achieve a strong start (e.g. university placements) and maintain this strength going forward.
- **Internationalization.** With the offering of the IBDP, Pierce is now in a position to develop more extensive international affiliations that will enrich the Pierce student experience as well as contribute to American education and Hellenic heritage – important elements of ACG’s overall mission. The new Principal is expected to encourage and to actively support if not to lead appropriate international initiatives.
- **Curriculum and faculty development.** While much of the Pierce curriculum is mandated by the Greek Ministry, there are always opportunities for creative adaptation. The new Principal will be expected to exploit such opportunities, working closely with his/her Pierce colleagues to continue to deliver value-added experiences for Pierce students and families.
- **Effective Internal and External Relations.** The Pierce Principal is a key contact point for bodies such as the Pierce Teachers’ Association and the Pierce Parents’ Association. Also, the Principal plays an important role in many external events related to alumni, prospective students/families and other current or potential stakeholders. This aspect of the Principal’s role will require the enthusiastic and effective engagement of the new Principal.

## SPECIFIC DUTIES

1. Model personally an exemplary secondary teacher/scholar profile and encourage Pierce faculty development along a similar professional path.
2. Develop Pierce’s organizational culture to continue to encourage dedication to the school’s mission, service to students and society, and philanthropic support, reflecting the school’s motto, “*Non Ministrari, Sed Minsitrare*” (“Not To Be Served, But To Serve”).
3. Invest in active and engaged presence in the life of the school and cultivate a culture of openness, transparency and collegiality among the Pierce and ACG community.



4. Lead current and develop as appropriate new initiatives aimed at advancing the school's strategic priorities, including optimizing the enrollment mix, internationalization and curricular and co-curricular development.
5. Encourage collaboration between and mutually beneficial development of Pierce and other ACG units (Deree, Alba).
6. Assure Pierce's effective fiscal management.
7. Serve as a member of the President's Cabinet and as the liaison to the Pierce Committee of the board of trustees.
8. Communicate effectively, both individually and as a member of the team with other ACG colleagues, the Pierce Teachers' Association and the Pierce Parents' Association.
9. Represent Pierce in local, national and/or international professional associations.
10. Other duties as assigned.

## **CANDIDATE PROFILE**

### **Personal Characteristics, Experience and Language Proficiency**

We are seeking an individual who is a self-starter, comfortable functioning without close supervision, and who has: high energy and tolerance for ambiguity, proven ability to work effectively in a collegial, collaborative and cross-cultural context, personal and professional integrity, and the ability to establish and to sustain relationships of trust.

The ideal candidate will present a substantial, credible profile of achievement including an advanced degree and recognition as an exemplary teacher/scholar, preferably at the secondary level, as well as successful experience as an academic administrator, preferably including experience in or exposure to the US educational system.

Previous and relevant experience in Greece and knowledge of the current "Greek reality", including the Greek educational environment, is highly desirable as is fluency in both Greek and English languages.

### **Leadership and Management Competencies**

Ideal candidates will have demonstrated ability in five equally weighted areas:

- **Results orientation** as demonstrated by ability to:
  - Set personal and team goals with relevant metrics which go beyond normal expectations to new or challenging-but-achievable goals/targets
  - Identify and develop opportunities to exceed goals, even under adverse



circumstances

- Introduce improvements to enhance performance, using robust analysis and benchmarking.
- **Strategic orientation** as demonstrated by ability to integrate management information and translate organizational mission and vision into strategies for all major areas of responsibility (i.e. project a clear understanding of where his/her areas of responsibility need to go within a 3-5 year horizon).
- **Change leadership** as demonstrated by ability to:
  - Communicate a clear, compelling direction whether he/she originated it
  - Set clear targets in line with a larger change initiative to focus organizational energy and effort on accomplishing the change
  - Engage and motivate others internally and externally by making the case for change, explaining the role of all key stakeholders and publicly tracking progress.
- **Team leadership** as demonstrated by ability to:
  - Actively engage the team to develop plans and resolve issues through collaborative problem solving
  - Gain commitment through strengthening “strategic logic” and leveraging a “sense of belonging”
  - Assign individual tasks based on personal capabilities and show all team members how their work fits in with what others are doing
  - Hold individuals accountable for agreed upon plans.
- **Relationship management and influencing** as demonstrated by ability to:
  - Ask questions, test assumptions and openly discuss issues
  - Readily accept and use expertise and input from others
  - Actively listen and respond to the concerns and feelings of others even when not explicitly stated
  - Adapt communications to the specific audience; able to communicate in a way that gains buy-in from others
  - Build informal networks internally and externally and view them as part of the value creation process.