



WESTMINSTER

Chief Information Officer

SUMMARY

Location | Atlanta, GA

Post Date | April 25, 2019

Application Deadline | May 22, 2019

On-site final round | June 3 - 11, 2019

Decision Announced | June 26, 2019

Start Date | July 15, 2019

Reports To | President



SUMMARY

For many organizations, excellence invites complacency. For a select few, like Westminster in the beautiful northwest suburbs of Atlanta, excellence *inspires* innovation.

Westminster is a national leader in K-12 education and enjoys an enviable position among independent schools. Westminster attracts talented, ambitious students and gifted, dedicated faculty members. This combination, supported with exceptional resources and facilities, has led to impressive academic, athletics, and artistic outcomes. Such measures of success and a strong emphasis on personal character and spiritual development have allowed Westminster to fulfill the aspirations of its founders and its mission statement.

Over the last several years, Westminster leadership has also realized that education is changing dramatically, and so, too, must this 180-acre institution with its 1,870 students and nearly 300 faculty members. In particular, the school has doubled down on its investment in and reliance on technology for both academic and non-academic affairs. Westminster seeks a chief information officer to oversee its technology department, which has been operating under interim leadership during the 18-19 school year. In addition to being the department-in-chief, the CIO will serve as a strategic partner with other directors and leadership team members, particularly in the area of enterprise data systems. The chief information officer reports to the president and is a member of the leadership team.

MISSION AND LEARNING OUTCOMES

Westminster is a Christian, independent day school for boys and girls, which seeks to develop the whole person for college and for life through excellent education.

At Westminster, adults and students will:

- Communicate and collaborate
- Problem-find and problem-solve
- Create and innovate
- Reflect and revise
- Serve and lead



ABOUT WESTMINSTER

In 1951, a bold vision emerged in the minds of city leaders across Atlanta. As the metro area gained economic strength and its potential seemed to grow day by day, a group of business people, residents, educators, and clergy envisioned an institution that would develop young people of integrity and strength who could lead—and accelerate—the region’s momentum.

From its very beginning, Westminster was guided by a vision to create a unique student experience—one that would pair bright, motivated students with teachers who could not only engage their passions but also enable them to reach their boldest aspirations. This community would be faithful to Christian values and cultivate an ethos of respect and compassion. The school honors the promise of its founding today by graduating students who make Atlanta—and the world—a better place through their leadership.

Westminster students and faculty are guided to love and serve and inspired to reflect these core values throughout the school community and programs. As an inclusive Christian school, Westminster honors the substance and practice of other religions and seeks to support and encourage students of all faiths, beliefs, cultures, and backgrounds. The school welcomes and learns from community members of many different religious traditions.



EQUITY & INCLUSION

At Westminster, helping students realize their full potential begins with recognizing cultural competency as an essential skill for meaningful and effective leadership. We foster this competency by consistently engaging in affinity dialogue, inclusion programs, and equity-based professional development experiences in each school division and department.

GOALS IN THE STRATEGIC PLAN

GOAL 1: REDESIGN EDUCATIONAL PROGRAMS

Redesign Westminster's educational programs to improve students' abilities to think critically and creatively, problem solve effectively, collaborate and communicate successfully, and reflect genuinely on their learning.

GOAL 2: EDUCATE THE WHOLE CHILD

Educate the whole person by designing and implementing programs that support the ethical, physical, and spiritual growth of students as they become competent and confident citizens who serve and lead in a changing world.

GOAL 3: EXPAND PROFESSIONAL LEARNING

Create professional development programs that promote learning and innovation for faculty who model the essential attributes of the school's vision statement.

GOAL 4: DEVELOP NEW SPACES AND SCHEDULES

Develop the learning space and schedules that effectively facilitate the educational programs and the faculty professional development called for in the school's vision statement.



ABOUT THE TECHNOLOGY PROGRAM

Over the last 5-6 years, Westminster has invested heavily in all aspects of its educational technology program. As a result, the next technology leader at Westminster will find a community that fully understands the value and importance of a world-class technology department.

A few years ago, Westminster gained national recognition as an Apple Distinguished School for its commitment to innovative teaching and learning practices, ongoing professional development, and flexible learning environments. Westminster deploys school-owned MacBook Airs as 1:1 student devices in grades four through 12, along with iPads and other devices in lower grades. Multiple technology staff members have repair certifications, helping to provide a superior level of technical expertise and customer service. The technology department also coordinates two knowledge bars to give students a physical place to get help during the day.

On the backend, Westminster is dedicated to utilizing best-in-class enterprise infrastructure. Cisco firewalls, switches, and routers, along with over 400 Aerohive access points, have been deployed throughout campus. JAMF is the primary MDM to manage several thousand Westminster-owned devices. The infrastructure and network team embraces both cross-training and agile development methodologies.



On the academic side, the school has appointed several members of the faculty to be instructional technology integrators, lead innovators, and support specialists for their faculty peers. The school no longer maintains computer labs and has instead invested in

design thinking and maker spaces. While the school is not seeking a chief *innovation* officer to reimagine the teaching and learning program vis-à-vis technology, the school does want its chief *information* officer to play a supporting partnership role to the instructional technologists as that team explores and rolls out curricular and pedagogical innovations. But as important as the instructional technology is to the success of the school, equally critical for the chief information officer are the internal management of the department and the strategic technology systems needs of non-academic divisions and departments.

For several years, the school had a dean of technology who led the program during its phase of rapid technology growth. Much of that growth was concentrated in two areas: instructional technology and backend infrastructure. As the department grew, new support- and coordinator-level positions were added and operational management became more complex. Since the dean left last June, the department has been operating under interim leadership focused primarily on support services, and secondarily on targeted project management initiatives.



Now, the school is seeking a senior enterprise leader who brings systems and enterprise data expertise to the table, along with strong fluencies in organizational management and staff development. The chief information officer will be charged with evaluating the current departmental structure—including roles, responsibilities, and reporting structures—and implementing any necessary adjustments to achieve successful and sustainable results. But at the same time, the chief information officer needs to ensure that tactical success does not come at the expense of strategic priorities—be they internal to the department (such as fiscal planning and professional growth paths for technology staff members), or external (strategic partnerships with other departments and large-scale enterprise change management).

At this juncture, Westminster is seeking:

An engaged department head: Someone committed to managing internal affairs and analyzing organizational structure, someone who examines and improves operational workflows, and someone who understands the connection between improving tactical efficiencies and realizing strategic goals



A mentor of people and developer of talent: Someone to focus on the human side of technology in the department and not just on the process and systems sides—including employee growth paths, team building, communication channels, formal and informal performance feedback mechanisms, and intradepartmental norms for decision making and idea sharing

A voice for the department: Someone to be an advocate for the department, someone who is listening to external needs and representing technology on the leadership team, someone who can be proactively involved in campus-wide projects, and someone to serve as the strategic technology point person for the entire school

A leadership team thought partner: Someone who can work with other leadership team members on major projects involving systems, data and technology, someone who can connect technology through-lines across each division, and someone who can focus on high-level issues such as administrative computing, resource management and financial planning, and data interoperability

A creative leader: Someone who can lead through influence and inspiration, someone who can plant seeds within and outside the department, someone who sees technology as an opportunity to solve complex problems at the school, and someone who will support innovative technology projects led by other educators across the campus

Upon starting work this summer, Westminster's chief information officer will find a department eager to engage, a community ready to partner, and a senior leadership team excited to strategize. This is truly an amazing opportunity for a dynamic technology leader.



CAMPUS AS A CATALYST

To continue fulfilling the promise of its mission, Westminster has developed a bold master plan that includes the redevelopment or creation of multiple learning facilities. The technology department will play a critical role in helping to ensure that new buildings, classrooms, and gathering spaces are equipped with flexible technology and first-class infrastructure to support a variety of teaching and learning modalities. Some of these projects include:

UPPER SCHOOL ACADEMIC BUILDING

A new Upper School academic building adjacent to Campbell Hall will enhance learning and connection on campus. Highlights include spacious classrooms, the Catalyst STEAM Lab—which will promote hands-on learning, integrated studies, and innovative pursuits of all kinds—and grab-and-go dining.



WILDCAT COMMUNITY PLAZA

This community plaza will stretch along the top of the home stands of the stadium, providing an outdoor gathering space for the community to come together.



WESTMINSTER CENTER

Westminster Center will sit at the head of the historic quad. Serving as the gateway to campus life, this facility will foster community and encourage productive interactions between students and faculty throughout the school day. This building will include ample space for conferences, events alongside classrooms, and meetings with leaders of all stripes from the city and beyond.



KEY STATISTICS

Founded: 1951

Location: 180-acre campus in the northwest portion of Atlanta, just a few minutes from the Buckhead district and less than 10 miles from downtown

Students: Over 1,870 students in grades pre-first through 12; students hail from 78 ZIP codes around metro Atlanta; 17 National Merit semifinalists; seven U.S. Presidential Scholar candidates

Accreditation: Southern Association of Independent Schools (SAIS)

Diversity: 33% students of color

Relevant Associations: Southern Association of Independent Schools (SAIS), World Leading Schools Association (WLSA), Georgia Independent School Association (GISA), Atlanta Area Association of Independent Schools (AAAIS), National Business Officers Association (NBOA)

Operating budget: \$70,000,000

External programs: 25 global and off-campus programs

Financial aid and scholarships: \$5.3 million

Endowment: Approximately \$271,000,000

Website: www.westminster.net



QUOTE FROM THE PRESIDENT

"We are building an information technology department for students and faculty who have already embraced a new way of teaching and learning and for an institution that aspires to be a high-performing organization across every function."

Keith Evans, President

CHIEF INFORMATION OFFICER

SPECIFIC DUTIES

Operations

- Oversee and evaluate the deployment of all hardware, software, and systems from various perspectives, including: cost-effectiveness; customer satisfaction; compliance; asset management; migration, rollout, and transition; and performance
- Establish, evaluate, and adjust service and staffing levels, methods, and procedures
- Oversee the hiring, supervision, evaluation, and growth of all technology staff, and ensure that the department structure is aligned with school's needs and goals
- Develop and implement the department budget; evaluate internal IT systems for performance, efficiency, and customer satisfaction; and oversee and manage all accounts, contracts and financial issues related to the department.
- Ensure IT data security, risk management, disaster recovery and planning processes are in place and receive regular review for currency and adequacy
- Coordinate technology projects with other departments and outside entities
- Other duties as assigned

Leadership and strategy

- Develop and maintain strategic and operational plans for technology that are aligned with departmental needs, school values, and organizational culture
- Lead and direct IT governance, planning, policy development, and procedures, including those for architecture, security, disaster recovery, standards, purchasing, hardware and software deployment, and service provision
- Maintain effective communications with the president and VP for finance and operations regarding department direction, performance, operations, and planning
- Anticipate the needs of diverse constituents, monitoring trends and innovations in the industry and making actionable recommendations to senior leadership
- Serve on and/or oversee technology-related committees, both strategic and tactical
- Facilitate the development of strategic alliances with other appropriate organizations to leverage Westminster's information technology resources
- Serve as an actively engaged member of the leadership team

WESTMINSTER IS LOOKING FOR CANDIDATES WHO CAN DEMONSTRATE...

Professional Qualifications:

- A bachelor's degree from an accredited college or university is a minimum requirement, though a graduate degree in management, information systems, information technology or other relevant field is highly desirable
- Director-level knowledge of organizational management, staff supervision and development, and setting and achieving departmental goals
- Significant experience in systems and technology planning, development and implementation, including: enterprise systems design and administration, instructional technology innovation, dataflow and data interoperability, project management, fiscal planning and oversight, end-user training, and plant redesign
- Director-level knowledge of the principles and practices of information technology management in a large organizational setting, including client services, compliance, risk management, backup, recovery, network, security, and policy development

Leadership and Personal Qualities:

- An ability to plan and oversee concurrent technology-related programs and projects, combined with strong motivational skills to ensure completion and success
- An ability to analyze and resolve complex situations involving personnel management, competing priorities, constituent needs, and operational issues
- An ability to build consensus among diverse groups, facilitate critical discussions, and provide confidence to colleagues during times of transition
- A thoughtful but determined approach to departmental objectives and leadership—while still remaining committed to overall organizational goals
- A collaborative, cooperative, empathetic, collegial, innovative, and patient mindset
- Strong communication skills: written, verbal, presentation, and training
- Genuine commitment to growing formal leadership capacity in a structured, dynamic, complex program with other leadership team colleagues
- An understanding of the diverse technology needs and organizational complexities of a large, independent, high-achieving K-12 school
- Inspirational, pragmatic, diplomatic, and patient leadership
- Confidence and humility, together with a sense of humor and warm personality

HOW TO APPLY

Ed Tech Recruiting is acting on behalf of Westminster to identify exceptional leaders with a background in information systems and organizational management to fill this extraordinary opportunity. Please direct any inquiries to:

Gabriel Lucas
Principal, Ed Tech Recruiting
jobs@edtechrecruiting.com

APPLICATIONS WILL BE CONSIDERED THROUGH MAY 22, 2019.

All applications must be submitted online, via:

www.edtechrecruiting.com/jobs/westminster

Required application materials:

- Cover letter introducing yourself to the Westminster search committee
- CV or résumé
- A list of four references (include each person's name, organization, title, phone number, email, and connection to you—though we will not contact any references without obtaining your permission first)
- Statement of educational philosophy that addresses the following prompt:



Many schools yearn for the holy grail of information systems: a single, enterprise environment supporting all aspects of operations. As most technology leaders know, this pursuit is rarely achievable. At the same time, deploying dozens of isolated systems and databases is unwise and unsustainable.

What is a realistic information systems master plan for a large K-12 school, and how would you as chief information officer lead both the development and execution of that plan?