HEAD OF SCHOOL
Columbia Grammar and Preparatory School
New York, NY

Founded in 1764, Columbia Grammar and Preparatory School (CGPS) is one of the nation’s oldest private schools and the largest independent school in Manhattan. CGPS offers a rigorous and comprehensive college preparatory education to more than 1,300 students in Pre-Kindergarten through grade 12. Relaxed, caring, and more academically diverse than many of its peer New York City independent schools, CGPS seeks to inspire and support students in an atmosphere that is cooperative rather than intensely competitive.

CGPS has been masterfully led since 1981 by Dr. Richard J. Soghoian, who has guided the school through three decades of academic enrichment and physical expansion.

CGPS’s unequaled Upper West Side campus encompasses 12 buildings that artfully blend new construction with fully renovated brownstones. Construction is under way on new facilities that will enable the school to establish a self-contained Middle School division for grades 5-7. CGPS is debt-free and operates under a financially sustainable model that is rarely seen in contemporary independent schools.

For a position to begin in July of 2017, CGPS is seeking a visionary academic leader who will build upon more than three decades of extraordinary progress, guiding this unique and historic institution to new heights of excellence.

APPLICATION DEADLINE: AUGUST 25, 2016
CGPS AT A GLANCE

Mission
Founded in 1764, Columbia Grammar and Preparatory School balances a rigorous comprehensive college preparatory curriculum with healthy social and emotional development. We dedicate ourselves to educating students with diverse talents and backgrounds and offer them opportunities to learn, reflect, and safely express their ideas and creativity. With our parent body, we share a fundamental commitment to high academic achievement and the development of social responsibility.

ADMISSIONS AND FINANCIAL AID

ENROLLMENT, ALL GRADES: 1,312
GRAMMAR SCHOOL: 657 (Pre-Kindergarten–grade 6)
PREPARATORY SCHOOL: 655 (grades 7–12)
STUDENT-TEACHER RATIO: 6 to 1
STUDENTS OF COLOR: 21%
TUITION AND FEES (ALL-INCLUSIVE): $43,690–$45,640
FINANCIAL AID: $6.8 million to 15% of student body

FINANCE AND DEVELOPMENT

OPERATING BUDGET: $61 million
INDEBTEDNESS: None
TOTAL FUNDS RAISED LAST YEAR: $7.25 million; $7 million for capital improvements

THE SCHOOL’S NON-TRADITIONAL APPROACH TO FINANCIAL MANAGEMENT MEANS THAT:
• There is no operating deficit and therefore no annual fund to “close the gap.”
• Capital is raised for specific projects, most recently the $17 million Middle School project.

ENDOWMENT: $1.3 million

AFFILIATIONS

ACCREDITATION: New York State Board of Regents, New York State Association of Independent Schools (decennial accreditation renewed 2013)
MEMBER: National Association of Independent Schools, Independent School Admission Association of Greater New York, Parents League of NYC

ON THE WEB: www.cgps.org

FACULTY AND STAFF

TOTAL NUMBER OF EMPLOYEES: 315
FULL-TIME FACULTY: 215
FACULTY WITH ADVANCED DEGREES: 68% (75% in Preparatory School)
AVERAGE FACULTY TENURE AT CGPS: 15 years

PHYSICAL PLANT

LOCATION: Upper West Side of Manhattan (W 93rd St.)
FACILITIES: 12 buildings totaling 215,000 square feet
VALUE OF PLANT: $275 million
DEFINING STRENGTHS AND UNIQUE ATTRIBUTES

CGPS emphatically rejects the notion that a commitment to rigorous academics requires either a pressure-cooker environment or a student body limited to only the most academically gifted. As such, it occupies a unique niche in the New York City independent school marketplace, attracting families seeking a well-rounded and affirming experience that meets the needs of children with diverse talents, aspirations, and personalities. Asked to describe the school’s signature strengths, parents and faculty routinely describe CGPS as a happy place – comfortable, structured, and supportive as it guides students toward academic achievement and increasing independence while emphasizing balance and moderation in student workloads. Top academic achievers are well served by the rigorous curriculum, as evidenced by the school’s impressive college placement list. Support is available for those who need it, including a comprehensive Learning Resource Center.

A BRIEF HISTORY

Columbia Grammar School was founded in 1764, just 10 years after the founding of Kings College, which became Columbia College, now part of Columbia University. Originally established as a boys preparatory school for Kings College, Columbia Grammar School functioned for 100 years under the direct auspices of the college. The school became a proprietary institution in 1864 and obtained nonprofit status in 1941. As only the 13th Headmaster in CGPS’s long history, Dr. Richard J. Soghoian was appointed in 1981.

MINDING THE GAP

Serious candidates for the headship of CGPS may wish to read Dr. Soghoian’s 2012 book, Mind the Gap! An Insider’s Irreverent Look at Private School Finances and Management. It clearly articulates CGPS’s unique culture and educational philosophy while offering a lively history of the school’s remarkable 30-year journey from near insolvency to its current position as one of New York City’s top independent schools. For potential candidates, the book also provides a fascinating tutorial on the core operating principles and management practices that have enabled CGPS to achieve a rare feat among independent schools:

- a balanced operating budget financed entirely through tuition and sundry income (with no endowment draw and no annual fund proceeds);
- highly competitive faculty salaries and small classes; and
- a topnotch Manhattan campus valued at $275 million that has been created through a steady series of major construction projects – all funded entirely through donations and leaving CGPS debt-free.
THE STUDENT BODY

Demand for the CGPS experience is robust, with the school last year receiving more than 900 applications, including 400 for Pre-Kindergarten/Kindergarten entry and approximately 350 for 40 spaces in the ninth grade. As a family-oriented school, CGPS gives admissions preference to siblings as well as alumni and faculty/staff children. Attrition is very low, with most students who begin in Pre-Kindergarten or Kindergarten staying to complete their high school careers at CGPS. Most CGPS students live in New York City, primarily Manhattan, with a few coming from New Jersey, lower Westchester County, and Connecticut. The student population is diverse across many dimensions, including the one-fifth who identify as persons of color.

CGPS prides itself on welcoming an academically diverse population and preparing all students exceptionally well for college, as evidenced by students’ strong performance on standardized tests. Mean SAT scores for the Class of 2016 are 636 Critical Reading, 652 Math, and 655 Writing. The mean Composite ACT score is 30. Eighty-nine of the 121 members of the class are enrolled this year in one or more AP classes. Last spring, 74 members of the class took a total of 125 AP exams, with 89 percent earning qualifying scores and 64 percent scoring a 4 or 5.

CGPS’s college placement results are impressive. Twenty-nine seniors – one-quarter of the Class of 2016 – gained admission this year to an Ivy League school. Between 2012 and 2016, the school’s 564 graduates matriculated at a total of 114 colleges and universities, including the most competitive institutions in the country. Colleges and universities enrolling three or more CGPS graduates during that period include the following:

American University       Davidson College       Northwestern University   University of Delaware  
Babson College            Dickinson College       Oberlin College           University of Miami     
Bard College              Duke University         Pomona College            University of Michigan   
Bates College             Emerson College         Princeton University      University of Pennsylvania  
Berklee College of Music  Emory University         Purchase College, State    University of Southern California     
Boston University         Georgetown University    University of New York     University of Wisconsin, Madison        
Brandeis University       Hamilton College         Scripps College            Vanderbilt University     
Brown University           Harvard University         Skidmore College          Wake Forest University     
Bucknell University       Indiana University at Bloomington   Susquehanna University      Washington University in St. Louis    
Carnegie Mellon University Ithaca College           Syracuse University        Wesleyan University       
Colby College             Johns Hopkins University    The George Washington University  
Colgate University        Kenyon College           Trinity College            Yale University       
College of Charleston     Lehigh University        Tufts University           
Columbia University       Middlebury College       Tulane University          
Cornell University        New York University       University of Chicago       
Dartmouth College         

THE FACULTY AND STAFF

CGPS has invested generously in its faculty and staff. The result is a loyal, talented, and committed cadre of teachers with an average tenure of 15 years at the school – a marker of the school’s stability and an important contributing factor to parents’ satisfaction. Faculty salaries are on par with the top schools in the city, including the highest starting salaries and an average salary of more than $100,000. Benefits are generous, including fully paid health insurance for each employee, partial tuition remission, and free breakfasts and lunches. Each faculty member has access to $1,500 in professional development funds, and the school offers three summer grants per division.

Equally important to many faculty members is maintaining and extending a culture – most notably in the Preparatory School – that lavishes trust on teachers and grants them considerable autonomy to tailor their teaching to their own interests and the particular needs of their students. Resources are abundant and easy to obtain without undue paperwork. One faculty member described the Preparatory School as a “utopia” for teachers. The faculty brings a rich variety of backgrounds and experiences to their work; 68 percent of the faculty overall and 75 percent in the Preparatory School hold advanced degrees.
ADMINISTRATION AND GOVERNANCE

Reflecting Dr. Soghoian’s philosophy of directing the maximum resources possible to the educational enterprise by controlling administrative costs, CGPS operates with a comparatively lean administrative structure. Memos and group meetings are not a significant part of the administrative culture; an open-door policy and frequent one-to-one conversations between the Headmaster and his team are the norm. The senior administrative team includes the Headmaster, the three Division Heads, and the Chief Financial Officer. Other administrators reporting to the Headmaster include the Development Director, the three Admissions Directors, the Maintenance Supervisor, the Security Coordinator, and the Athletics Director. Both the Development and Business Offices are run by four-person staffs. The busy admissions operation is overseen by three Directors – one for each division, assisted by a staff of nine.

The Directors of the Grammar and Preparatory Schools enjoy wide latitude and significant responsibilities in the oversight of their divisions, including hiring and firing, curriculum, and budgeting. The Preparatory School administration includes two Assistant Directors, the Dean of Administration and Academic Affairs, Grade Deans, a four-person college counseling staff, and a counselor. Two Assistant Heads and the Coordinator of Student Affairs support the Grammar School Head. The administrative structure will evolve next year as the self-contained Middle School opens.

Over many years, the Board of Trustees, and Board Presidents in particular, have been strong, long-serving partners to the Headmaster, particularly in the area of fundraising. This high-powered group, which includes parents and alumni, has been extraordinarily generous personally as well as highly effective in soliciting support from others.

The CGPS Parents Association plays an active role in the life of the school, building community and facilitating communication through a network of nearly 80 class and grade parents and through weekly communications to parents. The Parents Association sponsors numerous events ranging from all-school gatherings to parent discussion groups, community service projects, new-family welcoming activities, and teacher appreciation events. The group enjoys productive working relationships with the administration, including Division Directors and the Development Office.

FINANCE AND DEVELOPMENT

“Minding the gap” has paid off handsomely for CGPS, enabling the school to achieve a healthy, sustainable financial model that does not rely on annual giving or endowment proceeds to fund the $61 million operating budget. The $6.8 million allocation of financial aid – supporting 15 percent of the student body – is funded through the operating budget.

Although the school does not fundraise to close a gap in the operating budget, CGPS does raise large sums of money each year ($7 million last year) for the Third Century Fund, which is dedicated exclusively to capital improvements. Through that mechanism, the Board has been able to keep the school debt-free while financing more than six major capital projects over the past decade. The school also raises smaller sums through annual events that also serve as eagerly anticipated social gatherings. The annual Benefit last year was attended by 650 people and raised more than $1 million for the new Middle School. A Street Fair, a Holiday Gift Fair, and an annual school-wide skating party also contribute to both fundraising and friend-raising.

FACILITIES

Situated in a prime location on Manhattan’s Upper West Side, CGPS has created an impressive urban campus that offers among the highest ratios of academic space per student of all New York City’s private schools. Nine adjacent and fully renovated brownstones provide charming educational and play spaces for younger students, as well as offices for many staff members.
Three buildings constructed from the ground up host the Preparatory School and assorted offices. In all, the CGPS campus includes more than 10 science labs, three libraries, and six computer centers, as well as extensive art, music, and theater facilities. Technology is deployed in appropriate ways throughout the school, including iPads, Chromebooks, SmartBoards, and 3D printing.

Athletic facilities include four gymnasiums, a weight and training room, and a swimming pool. Teams also use athletic facilities throughout the metropolitan area. Multiple indoor and outdoor play spaces provide recreational opportunities for younger students, as does the adjacent Central Park.

The New Middle School

Construction is well under way on the creation of the self-contained Middle School facility, which is slated to open in September of 2016. Created by adding two floors to the top of the school’s main building at 36 West 93rd St., the 17,000-square-foot addition will include 17 classrooms, three science labs, a library/digital information center, a computer lab, and a new rooftop play yard.

The Preparatory School will also benefit from the project, gaining additional classroom space, renovated arts facilities, and a much-needed expansion of the cafeteria, which will now span two floors.

HIGHLIGHTS OF THE EDUCATIONAL PROGRAM

CGPS is committed to a rigorous and comprehensive college preparatory curriculum. While academic demands are high, the atmosphere in the classrooms is warm and comfortable. Beginning in the earliest grades and continuing through grades 7 and 8, the focus is on skill development, oral and written communication, and critical thinking, all facilitated through interactive discussion, cooperative group work, and hands-on activities. In grades 9-12, the academic program provides a structured and balanced approach to the liberal arts and sciences, including core courses in grades 7–10 and a broad variety of elective offerings in grades 11–12.

CGPS’s graduation requirements include four years of English and social studies; three years of science, math, world language, and physical education; four semesters from the visual and performing arts; and one semester of computer instruction. Students must also complete 60 hours of community service in grades 9-12.

The school-wide student-teacher ratio of 6 to 1 allows for the development of meaningful relationships. In the Grammar School, classes of 20 to 22 students are taught by three teachers in grades PK-1 and two teachers in grades 2–4. Class sizes in grades 5–12 range from 12 to 17 students. In the Preparatory School, grade deans work closely with students and their families to address academic and social needs. College counselors begin working individually with students in the eleventh grade.

Upon the opening of the new Middle School facilities in September 2016, CGPS will complete the switch to a three-division structure, with students in grades 5-7 enjoying a dedicated space for the first time in the school’s history. Eighth-graders will remain in the Preparatory School, allowing them to become accustomed to the rhythms and expectations of that division before beginning the higher-stakes freshman year.
For a fuller description of the educational program, visit www.cgps.org. Here are a few highlights:

- Teachers throughout the Grammar School are trained in and employ Responsive Classroom techniques to promote a positive learning environment and build a strong sense of community throughout the division.

- World language instruction now begins in grade 7 with a course that sequentially introduces students to each of the languages taught at the school: Spanish, French, Japanese, Chinese, and Latin. At the end of the year, students select one language to pursue during high school. As part of the redesigned Middle School curriculum, language instruction will begin in sixth grade next year.

- In the Preparatory School, enrollment in special programs, honors sections, and AP courses is by application or invitation. The curriculum includes 17 AP courses, but strong students may also pursue equally challenging options in Honors-level classes. Selected seniors participate in a college-level seminar on a global issue sponsored by Tufts University, which hosts a simulated summit conference at the conclusion of the course.

- The wide-ranging Chess program is a signature feature of the CGPS experience, dating back to the 1930s and now spanning grades PK–12. Overseen by a full-time faculty member, Chess is part of the curriculum in Kindergarten and first grade, becoming a club thereafter. Students at all levels compete in city, state, and national tournaments. Preparatory School students work with younger children, and classes for parents are offered to promote their engagement. Chess sets can be found throughout the campus, and students often play in their free time.

- Community service is integrated across the PK–12 spectrum. The Parent Association-sponsored Columbia Cares Committee helps Grammar School teachers execute grade-wide projects. These projects have included knitting scarves to donate, collecting clothing for the homeless, and cleaning up Central Park, among many other initiatives. A Community Service Coordinator in the Preparatory School oversees the 60-hour requirement and works with students to identify organizations and programs worthy of support.

**STUDENT SUPPORT SERVICES**

CGPS offers a variety of support services to promote student success and wellbeing:

- The Learning Resource Center was established in 1986 to provide support and remediation so that students with learning differences could thrive in the challenging academic environment at CGPS. The program offers one-on-one remediation and academic support during the school day that is fully integrated with each student’s academic program. The LRC currently serves students from grades 1–12. Space is limited to about 4 percent of the student body, and there is a substantial additional tuition for the program. Two administrators and 14 faculty members staff the center.

- The Grammar School Power Hour is a free, one-hour after-school support and enrichment program recently added to CGPS’s offerings. All students are invited to work with their classroom teachers, math and reading specialists, computer teachers, or chess and music instructors. An extended-day program runs from 3 to 6 each afternoon, and a variety of enrichment classes also are offered.

- The Preparatory School Issues Program addresses a variety of topics important to students as they move through their high school years, including alcohol, tobacco, and drug education; sexuality; diversity; character development; and interpersonal relationships.

- The competitive Peer Leadership Program gives selected seniors the opportunity to assist freshmen with a smooth transition to high school life.
THE ARTS

CGPS has long emphasized theater, music, and visual arts. In the Grammar School, a full music, art, drama, yoga, and creative movement curriculum, combined with excellent facilities, provides a strong foundation upon which to build. When the new Middle School opens, students will take music every other day for the full year and will have the opportunity to participate in choirs, bands, and a full Middle School musical production.

More than 70 percent of Preparatory School students are actively involved in the arts. There are four full-scale theater productions each year and one production conceived and directed by seniors. More than a dozen choral and instrumental groups provide myriad opportunities for musicians. A darkroom, film and video facilities, and seven studios support visual artists. The Spring Arts Festival showcases student thespians, musicians, and artists.

INTERSCHOLASTIC ATHLETICS AND PHYSICAL EDUCATION

CGPS offers a full slate of athletic offerings, with an emphasis on participation and character-building. The school is a member of several leagues, including the Independent Schools Athletic League, the Private Schools Athletic Association, the Girls Independent Schools Athletic League, and the New York City Athletic League. The CGPS Lions have captured more than 75 league and tournament championships in several sports over the past seven years. Nearly 60 percent of the student body competes on one or more of the 39 teams offered in grades 7–12.

Fall sports include coed cross country, boys and girls soccer, and girls volleyball. Boys and girls basketball, coed indoor track, and coed swimming are offered in the winter. Spring sports include baseball, lacrosse, tennis, and golf for boys; softball and tennis for girls; and coed track and field. With the exception of varsity teams, the school follows a no-cut policy to encourage student participation.
Grammar School students participate in a popular swimming instruction program in the school’s pool, augmented by a before-school swimming club. Physical education is included in every grade, and an after-school program offers activities including karate and ice skating.

**OPPORTUNITIES AND CHALLENGES FOR THE NEXT HEAD OF SCHOOL**

Dr. Soghoian has been a truly transformational leader, arriving at a time when CGPS’s very survival was threatened. Thirty-six years later, his successor will inherit a thriving PK-12 school that is exceptionally well positioned for a new era of excellence and innovation. One member of the faculty likened the task of identifying CGPS’s next Head of School to finding a new CEO for a family business that has grown up from within.

Without a doubt, the transition will require a deft and sensitive leader. S/he will need to embrace wholeheartedly the core tenets of the school’s philosophy and culture: the commitment to serve a broad variety of students well in a comfortable and happy atmosphere characterized by warmth, mutual respect, and a lack of pretension. The new Head must also cherish and further the principles that have made CGPS a great place to work: highly competitive compensation, ample resources, a lack of bureaucracy, a voice in decision-making, and the gifts of trust and autonomy. In addition, the “minding the gap” approach to financial management has served the school exceedingly well, and there is no appetite for altering that trajectory.

Yet, beyond these non-negotiable principles and despite the longevity of the leadership team and faculty, CGPS is anything but a change-averse community. It has, in fact, successfully absorbed tremendous growth and evolution over the past few decades. The school family is accustomed to looking to the Headmaster for creative and decisive leadership. The next Head of School will have the privilege of putting his or her own stamp on this storied institution.

There is no shortage of ideas about areas in which CGPS might focus in the years ahead. Clearly, attention is shifting from an agenda of enrollment growth and facilities expansion to a new focus on fine-tuning the school’s identity, culture, and curriculum. Among the opportunities and challenges awaiting the next Head of School are the following:

**ADMINISTRATION AND GOVERNANCE**

CGPS’s next leader will be assembling a new leadership team early on. The Preparatory School Director and other senior administrators are nearing retirement, and the interim Director of Development will depart in 2017. The Director of Maintenance, who has been at the school throughout Dr. Soghoian’s tenure as an invaluable overseer of the ever-changing campus, will retire with him.
Historically, the Board of Trustees has focused on fundraising, financial management, and capital budgeting. Given Dr. Soghooian’s long tenure, strong presence, and proven wisdom, the trustees have delegated virtually all operational decisions to him. In the context of new leadership, some redesign of the Board-Head partnership will no doubt be required to ensure that governance practices and policies to support effective management are in place. That having been said, candidates can be confident that the Board is generally eager to empower the new Head of School to carry out a strategic vision.

IDENTITY AND IMAGE

CGPS’s identity as a Manhattan independent school that is unpretentious and comfortable is now firmly embedded in the school’s DNA. Yet, like most of New York City’s top-tier independent schools, CGPS has its share of affluent and prominent families. In large measure, their generosity has enabled the school to create its striking urban campus while remaining debt-free. As tuition rises and less affluent families are increasingly hard-pressed to afford a CGPS education, there is a desire within the community to ensure that families from diverse backgrounds – economic, racial, religious, and academic – continue to find CGPS a welcoming and familiar place. In the day-to-day leadership of the school, the Head will need to govern with confidence and integrity – upholding the school’s philosophy while managing parent expectations.

To cement the school’s reputation as a top-tier independent school, the next Head will need to ensure that the school’s academic rigor and success in college preparation are communicated as signature strengths in equal measure with its supportive approach.

Members of the school family also note that the Grammar and Preparatory divisions operate quite independently, with distinct cultures and without an overarching PK-12 identity. With the advent of the Middle School as a newly separate entity, the time seems right for a focus on strengthening the school’s identity as a single institution, beginning with enhanced communication internally across divisions and extending to increased clarity in messaging to external audiences.

THE EDUCATIONAL PROGRAM

Bringing fresh eyes and new perspectives, the next Head of School will have the opportunity to spark stimulating conversations with faculty about potential enhancements to an already excellent educational program. As the school strives to respond thoughtfully to changing social needs and wants, likely topics of study include: the continuing development of the Middle School curriculum; alternative approaches to global studies and world language instruction, including the possibility of beginning language study earlier; the appropriate role of technology; and additional ways to extend learning beyond the classroom doors, both locally and globally.

As is the case in virtually every excellent Pre-K–12 school striving to offer a well-rounded program, the Head must also broker conflicting and competing views within CGPS’s constituencies about the appropriate balance of academics, arts, athletics, and service learning.

THE SCHOOL CULTURE

All of CGPS’s stakeholders are acutely aware that the arrival of the next Head will mark a momentous change in the life of the school. There is heightened attention now to the school’s values and processes, as evidenced in the vocal demands of parents that the Board conduct an inclusive, transparent search. There is also excitement about the possibilities inherent in any leadership transition. For a confident, visionary, and inspiring leader who is skilled in change management, the headship of CGPS represents a truly exhilarating and life-changing career opportunity.
WHO SHOULD APPLY: IMPORTANT QUALITIES AND QUALIFICATIONS

To lead this large and complex urban institution successfully, the Board of Trustees will seek out candidates with exceptional leadership qualities rather than narrowly defined skill sets or prior positions. Previous headship experience is not a requirement, although candidates must be able to demonstrate a record of success in a challenging position of academic leadership. Essential qualities include the following:

- Excellent academic credentials, including an advanced degree – ideally but not necessarily including a doctorate.
- A demonstrated passion for the work of education, preferably including experience as a classroom teacher.
- A forward-thinking educational vision.
- An educational philosophy consistent with the mission and values of CGPS.
- Gravitas, intellectual heft, and wisdom.
- High standards, integrity, and strength of character.
- A diplomatic but decisive approach; willing to set and enforce appropriate boundaries.
- Confidence leavened with humility and a genuine interest in the views of others.
- Exceptional communication and listening skills.
- The ability to manage complexity and ambiguity with aplomb.
- Financial acumen; the ability to exercise careful stewardship and maintain a balanced budget.
- A thoughtful and sensitive approach to change management.
- An effective management style grounded in trust and delegation.
- The ability to hire well and forge a strong leadership team.
- A warm, engaging, compassionate, and approachable personality; a positive outlook.
- An appreciation for the particular rewards and challenges of the NYC independent school world.
- The willingness and ability to play a role in fundraising.
**ANTICIPATED SEARCH CALENDAR**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application deadline</td>
<td>August 25, 2016</td>
</tr>
<tr>
<td>Selection of semifinalists</td>
<td>September 7, 2016</td>
</tr>
<tr>
<td>Semifinalist interviews</td>
<td>September 17-18, 2016</td>
</tr>
<tr>
<td>Finalist visits</td>
<td>September/October 2016</td>
</tr>
<tr>
<td>Appointment</td>
<td>October 2016</td>
</tr>
<tr>
<td>Starting date</td>
<td>July 2017</td>
</tr>
</tbody>
</table>

**APPLICATION REQUIREMENTS AND SEARCH PROCESS**

Acting on behalf of CGPS, Wickenden Associates is actively recruiting talented academic leaders for this unique leadership opportunity. The lead consultants are Jim Wickenden ([jwickenden@wickenden.com](mailto:jwickenden@wickenden.com)) and Laura Hansen ([lhansen@wickenden.com](mailto:lhansen@wickenden.com)). Both may be reached at (609) 683-1355.

Candidates should submit **no later than Thursday, August 25, 2016**, an application package including the following:

- A cover letter indicating why they are particularly interested in and qualified for the position.
- A current résumé.
- A statement of educational philosophy.
- The names, addresses, and telephone numbers of three references. (We will obtain permission from candidates before contacting references.)
- Optional: Other supporting material (e.g. articles, speeches, or letters of recommendation) that would be useful to the Search Committee.

These materials should be transmitted via email attachment to [searches@wickenden.com](mailto:searches@wickenden.com). Candidates who are new to Wickenden Associates are particularly encouraged to initiate the application process well before the deadline.

After an initial review of applicants, the Search Committee will interview semifinalist candidates on **September 17-18, 2016**. Shortly thereafter, finalists will be invited to CGPS for a more comprehensive series of interviews with representatives of the school’s constituencies. An October appointment is anticipated. Wickenden Associates will keep all applicants informed of their status throughout the process.