



LICK-WILMERDING HIGH SCHOOL
San Francisco, California

HEAD OF SCHOOL
Start Date: July 2022
lwhs.org



**Carney
Sandoe**
& ASSOCIATES



MISSION

A private school with public purpose, Lick-Wilmerding High School develops the head, heart, and hands of highly motivated students from all walks of life, inspiring them to become lifelong learners who contribute to the world with confidence and compassion.

VISION: STRIVING FOR EQUITY, JUSTICE, AND ACCOUNTABILITY AT LWHS

Lick-Wilmerding High School strives to cultivate a diverse, collaborative community of students and adults that is rooted in empathy, equity, respect, humility, and accountability. We commit to uphold the tenets of anti-racism and to interrupt all forms of interpersonal and institutional bias and discrimination. We aspire to create safe, joyful spaces for learning where everyone brings their whole self, feels known and heard, lifts each other up, and engages in all aspects of life at LWHS and beyond.

LWHS welcomes, embraces, and supports highly motivated students, and their families, from all economic and cultural backgrounds of the San Francisco Bay Area. The school's inclusive and cohesive community is defined and animated by the unique gifts that its students, families, faculty, and staff bring to it. Embedding the learning process within such rich diversity prepares students to understand, appreciate, unravel, and navigate the complexities of the modern world.

OVERVIEW

Founded in 1895, Lick-Wilmerding High School is—and has always been—a profoundly unique educational institution. An independent, co-educational, college preparatory day school serving grades 9-12, LWHS is known for its tradition of integrating challenging academic courses with technical, performing, and fine arts, striving always for “Head, Heart, Hands Learning.” Because of this, LWHS is esteemed for its dynamic academic program; the way innovation is woven into the curriculum through the study of the technical arts, the opportunities students have to explore their emotional and physical selves through visual and performing arts and athletics, and how students are invited to engage with the world in order to facilitate positive change.

Never content with complacency, the LWHS community has recently been focusing its energy on integration and inclusion—two philosophies intended to inspire every individual at LWHS, as well as society more broadly. By teaching and inspiring students to build communities marked by inclusion and belonging, LWHS hopes to be an inspiration to other educational communities and catalyze widespread change for the benefit of all.

FAST FACTS

Founded: 1895

Total students: 542

Students who identify as students of color: 61%

Total faculty and staff (aka fac-staff): 145

Faculty and staff who identify as people of color: 60%

Advanced degrees held by faculty and staff: 48

Student/teacher ratio: 8/1

Financial aid budget: \$6.9M

Students enrolled through Flex Tuition: 198/36%



After engaging in a year-long listening and research process, a Strategic Planning Committee, comprised of trustees, faculty, and administrators, crafted a new Strategic Plan, *Weave a Vibrant Learning Community: Strategic Directions 2020-2025*. The three primary threads of the plan include: Educate for Life, Nurture our Dynamic Community, and Deepen our Foundation. More information about the plan, its goals and strategies may be reviewed [here](#).

The 2021-2022 school year will be Head of School Eric Temple's 11th and final year at LWHS. At this time, the school seeks a new Head for July 2022. Strong candidates will be educators who relish working with and supporting teenagers and who actively seek to build connection and community among diverse stakeholders. LWHS also seeks a new Head who has a deep, meaningful connection to the arts, passion for issues of social justice, and capacity to navigate the complex dynamics of leading a private school with a public purpose.

THE SCHOOL

LWHS prepares its students to be passionate, self-directed, lifelong learners. "At Lick," reflected one alumnus, "I learned that questions were the point. Answers are nice but not as important as the questions." Toward this end, its faculty employ a wide range of teaching methods, intended to help every student succeed, and model lifelong learning as well. "I appreciate the commitment to professional development and growth," commented a faculty member, "I'm continually working to be the teacher I want to be." LWHS has a long tradition of valuing and integrating the liberal arts, sciences, technical arts, visual arts, and performing arts. To this end, the faculty is committed to [equity pedagogy](#), employing a wide range of approaches to meet the needs of all LWHS learners.



A private school with a public purpose, LWHS is founded upon a legacy of serving, and being enriched by, students from all walks of life. The school furthers this purpose by producing graduates with the capacity, confidence, compassion, and commitment to change the world. The LWHS curriculum is both a catalyst and a vehicle for civic engagement, offering real world insights and inspiring students to contribute their time, talent, and treasure to work that matters. The larger community—local and global—is an extension of LWHS classrooms, providing students opportunities for thoughtful and effective problem solving and stewardship. In addition, LWHS shares its innovative educational models, as well as its knowledge, networks, and resources, with others who are committed to improving the lives, prospects, and possibilities for young people.

At LWHS, students forge lifelong friendships with their peers, with faculty, with the subjects they study, and with those individuals who need their talents and compassion in order to realize their full potential. These relationships are born out of a passion shared by all members of the LWHS community to be fully engaged with each other and with all that the world has to offer. For more on who's a "Lick kid," check out this [video](#)!

SCHOOL HISTORY

On September 21, 1874, James Lick established a trust of \$540,000 to endow the California School of Mechanical Arts, now commonly referred to as "Lick." George Merrill was hired to create and manage the school as the first director. Lick opened in January 1895, offering free education to boys and girls. The curriculum combined a general intellectual preparation with technical and vocational instruction. Merrill's goal was to create the "educated craftsman."



In 1894, Jellis Clute Wilmerding left \$400,000 to the Regents of the University of California to establish and administer another school, the Wilmerding School of Industrial Arts, a school for boys specializing in building trades and architecture drafting. The Regents eventually situated the school next to Lick and, after only a year, invited George Merrill to become the Director of the Wilmerding School, in addition to the California School of Mechanical Arts.

A nationally recognized pioneer in vocational education, George Merrill was eventually asked to found and administer one more school, the Lux School for Industrial Training for Girls. Miranda Lux died in 1894, leaving money in her will to establish a school. Lux began operating in August 1912, when 120 girls entered its program using the Lick facilities. Lux opened its own building the following year, on land purchased from the Lick and Wilmerding Schools. The original Lux building still stands today at the corner of 17th and Potrero Streets in San Francisco.

Until 1939, the schools shared facilities, faculty, and George Merrill, while maintaining independent trusts, boards, and curricula. The Lux motto, “To do common things uncommonly well,” expressed the educational philosophy that bound the schools together. Lux closed in 1952, but its early contribution to women was a significant accomplishment and modeled nationally.

In 1955, Lick-Wilmerding High School moved to its current campus on Ocean Avenue and became a boys school, while beginning to develop its outstanding college preparatory curriculum. In 1972, LWHS became coeducational once again and, shortly thereafter, began charging tuition for the first time in its history.

COLLEGE MATRICULATION

Each year, 98-100% of LWHS graduates attend four-year colleges or universities; others will take a gap year or attend a community college. A comprehensive School Profile may be reviewed [here](#). More than one LWHS student from the past four years attend the following:

Amherst College
Barnard College
Berklee College of Music
Boston College
Boston University
Brown University
California Polytechnic State University,
Pomona & San Luis Obispo
Carleton College
Colby College
Cornell University
Columbia University
Dartmouth College
Georgetown University
Harvard University
Johns Hopkins University
Massachusetts Institute of
Technology
New York University
Northeastern University
Pomona College
Princeton University
Reed College
Rhode Island School of Design
Santa Clara University
Scripps College
Stanford University
Tufts University
University of California, Berkeley,
Davis, Irvine, Los Angeles, Merced,
San Diego, Santa Barbara & Santa
Cruz
University of Chicago
University of Pennsylvania
University of Southern California
Vassar College
Washington University in St. Louis
Wesleyan College
Williams College
Yale University



ACADEMICS

LWHS' head, heart, hands curriculum equips students with the skills, habits of mind, and commitment to build lives of excellence and meaning. This challenging and compelling academic program ensures students' preparedness for college and a fruitful lifetime of learning by fostering authentic engagement, love of learning, thoughtful inquiry, and in-depth analysis, rather than adhering to outmoded approaches that rely on rote memorization and "inch-deep" coverage. A current student commented, "I appreciate the rigorous but not competitive academic environment. Learning and the process of learning are the emphasis here."

The school's strong academic reputation stems from a dynamic and thoughtful curriculum and is highly regarded by colleges and universities, including those considered to be among the most highly selective. LWHS does not offer Advanced Placement courses; rather, the faculty develop their own Honors courses that are relevant, compelling, and aligned with current best practices in their fields. Graduation requirements include courses in English, history, mathematics, science, world languages, fine art, technical art, body-mind education, and the Public Purpose Program, a four-year program combining learning to recognize how to apply one's education and talents to ultimately affecting



positive change and social justice through service learning. “I value that learning about areas like equity or songwriting, and that my shop classes are seen as just as important as ‘core’ academic classes,” noted one student. For students who require extra support in maximizing their educational experiences, the Learning Strategies Center offers a wide range of services, depending on a student’s particular needs.

In order to prepare students to assume responsible adult roles in the world, ethical thinking is explicitly woven through the curriculum. Similarly, problem solving and collaborative skill building, including learning when to lead, when to listen, when to contribute, and when to follow, are all integral to a LWHS education. Prizing innovative thought—most distinctively through the integration of science, technology, and design—LWHS encourages students to marshal the courage to make mistakes in order to learn and become more resilient. “I love that Lick is a safe space for my daughter to learn and grow, she’s encouraged to push into discomfort,” commented one parent, “she feels at home there.” LWHS further believes that mindfulness and healthy ways of being, including seeking balance in one’s life, are essential to living a life of care—for self, family, community, and environment.

The LWHS model of college counseling is intentionally designed to be an organic extension of a student’s overall education. While the college counseling team works to balance the needs of many parties—students, parents/guardians, faculty, college admissions officers—it maintains a student-centric perspective. The focus is on counseling, not “placement,” and thus the college counselors abide by the National Association for College Admission Counseling’s Code of Ethics and Professional Practices in guiding students and families and in communicating with colleges.



THE ARTS

The arts at Lick-Wilmerding High School are robust and essential to the school's mission. Each department nurtures creativity, expression, problem-solving, perspective, and purpose—truly embodying education for the head, heart, and hands.

Technical Arts

With hands-on processes and projects at the core, the technical arts teach at the nexus of design, engineering, and craft in service of connection, community, and purpose. Remaining faithful to its century-old history as an innovative institution in the technical arts, LWHS offers a unique collection of shop classes. The school requires all students to take a minimum of four semesters in the technical arts.

Performing Arts

The Performing Arts Department consists of four program areas: dance, instrumental music, theatre, and vocal music. Students learn to appreciate multiple perspectives and understand the role of art in the world as a powerful means of communication, expression, and reflection. These skills and habits of mind serve them across the school-wide curriculum and beyond. The Performing Arts Department values a positive spirit of collaboration as a means of fostering respect for each other and as a way to develop each student's individual voice.

Visual Arts

Visual arts courses provide more than art foundations; they instill life skills that will serve students beyond the classroom. Through varied course offerings students engage in asking essential questions about the visual world, develop skills in making important artwork, and use artists' habits of mind in their inquiry and process. Teacher-artists nurture respect for cultural heritage, as well as for contemporary art, and expect that through engagement in the program, students will become active contributors to a culture that values art. Students are required to take one year of Visual Arts.



ATHLETICS

Athletics nurtures and develops the skills, character, and inclusivity of student-athletes to build a can-do confidence and compassion through competition. LWHS's long-serving Athletic Director encourages every student to "put a foot in the circle," and consider what it takes to be a good teammate on and off the court/field. LWHS values a diverse, equitable, and inclusive culture for all student athletes; all teams practice the Principles of Good Sportsmanship, which always prevail, regardless of what the scoreboard reads. LWHS athletic teams play in the Bay Area Conference (BAC), one of the most competitive small independent school leagues in California.

Currently, the athletic program consists of 30 teams representing 16 different sports at the varsity, junior varsity, and freshman/sophomore levels. More than 75% of the student body participates in athletics throughout the academic year. Student-athletes are supported by an incredible group of coaches who strive to foster the inclusive traditions of LWHS athletics and devote their time and energy to bringing excellence to the athletic program. LWHS is proud of and grateful for its partnership with City College of San Francisco (located across the street) which gives students access to additional athletic fields and facilities. Sports include cross country, field hockey, flag football, ultimate Frisbee, tennis, volleyball, water polo, basketball, soccer, badminton, baseball, lacrosse, softball, swimming, and track and field, as well as a sailing club.

SCHOOL LIFE

LWHS nurtures and sustains a community that embraces the experiences of students from all backgrounds. To do this, LWHS has intentionally put (and continues to put) in place many practices to ensure that all students, as well as their family, feel like welcome, valuable members of the school.



Inclusion picnics are a perfect example of these practices; they are hosted by the school during the fall semester to foster relationships among incoming and returning families who share cultural or geographic backgrounds. During the picnic, families gather to relax in a local park, connect with other families, and enjoy games and good food. Inclusion picnic groups range from Black Student Union to East Bay residents to LGBTQ+ families and beyond.

Furthermore, inclusion practices and leadership opportunities are thoughtfully woven together at LWHS in order to support the school's commitment to graduate students who will be effective catalysts for change. The Center for Civic Engagement—often referred to as “The Center”—serves as the hub of many programs and resources to support this vision. The Public Purpose Program (PPP) aims to meaningfully connect every student to the local and global community through an intentional structure that builds students' understanding and capacity to engage at each grade level. In addition, a wide range of opportunities encourages and allows students to grow and develop as community leaders. One of the most salient examples of this is The Pact Mentor Program, which is designed to offer leadership opportunities for BIPOC students. Inclusive leadership opportunities at LWHS also encompass more casual forums in which all students can safely discuss challenging topics and meditate on diverse perspectives. Ad Ingenium Faciendum (towards the building of character) AIF and *Fortis Mulieribus* (strong women) FM are groups for students of color, facilitated by LWHS faculty and staff, that are safe spaces where students can candidly ask questions, voice concerns, and celebrate their success. Showing Up for Racial Justice (SURJ) is a group for students who identify as white to discuss racial identities and whiteness, both on campus and more broadly. SURJ takes direction from multiracial and POC-led coalitions around the country, to closely examine their own definitions of whiteness, critical race theory, allyship, systems of oppression, and distribution of power.

Significantly, LWHS offers myriad ways for the entire community to build and reinforce its cohesion, such as Sam Mihara Day of Justice. Sam Mihara graduated from LWHS in 1951. During World War II, he and



his family were sent to a Japanese internment camp. After retiring, Sam traveled the country to speak about his experiences and ways to fight hate and oppression. Inspired by his example, every spring, the whole LWHS community participates in an in-house conference that explores identity, privilege, and oppression planned by students who have attended the NAIS Student Diversity Leadership Conference, the White Privilege Conference, or the Creating Change Conference. Workshops are led by faculty, staff, students, and local facilitators or activists. Past session topics have included microaggressions, how ideas about gender impact politics, different belief systems, orientalism, and rap as activism. While it can be challenging to explore the cycle of oppression, the Sam Mihara Day of Justice ultimately aims to inspire compassion and a commitment to equity within all LWHS community members.

Student life at LWHS also celebrates the simple joy of shared passions. Student clubs are the ideal way in which to do this; [clubs](#) at LWHS are a place for students to find their identity and build relationships that are rooted in common interests with other students and faculty members. Current club offerings include a broad range from Water Conservation to Creative Writing to Model United Nations.

SAN FRANCISCO, CALIFORNIA

San Francisco, the cultural, commercial, and financial center of Northern California, is a hilly city on the tip of a peninsula surrounded by the majestic Pacific Ocean and picturesque San Francisco Bay. Long known for its scenic beauty, its multicultural communities, and a vibrant business culture, San Francisco is a unique and breathtaking metropolis. Culturally rich, the city offers music, art, theater, museum, and literary events year around. In addition, the city is close to nature with spectacular beaches, 3,500 acres of green space as well as easy access to miles of hiking and bicycle trails in some of the most beautiful parts of the West Coast.



San Francisco is home to a little bit of everything: year-round fog, the iconic Golden Gate Bridge, cable cars, Fisherman's Wharf, and Victorian houses. In the Bay sits Alcatraz Island, site of the famous former prison. With a population of around 875,000, San Francisco is a popular tourist destination but also ranks highly on world livability rankings. The city's colorful neighborhoods provide distinct and unique areas to enjoy culture and arts events, food, and shopping. Many localities feature a mix of businesses and venues that serve both residents and visitors and contribute to the city's lively atmosphere. San Francisco also has a very active environmental community, and has been at the forefront of many global discussions about our natural environment.

With sweeping views from every hill, an entrepreneurial spirit, year-round free cultural activities, some of the best food, art, and music in the country, it is easy to see why San Francisco scores top rankings for being one of the fittest, healthiest, and happiest cities in America.

LWHS's distinctive location—adjacent to I-280, two blocks from the Balboa BART station, and near a range of other public transportation options—makes campus accessible for students from a wide geographic range.

OPPORTUNITIES AND CHALLENGES

By many measures, LWHS is thriving. Accomplishments in recent years include: expanding the size of the student body; completing a successful \$28M capital campaign that supported remodeling the facilities to accommodate more students and enhance teaching spaces; supporting and expanding the generous Flexible Tuition program; and developing robust student support services in counseling, DEI, and learning support. Under the stewardship of Eric Temple and the Board of Trustees, the endowment has grown to \$60 million and the school has built up healthy reserves. LWHS's people make the institution strong: the brilliant students who come from communities across the Bay Area; the fac-staff



who are devoted to engaging the students and sharing their expertise with passion; the commitment of the whole LWHS community to the work of equity and inclusion, including the messiness and discomfort that attend that journey.

In 2020, LWHS introduced its current Strategic Plan, [*Weave a Vibrant Learning Community: Strategic Directions 2020-2025*](#). The three primary threads, Educate for Life, Nurture Our Dynamic Community, and Deepen our Foundation, will inform the work of the next Head of School. The following areas (all related to goals in the Strategic Plan) were emphasized during our engagement of the community:

Continue to build community across a range of geographic, socioeconomic, and cultural differences.

In a year riven by racial reckoning and the pandemic, LWHS, like many communities, needs pastoral care and healing. All constituents want to be heard. This challenge persists: how does the community build the trust necessary to foster genuine dialogue while recreating norms of civil discourse to decenter whiteness, eliminate assaultive language, and include restorative justice? What a school can and cannot do immediately to address the ruptures in our society is an important conversation in all schools, and especially in an independent school with a public purpose. The next Head of School will be called upon to reaffirm community norms and communicate transparently about both the aspirational goals and the realistic scope of LWHS's influence, so that faculty, staff, students, and parents share a vision of the work the school can accomplish now and the work LWHS graduates can pursue when the school sends them proudly into the world. The next Head of School must address these conflicts and aspirations with empathy, compassion, and honesty.

Attend to the needs and dynamics of a diverse, experienced, and mission-aligned faculty-staff.

Two-thirds of the LWHS faculty have spent 16 or more years serving the school, and a vibrant core of teachers in their 20s and 30s have joined their ranks. The next Head must manage a generational shift in the faculty that's already underway. With that shift come changing attitudes about work-life balance and increasing concerns about the cost of living in the Bay Area. Teachers increasingly expect greater clarity about duties outside the classroom and opportunities for advancement. The next Head of School

will need a strategic framework to recruit and retain a diverse faculty and provide opportunities for professional growth over the full arc of a teacher's career. Investment in fellowships, mentorship and sponsorship, and expanded opportunities for leadership are needed to support teaching talent at LWHS.

Clarify roles, strengthen teams, and foster distributed leadership.

"I don't know if you're the person I should bring this to" is described as a refrain, perhaps as a natural outgrowth of the school's increased size and the ambitious scope of its programs. Faculty and staff who are newer to the school describe it as siloed, and others raise the question of how well people understand one another's roles. The next Head of School will have the opportunity to bring greater clarity to roles and coherence and cohesion to team structures so that the work ahead is being addressed by the optimal team with the right expertise, not just the people who have established working relationships over time. Building leadership capacity, sharing management expertise, establishing healthy communication systems, and delegating effectively will support LWHS's ability to bring its ambitious goals to life.

Support a diverse community and continue to work on equity and inclusion.

The school has had what one person called "a beautiful surge of diversity." Students and parents often cite LWHS's diversity—racial, ethnic, socioeconomic, and geographic—as one of the reasons they chose the school. However, the systems and structures to support and include the broad range of students continue to need further attention and development. The Dean of Adult Equity and Inclusion and the Director of Student Inclusion have focused on addressing harm, building stronger and more honest relationships, and eliminating assaultive language. The next Head will, as the Vision states, help to "create safe, joyful spaces for learning where everyone brings their whole self, feels known and heard, lifts each other up, and engages in all aspects of life at LWHS and beyond."

Balance dedication to socioeconomic diversity with tuition-driven financial realities.

Thirty-six percent of families benefit from Flexible Tuition, making a LWHS education accessible to families across the socio-economic spectrum. A current goal is to increase that to 40%. The Head of School will help all constituents understand and support the school in its aspirations to increase accessibility, support equity, and welcome all constituents while sustaining the financial model that makes this work possible.

Continue to explore how LWHS may fully express the public purpose aspect of its mission.

LWHS's commitment to being a private school with a public purpose is reflected in several ways, especially in the broad and dynamic scope of the Center for Civic Engagement (aka The Center), the four-year Public Purpose Program, and community partnerships with local non-profit organizations. LWHS aspires to sustain and deepen those programs to more fully serve and support the communities of which it is a part. How the school lives the public purpose aspect of its mission with humility, hope, and continued aspiration is another essential priority for the next Head.

Maintain academic excellence and the Head, Heart, Hands curriculum.

Imagine, inquire, collaborate, persist, and reflect are the foundational habits of mind embedded in the LWHS curriculum. Enriched by a combination of head, heart and hands engagement required of every student, LWHS graduates have the intellectual, emotional, creative, and practical skills to contribute meaningfully to an increasingly complex world. Alumni value "keeping the quirk," the welcoming and inclusive environment that encourages intellectual and artistic experimentation and risk taking, which often begins with the visual, technical, and performing arts and encompasses the whole of students' curricular and co-curricular experiences. Parents point to academic rigor and excellent preparation for college as a core value. The faculty cherish the opportunity to be creative, to try different approaches to best support students, and to have close relationships with students. "The students are out of this world amazing," noted one faculty member.

Attend to the health and wellness of both the student and adult community.

By 2022, we hope the pandemic is behind us; however, all community members will still be navigating the after effects. The next Head will need to be attuned to and supportive of the wellness of the community to ensure that teaching and learning continue successfully and to enable the continued growth and evolution of the school. Addressing academic stress, work/life balance, and the mental-health challenges in an aspiringly-diverse and growing community will be critical.

DESIRED QUALITIES AND CHARACTERISTICS

LWHS is an aspirational, caring, and diverse community. As such, it seeks an experienced, visible, accessible, and visionary leader, a strategic thinker, a collaborative community and team builder, and a skillful manager who can mobilize and direct the passion and commitment of the school community. Successful candidates will have a background and skills that include most or all of the following:

- Joy in and enthusiasm for working with teenagers.
- Capacity to navigate the tensions of a “private school with a public purpose” with curiosity and sense of possibility.
- Prior experience living and leading diversity and inclusion initiatives, skill in building inclusive communities, and the ability to respectfully navigate diverse cultural and social situations.
- An open, culturally competent, and collaborative leadership style that genuinely invites and respects the perspectives and views of others.
- An ability to make difficult decisions when necessary, holding the potentially competing needs of the school’s constituencies at the forefront of each decision.
- An ability to connect and communicate authentically and effectively with faculty members, administrators, parents, students, community members, alumni, and the Board of Trustees so that these groups are appropriately informed of school events, potential issues, key decisions, and needs.
- Experience in recruiting, retaining, supporting, and developing the growth and evolution of a talented, vocal, diverse and committed faculty, staff, and administration.
- Facility with restorative justice practices and the ability to institute these strategies and practices to repair harm in the adult and student communities when it arises.
- Ability to manage financial resources thoughtfully and intentionally with a commitment to serving as a responsible steward of financial and human resources alike.
- Facility for building relationships and inspiring financial support and a commitment to fostering a culture of philanthropy.
- A palpable enjoyment at being an active and visible presence in the life of the school as a foundation for strong, supportive relationships with all community members.

Personal Characteristics

The next Head will be a person with a passion for academic excellence, intellectual curiosity, an appreciation for the arts, and a keen sense of inquiry. The favored candidate will be someone who exudes optimism and a growth mindset who is also outgoing, empathetic, energetic, and confident, with strong emotional intelligence, integrity, and excellent listening and communication skills. He/she/they will prioritize weaving together a community of diverse individuals to sustain a vibrant learning community.



TO APPLY

Interested and qualified candidates are invited to contact the consultants in confidence. Candidates will need to submit the following materials as separate PDF documents:

- A cover letter expressing their interest in this particular position.
- A current résumé.
- Two recent writing samples that could include speeches, blog posts, articles, or letters to community to:

Jennifer Wong Christensen

Search Consultant

jennifer.christensen@carneysandoe.com

Karen Whitaker

Search Consultant

karen.whitaker@carneysandoe.com

Lucinda Lee Katz

Senior Consultant

lucinda.lee.katz@carneysandoe.com

Estimated Search Timeline

Spring-Early Summer	Candidate recruitment and engagement
Mid-July	Candidate application materials due
Late July	Search Update
August	Semifinalist Interviews
September	Finalist Interviews
September/October	Appointment