



# Head of School

## The Elisabeth Morrow School

Englewood, New Jersey

*Founded in 1930 by Constance Chilton and Elisabeth Morrow, The Elisabeth Morrow School (EMS) began as an early childhood and lower school dedicated to the academic, social, and ethical education of young children. Today, the school serves 429 students on a 14-acre campus in suburban New Jersey, just nine miles from New York City. As it has done since its founding nearly 90 years ago, EMS continues to provide its students with a dynamic, comprehensive educational experience in a supportive, child-centered environment.*

Among the best independent elementary schools in the competitive New York City region, The Elisabeth Morrow School serves children from age three through grade eight, inspiring them to the highest levels of scholarship while fostering a global perspective and outstanding citizenship.

The school's philosophy celebrates childhood and gives students the space to develop their own passions and the opportunity to build leadership skills and a strong sense of self. Central to the school's culture are the values of courtesy, consideration, cooperation, and compassion, fondly known as "the 4C's."

Known for its extraordinary music and arts program as well as innovative work in

elementary-level STEAM education, EMS blends traditional and progressive pedagogies across disciplines, aiming to cultivate intelligent, creative, and engaged scholars who are also compassionate and ethical people.

For a position to begin in July of 2019, EMS seeks an educational leader who can harness the energy of this vibrant community and build on the school's many strengths.

The headship of EMS offers an excellent opportunity for a collaborative and confident educator who is inspired by the school's core values, energized by the prospect of leading a remarkable community of learners, and eager to advance a shared vision of the school's future.



**APPLICATION DEADLINE: AUGUST 23, 2018**



## ELISABETH MORROW AT A GLANCE

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### Mission

*The Elisabeth Morrow School's shared purpose is to provide exemplary academics and character development in a diverse and inclusive child-centered community, inspiring students to become curious scholars, ethical leaders, and global citizens.*

### 4 C's

*The Elisabeth Morrow School is a community of students, faculty, administrators, staff, parents, students and alumni, all of whom value an excellent education as fundamental in the lives of children and the adults they will become. The keystone of the school is the "4 C's."*

- **Courtesy**
- **Cooperation**
- **Consideration**
- **Compassion**

### Diversity Statement

*The Elisabeth Morrow School values the rich dimensions of diversity embodied within each member of our community. Diversity in an educational environment must move beyond simple tolerance; it is among our highest priorities to provide a safe, positive and nurturing environment in which to appreciate and understand difference.*



### ENROLLMENT AND FINANCIAL AID

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<b>SCHOOL-WIDE ENROLLMENT</b>	429
<b>LOWER SCHOOL ENROLLMENT:</b>	259
<b>MIDDLE SCHOOL ENROLLMENT:</b>	170
<b>STUDENT-TEACHER RATIO:</b>	7 to 1
<b>STUDENTS OF COLOR:</b>	56%
<b>ANNUAL TUITION:</b>	\$16,100-\$37,600
<b>FINANCIAL AID:</b>	\$1.85 million to 25% of students

### FACULTY AND STAFF

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<b>TOTAL NUMBER OF EMPLOYEES:</b>	112
<b>FULL-TIME FACULTY:</b>	72
<b>FACULTY W/ ADVANCED DEGREE:</b>	49%
<b>AVERAGE FACULTY TENURE:</b>	19 years

### LOCATION AND FACILITIES

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**LOCATION:** Suburban, 14-acre wooded campus nine miles from New York City.

### FINANCE AND DEVELOPMENT

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<b>OPERATING BUDGET:</b>	\$13.9 million
<b>INDEBTEDNESS:</b>	\$0
<b>ENDOWMENT:</b>	\$15.1 million
<b>TOTAL FUNDS RAISED LAST YEAR:</b>	\$1.4 million
<b>ANNUAL FUNDS RAISED:</b>	\$878,048
<b>PARENT PARTICIPATION:</b>	73%

### AFFILIATIONS

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**ACCREDITATION:** New Jersey Association of Independent Schools

**MEMBER:** National Association of Independent Schools; Independent School Admissions Association of Greater New York; Parents League of New York, Early Steps

### ON THE WEB:

**[WWW.ELISABETHMORROW.ORG](http://WWW.ELISABETHMORROW.ORG)**



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## ABOUT EMS

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Founders Elisabeth Morrow and Constance Chilton dreamed of creating a school where students would develop academically, socially, and ethically within a supportive environment. Upon their graduation from Smith College, they greeted 40 students at the doorstep of The Little School, located in a home on Linden Avenue in Englewood. In 1936, the school moved into its new residence, the site of Ms. Morrow's family home. Since the relocation, the school has expanded to serve 429 children from three-years-old to eighth grade. The school comprises three divisions: Chilton House is the school's early childhood (age 3) through Kindergarten program; Little School is organized around grades one through four; and Morrow House, grades five through eight.

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## THE STUDENTS AND PARENTS

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EMS's students form a passionate, spirited, curious, and joyful community. Dynamic and diverse, they come from across Northern New Jersey and New York City and speak more than 40 languages at home. Fifty-six percent of students identify as people of color, and 25 percent of EMS students receive more than \$1.8 million in financial aid.

Parents are an integral and engaged part of the educational community at EMS. The curriculum supports parents as they reinforce at home what children learn in the classroom. Many parents are in touch with the day-to-day happenings of the school and have a role to play in the many traditions that mark the

passing of each year. An active and enthusiastic Parents Association (PA) coordinates a wide range of activities throughout the year to help build community and raise money for the school. A lecture series, book fair, community service drives, the Annual Gala, Fall Field Day, the International Food Festival, and a welcome breakfast for new families are just a few of the events produced by the PA.

Although EMS students have a variety of academic strengths and learning styles, they share a love of learning that is cultivated from their youngest years at the school. Students are regularly recognized at the local, regional, and national levels for their achievements in a wide range of academic and extracurricular activities. The school's Latin program is particularly strong, producing several students who have earned perfect scores on the National Latin Exam and a team that has earned top honors competing against high-schoolers in New Jersey and New York City. Math League competitions attract lots of students in grades 3-6, and contestants from EMS regularly best their state and regional rivals to qualify for the national exam. Students participate in the annual Chem Expo at New Jersey's Liberty Science Center, while EMS writers are perennial medal winners in the Scholastic Art & Writing Competition.

Intellectual, purposeful, and passionate, EMS graduates are in high demand among some of the best secondary schools in the New York City region. From 2013-2017, at least two EMS graduates have matriculated to the following schools:

<i>Abraham Joshua Heschel School (NY)</i>	<i>Dwight School (NY)</i>	<i>Paramus Catholic High School (NJ)</i>
<i>Academies at Englewood (NJ)</i>	<i>Dwight-Englewood School (NJ)</i>	<i>Riverdale Country School (NY)</i>
<i>Academy of the Holy Angels (NJ)</i>	<i>Fordham Prep. High School (NY)</i>	<i>Saddle River Day School (NJ)</i>
<i>Bergen Catholic High School (NJ)</i>	<i>Hackley School (NY)</i>	<i>Spence School (NY)</i>
<i>Bergen County Academies (NJ)</i>	<i>Horace Mann School (NY)</i>	<i>Trinity School (NY)</i>
<i>Blair Academy (NJ)</i>	<i>Loomis Chaffee School (CT)</i>	<i>York Preparatory School (NY)</i>
<i>Calhoun School (NY)</i>	<i>Masters School (NY)</i>	
<i>Columbia Grammar &amp; Prep (NY)</i>	<i>Montclair Kimberly Academy (NJ)</i>	

## FACULTY AND STAFF



An exceptionally talented, energetic, and committed faculty sustains a dynamic and nurturing environment that is at the heart of the EMS experience. A mix of veteran teachers and new faces, the team shares a commitment to building the teacher-student relationships that allow each child to blossom into a caring and self-assured young adult. EMS teachers are known for the patience, flexibility, and expertise they bring to their work with students and parents. Sensitive to the needs of children, the faculty has an open line of communication with

parents, and they encourage families to actively engage in their children's education. They take a holistic, collaborative approach to educating each child, striving to understand the context and engage key stakeholders as they work through any challenges in the classroom. Teachers at EMS build close

bonds with their students and are eager to support their moral, social, and intellectual development. They are also dedicated to their craft. Nearly all faculty and staff take advantage of professional development opportunities on a range of topics (e.g., Responsive Classroom, Math in Focus, diversity and inclusion, Critical Friends Group protocols). EMS teachers are also encouraged to take the lead in educating their peers, sharing articles, leading workshops, and presenting at conferences.

### ADMINISTRATION AND GOVERNANCE

The Head of School reports to a responsive and well-led Board of 21 trustees and seven trustees emeriti. The Head has a total of 14 direct reports, organized into two reporting teams: one academic and the other focused on operations and external affairs (communications, admissions, and fundraising).

### SCHOOL SETTING AND CAMPUS

Englewood, New Jersey, is a diverse suburban community with a remarkably wide range of offerings for a town of about 30,000 residents. Combining historical charm with a cosmopolitan atmosphere, Englewood is a prized locale for commuters and their families. The city boasts a modest downtown populated by boutiques, restaurants, galleries, and a local performing arts center. It is also home to a growing medical center that has drawn new families to the area. Englewood provides the peace of small-town living with easy access to the cultural richness of New York City, nine miles to the east, and the natural drama of the Appalachian Mountains and the Hudson River Valley, 45 minutes to the north. EMS draws students from its neighboring suburbs and New York City proper – especially Washington Heights and the Upper West Side.



The charming, vibrant EMS campus is defined by five main buildings located on 14 wooded acres. The school’s facilities include two gymnasias (that also serve as performance spaces), a new multipurpose turf athletic field, outdoor playgrounds, gardens, a brook, and nature trails. In February 2017, EMS christened Innovation Alley, a collection of flexible, forward-thinking spaces in Little School focused on collaboration and STEAM learning. The space also includes a faculty “think tank” to support cross-pollination of ideas among teachers and curricular innovation. Recent renovations of Morrow House refreshed the student lounge, and added Harkness tables to facilitate discussion-based teaching. Students take advantage of the school’s wooded campus and make frequent trips to nearby wetlands and nature preserves to conduct research. In the working gardens, children in all three divisions learn about the structures and life cycles of plants.

## HIGHLIGHTS OF THE EDUCATIONAL PROGRAM

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The academic program at EMS is designed to challenge and inspire students as they grow into independent, motivated learners who are also compassionate leaders. The curriculum balances building skills and habits of mind with an appreciation of the unique joys and challenges of the students' early years. EMS emphasizes imagination, collaboration, and critical thinking along with healthy social-emotional development. For example, the year-long Buddy Program pairs the three- and four-year-olds with Morrow House students. Buddies form lasting bonds as they participate in projects, assemblies, and special Buddy Days, all focused on character and community. The program offers mentoring experience for the older students, who serve as positive role models for the younger buddies. The Buddy Program is a natural extension of the school's focus on the 4C's, and it reinforces a healthy, school-wide social fabric at EMS.

The breadth of the curriculum prepares students to make creative connections among different disciplines, while a student-centered ethos allows children to pursue their passions and explore the many resources and opportunities on offer at the school. Parents appreciate that EMS is an accepting place that welcomes youngsters with a wide range of personalities, interests, and skills. Based on the premise that happiness precedes achievement, EMS offers students the time and space to explore their gifts, leading to happy, confident, independent people.

EMS teachers set high expectations while maintaining a rewarding experience and providing high levels of support. True to its mission, EMS prepares students for more than just high school success; the school lays a foundation for alumni to live lives defined by curiosity, resilience, and strength of character. For more details about the academic program at EMS – including a comprehensive curriculum guide – visit the school's website: [www.elisabethmorrow.org](http://www.elisabethmorrow.org).

### EARLY CHILDHOOD

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EMS's comprehensive Early Childhood curriculum offers engaging and challenging hands-on activities in math, language arts, social studies, and science. For decades, EMS Heads of School have had the distinct honor of serving as guest readers in the Chilton House Library, a cozy haven where stories and books of all kinds are shared and cherished. Music and physical education classes are offered at all levels. Every classroom is led by two teachers. Special subjects include gardening, music (for students at all levels), and Spanish (for four-year-olds and kindergarteners). The Early Childhood curriculum follows Responsive Classroom principles and promotes engagement in both academic and social-emotional activities.



### THE LOWER SCHOOL

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Serving students in kindergarten through fourth grade, the Lower School is a supportive, joyful place that challenges students to build healthy habits of mind and a greater awareness of their place in the EMS community. The Lower School is housed in two buildings – kindergarten classes are in Chilton House, providing proximity to and ensuring appropriate curricular continuity with the Early Childhood Program. In first grade, students move to the Little School building.

The curriculum pushes students to be active problem solvers, creative thinkers, and innovators. They are guided to explore their own interests in meaningful ways. All Little School students benefit from music, movement, gardening, and Spanish classes. Through the character education program at EMS, students develop a strong sense of self and learn about their responsibility to have a positive impact on the world. Students build empathy and compassion through daily class meetings, monthly lessons with a variety of professionals including a school counselor, divisional and all-school assemblies celebrating community traditions and grade-level accomplishments, and through student-led community service opportunities.

Of particular note in the Lower School is the STEAM program, which has dedicated faculty oversight and leverages the physical and digital resources of the school's new maker space, Innovation Alley. Introducing cross-disciplinary STEAM projects in the Lower School allows EMS to capitalize on the natural curiosity of lower-school students, and it sets an early expectation that they will think and work in integrated ways as they move on to Morrow House.

### THE MIDDLE SCHOOL

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The Middle School at EMS combines personal attention, knowledge of each student, and individual support with a broad, accessible program that inspires and challenges students. Middle School students are encouraged to be partners in their own education. Students play on sports teams, explore their creativity through the arts, and take advantage of leadership opportunities that prepare them for secondary schooling.

Challenging and supportive, the Middle School program embraces academic excitement and opportunity, supporting students as they excel in academics, creative arts, and athletics. Learning specialists are available for additional curriculum and organizational support if needed, and opportunities for electives increase as students progress from fifth to eighth grade. The program provides options for students to



explore their interests in greater depth through special coursework, and it fosters a sense of community as students participate in sports teams, musical groups, and clubs.

Beginning in sixth grade, advisory groups help students achieve increasing responsibility and independence during their middle school years. In groups of eight that meet daily, students focus on community building as well as academic, life, and leadership skills such as organization, self-advocacy, and team building. Service

learning is also an important part of the Middle School program, as Morrow House students are paired with a Little School buddy, and every class gives back to the Englewood community through an annual charity project.

Arts and athletics take on increasing importance during students' time in the Middle School, and eighth-graders benefit from a signature, year-long Leadership Symposium. The program focuses on transformative skills and habits of the mind essential to citizenship and leadership. It is designed to launch them into secondary school with the confidence and capacity to thrive in the classroom and beyond. The course relies on open discussion, self-assessment tools, group projects (e.g., planning weekly

assemblies for the division), and coaching from the secondary school placement team to help students develop a basic conceptual and practical understanding of leadership.

## FINE AND PERFORMING ARTS

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One of EMS's defining characteristics is the emphasis its curriculum places on self-expression, whether it is in the ceramics studio or on the stage. The school boasts an extraordinary music program – that dates back more than 85 years – supported by the belief that music engages the brain in unique ways. Particularly, the manifold experience of learning to play an instrument improves learning across the curriculum and builds character in young people.

The program has become a national exemplar of comprehensive, integrated music education. Music in Chilton House is closely tied to movement, language development, and play. Third and fourth grade students in Little School begin formal instrumental music instruction four days per week with a choice of string, wind, brass, and percussion instruments. Enrollment in the instrumental music program at EMS



includes nearly 100 percent of the student body in grades three through eight. Middle school students benefit from enhanced instruction in music theory, composition, multimedia music collaborations, and music history.

The school sustains more than a dozen instrumental performance ensembles, including the Little School Band, Little School Cello Ensemble, Jazz Ensemble, Rock Band, Chamber Orchestra, Morrow House Symphony Orchestra, and Stomp Percussion Ensemble. Several EMS traditions center on music performance, including a year-end

Violin Playdown, a Cello Rockdown (featuring 60 cellists in grades 1-8), and the Superband Concert (that includes all brass, wind, and percussion students in grades 3-8). Every spring, young musicians perform an outdoor concert for a clutch of newly hatched chicks after playing for the developing eggs for 21 days. The school's advanced ensembles are frequently invited to perform off-campus, and have appeared in the past at Radio City Music Hall, the New Jersey Performing Arts Center, and Carnegie Hall. EMS performers have opened for world-class string players Yo-Yo Ma, Itzhak Perlman, and Joshua Bell.

The school's Summer String Festival, founded in 1996, attracts more than 230 musicians from across the nation and the world, including attendees from California, Texas, Virginia, Korea, Japan, France, and England. Musicians visit the EMS campus for a week of study and performances. As evidence of the program's enduring impact on the lives of alumni, the Festival also draws more than 100 EMS graduates who return every summer – some as counselors – to reconnect with fellow performers and meet the next generation of young musicians.



## **ATHLETICS**

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From Early Childhood through sixth grade, students participate in physical education classes that hone locomotor and social skills and develop young athletes to the fullest of their abilities. Movement skills, athletic techniques, and health-related fitness are taught using a variety of activities, with a focus on group participation, teamwork, and sportsmanship throughout every task and challenge.

Students in sixth grade have the option of joining an athletic team, while seventh- and eighth-graders participate in interscholastic athletics to fulfill a part of their physical education requirement for middle school.

EMS offers intramural sports class, fencing, or yoga in lieu of interscholastic athletics. The school fields teams in volleyball, tennis, soccer, cross country, basketball, baseball, softball, and lacrosse.



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

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With a rich history and active school community, the headship of The Elisabeth Morrow School is an enticing opportunity for an educator with an eye toward the future and an understanding of EMS's traditional roots. Aaron Cooper, an EMS employee since 2003, was appointed Head of School in 2012 and has seen the school through a period of steady growth marked by improved secondary school placement and record contributions to the school's annual fund. With a strong endowment and expanding marketing and fundraising programs, the school is well-positioned for new leadership.

During the 2018-19 school year, EMS will be led by Interim Head, Judith Fox. Former Head of School at Princeton Day School and former Head of the Upper Division at Avenues: The World School (New York City), Ms. Fox is well-equipped to shepherd the school through this transitional year. The community will benefit from her wisdom, energy, and depth of experience as EMS prepares to welcome a new Head.

## **ACADEMIC PROGRAM**

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The flexible approach to teaching and learning at EMS has allowed progressive and traditional programs to flourish at the school; music and Latin compliment STEAM learning and the Leadership Symposium, while academic achievement is celebrated alongside a whole-child approach to learning. Maintaining a fine balance among the many priorities at EMS will be a challenge for the next Head of School, but it is also an opportunity for him/her to partner with the faculty in crafting a strategic vision for the school's curriculum. The community is energized by the success of recent innovations, and EMS aims to build on its existing strengths and continue its evolution as a coherent, forward-thinking academic institution that promotes excellence across the curriculum. The new Head will be tasked with ensuring that EMS remains a destination of choice for families seeking a comprehensive academic experience in a nurturing environment.

## **SCHOOL CULTURE**

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EMS is proud of its rich history, dynamic present, and promising future. It strives to be a school where teachers and students discover new meaning, new energy, and new commitments as they grow. As EMS

has increased in size, the community has recognized the need to formalize policies and create systems of accountability within the school while respecting the autonomy and trust that has characterized the school's professional culture. Working with the faculty – particularly the most established teachers at the school – to foster a culture that respects institutional needs as well as individual agency will be an exciting and nuanced challenge for the next Head of EMS.

The richness of the program at EMS coupled with the school's individualized approach to education has long appealed to students with a range of abilities and interests. As EMS continues its tradition of enrolling graduates in top secondary schools in the area, the incoming Head will need to think comprehensively about the strategies, tools, and support systems needed to enroll and graduate curious scholars, ethical leaders, and global citizens.

### **ENROLLMENT MANAGEMENT**

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Over the past 90 years, The Elisabeth Morrow School has grown beyond what its founders could have hoped for when they opened the Little School in 1930. The 2004 addition of the Middle School has opened up myriad opportunities for EMS. The school has taken a proactive approach to admissions and marketing over the past few years, holding events and workshops for children in surrounding areas and targeting growing communities in the area; however, EMS continues to face strong competition from public and independent schools across the region. The next Head will have an important role to play in working with the admissions team to share the EMS story with families of mission-appropriate children to ensure that the school continues to enroll and retain tomorrow's leaders.



### **FACILITIES, FINANCES, AND FUNDRAISING**

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The cluster of historic buildings that make up the EMS campus is central to its warmth and charm. Many of the facilities have been renovated in recent years to better accommodate a growing student body and new programmatic needs. The school has creatively repurposed various spaces to take advantage of the resources at hand. Still, parts of the campus are in urgent need of renovation. Morrow House, for example, has no air conditioning and lacks a centralized heating system, and its historical layout is strained by the needs of modern middle school students and teachers. The community is eager to update the HVAC systems and to make the classrooms more accessible and flexible. EMS has plans to add a stage and cafeteria to the existing gymnasium and is currently seeking an architect to help plan the school's vision. The next Head will join EMS as it begins to implement a recently completed strategic plan that should guide the school through 2023. With an opportunity to reshape parts of the EMS campus, the school seeks a leader who will bring a vivid imagination and a good measure of fundraising savvy to the table. The incoming Head will have an opportunity to energize and engage the school's alumni base, and s/he will be able to count on the support of an active parent community that is willing and able to invest in the school's future.

## WHO SHOULD APPLY: IMPORTANT QUALITIES AND QUALIFICATIONS

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The headship of The Elisabeth Morrow School is a first-rate opportunity for a school leader with the confidence and foresight to help the school build on its strengths and define the institution for the next generation. EMS has been well-managed through its recent growth, and the next Head will join the school at a pivotal point in its history. To meet the opportunities and challenges ahead, EMS seeks a savvy, enthusiastic educator who can lead the school with energy and wisdom, helping to secure the long-term health and sustainability of EMS.



## PROFESSIONAL QUALIFICATIONS

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- Excellent academic credentials, including an advanced degree.
- A record of success in school administration, ideally in a highly-respected independent school.
- A strong interest in the external aspects of school leadership, including the willingness and ability to play a key leadership role in fundraising and marketing initiatives.
- Demonstrated business acumen.
- An understanding of and passion for the unique benefits of N-8 education.
- Exceptional organizational and management skills, including the ability to hire well, mentor effectively, build high-functioning teams, and delegate appropriately.
- A mastery of best practices in the education of young children and adolescents.
- An ability to inspire and motivate teachers while respecting their professionalism and autonomy.
- An appreciation for school traditions balanced with a commitment to advanced ideas in teaching and learning.

## LEADERSHIP STYLE AND PERSONAL CHARACTERISTICS

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- A strategic thinker who is oriented to excellence; able to set high standards and expectations; and capable of energizing the community in pursuit of a common vision.
- A good role model; a person of great character and moral fortitude who will promote a culture of kindness.
- An energetic, hands-on educator with a natural ability to relate to young students and their parents.
- A warm, engaging, and compassionate human being with a healthy sense of humor.
- An outstanding communicator; a compelling speaker and writer who is also a great listener.
- Intelligent and well-read.
- Confident, trustworthy, evenhanded, and appropriately decisive.
- Outgoing and socially adept; eager to become a part of the broader Englewood community.
- Someone with a global perspective, high levels of cultural competence.
- A genuine appreciation for the arts in education.

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## ANTICIPATED SEARCH CALENDAR

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Application deadline:	August 23
Selection of candidates:	September 6
Candidate interviews:	September 15-16
Finalist visits:	Late September
Appointment:	October
Starting date:	July, 2019

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## APPLICATION REQUIREMENTS AND SEARCH PROCESS

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Acting on behalf of The Elisabeth Morrow School, Wickenden Associates is actively recruiting exceptional leaders for this compelling opportunity. EMS is dedicated to the goal of building a culturally diverse and pluralistic community and strongly encourages applications from people of color, LGBTQ candidates, and women. The lead consultants are Laura Hansen ([lhansen@wickenden.com](mailto:lhansen@wickenden.com)) and Jim Wickenden ([jwickenden@wickenden.com](mailto:jwickenden@wickenden.com)). Both may be reached at (609) 683-1355.

Candidates should submit **no later than Thursday, August 23** 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, email addresses, and telephone numbers of three references. (We will obtain permission from candidates before contacting references.)*
- *Other supporting material (e.g. articles, speeches, or letters of recommendation) that would be useful to the Search Committee.*

These materials should be sent via email attachment to [searches@wickenden.com](mailto:searches@wickenden.com).

After an initial review of applicants, the Search Committee will interview selected candidates over the weekend of **September 15-16**. Shortly thereafter, finalists will be invited to EMS for a more comprehensive series of interviews. An appointment is anticipated in October of 2018. Wickenden Associates will keep all applicants informed of their status throughout the process.

