



MARY INSTITUTE AND SAINT LOUIS COUNTRY DAY SCHOOL

Chief Information Officer

SUMMARY

Location | St. Louis, MO

Post Date | December 10, 2020

Application Deadline | January 18, 2021 at 5:00pm CST

Remote Semifinal Round | January 26 and 27, 2021

On-site Final Round | February 8 - 11, 2021

Decision Announced | February 28, 2021

Start Date | July 1, 2021

Reports to | Head of School





SUMMARY

The Gateway Arch in St. Louis is a powerful symbol of the story of our country's growth and expansion. In the beautiful suburbs of St. Louis sits Mary Institute and Country Day School (MICDS), a JK-12 school that has an equally compelling history with roots going back 160 years. After the merger of two elite schools in 1992, MICDS stands as one of the premier independent day schools in the country. Serving a diverse student body of over 1,200 students on a 100+ acre campus, the school boasts outstanding facilities, offers a multitude of programs, clubs, and sports teams, and just completed a \$100M capital campaign.

As the current strategic plan (2015 – 2022) enters its final years, and as the current head of school completes his second year, one thing is clear: technology will be essential for MICDS. With the impending retirement of the current technology director, the school has elevated its technology leadership role to chief information officer. MICDS seeks a visionary, talented, and collegial leader to run a department of twelve. The CIO will oversee all areas of technology: infrastructure, data and web applications, support services, and instructional technology. The CIO will be asked to establish partnerships throughout the school, but will work most closely with the CFO and a new assistant head of school for teaching and learning. This position starts July 1, 2021 and reports to the head of school.

MISSION

More than ever our nation needs responsible men and women who can meet the challenges of this world with confidence and embrace all its people with compassion. The next generation must include those who think critically and resolve to stand for what is good and right.

Our School cherishes academic rigor, encourages and praises meaningful individual achievement, and fosters virtue. Our independent education prepares young people for higher learning and for lives of purpose and service.





BRINGING THE MISSION TO LIFE

MICDS strives each day to uplift its bold mission as the school prepares its students with the intellectual, social-emotional, and leadership skills they need to be successful and positive contributors to a diverse, global, and rapidly changing society. Below are four ways the school—administrators, faculty, staff, parents, and students—bring the mission to life.

1. EXCELLING IN ACADEMIC AND COMMUNITY ENGAGEMENT

We teach students to become resilient self-advocates who are developing into their best selves as they pursue academic excellence, individual achievement, and meaningful collaboration within the community. They acquire the skills to do so through our college preparatory curriculum, advisory, homeroom, community time programming, media literacy training, hands-on learning, and co-curricular activities such as athletics, the arts, reading and science groups, and other student activities. Through all of these outlets, we partner with parents and empower students to embody virtues such as respect, honesty, and integrity as they prepare to become confident and responsible citizens in the world they will inherit.



2. FOSTERING COMPASSION AND INCLUSION

We cultivate a learning environment in which all students, faculty, staff, and parents are valued, affirmed and included as equal members of the community, embracing and celebrating race, color, religion, family structure, national or ethnic origin, socioeconomic background, sexual orientation, and gender identity. In addition to celebrating the diversity



among us at MICDS, we also prepare our students to become culturally competent as they learn to thrive in a diverse world. Foundational to that preparation involves self-awareness, embracing difference, critical thinking, personal responsibility, and treating others with respect and dignity. In particular, we strive to impart compassion and empathy.



3. LEADING WITH PURPOSE AND SERVICE

We foster a life of discovery, where students pursue their passions in and out of the classroom. Through a variety of classroom and co-curricular activities, students explore their curiosities, innovate, develop a sense of agency and learn the necessary skills and awareness to be thoughtful and ethical leaders. In addition, they work toward advancing the greater good through service to others, in and throughout our MICDS community, locally, domestically, and abroad.

4. STANDING FOR WHAT IS GOOD AND RIGHT

At MICDS, we empower students to be upstanders rather than bystanders. This means they become individuals who take a stand for their values in a respectful way. They speak up when those values are compromised or threatened, and they commit to holding themselves, their peers, and leadership accountable for good and right actions and behavior. Furthermore, we ask students to do what is good and right, not just for them or their gain, but for the whole of the community, thinking especially about those who are most vulnerable.





CELEBRATING A NEW HOME FOR STEM

The idea for a new STEM educational facility at MICDS came about with an overhaul of the STEM (Science, Technology, Engineering and Math) curriculum. As teachers developed a new curriculum to focus on hands-on, application-based learning in those disciplines, MICDS sought to develop a new STEM facility to actively engage students in research and inspire curiosity about the natural world. In 2014 the resulting 80,000 square foot facility replaced two buildings, doubling the total square footage and providing students with the most advanced STEM building in the region. Science and math classrooms were deliberately mixed together to foster learning across multiple disciplines. Breakout and common areas were also developed to promote small-group interactions and learning.



Highlights of the McDonnell Hall and Brauer Hall STEM facility include:

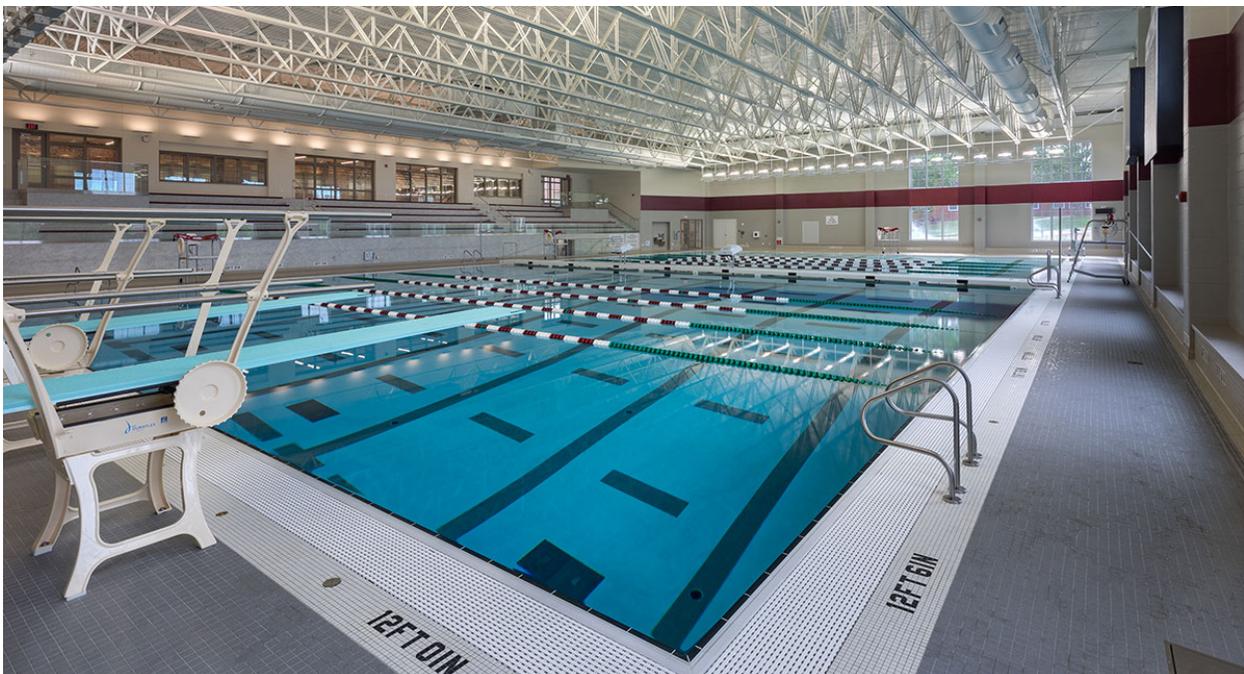
- Nearly 20 learning spaces: some classrooms, some labs, and some flex “clabs”
- 800-seat auditorium
- Technology support area
- Research lab
- Plant science research classroom laboratory and greenhouse
- Robotics lab
- Maker space
- Outdoor teaching garden
- Learning courtyard and learning commons
- Faculty work center



ARTS AND ATHLETICS



MICDS offers multiple avenues for students to explore theater arts, both behind the scenes and in the spotlight. Its world-class faculty inspire performers to feel as confident as solo artists as they do supporting an ensemble. Students can also learn technical theater skills, including lighting, set, and sound design. The MICDS theatrical experience uniquely caters to all divisions of students of various interest and skill levels, offering age-appropriate challenges and inspiration to make them lifelong patrons of the arts. Meanwhile, MICDS has a long and proud tradition of athletics and recognizes the importance athletics play in nurturing teamwork, self-discipline, perseverance, and school spirit. MICDS offers more than 48 interscholastic teams and all students, JK-12, participate in athletics and experience a thorough grounding in physical education.





BRIGHTER. BETTER. TOGETHER

OVERVIEW OF THE CURRENT STRATEGIC PLAN

With one eye on recent progress and the other fixed boldly to the future, MICDS embarked on a process to create a strategic plan for the 2015 – 2022 period that would provide direction as the School strived to fulfill its mission and build upon its high level of successes. The work of the Strategic Planning Committee was grounded in the enduring principles and core values that have long defined MICDS and leveraged the 2009-2014 strategic plan as the foundation on which to imagine and build the next exciting chapter for the School. Following the implementation of this latest strategic plan, the School launched its Bold Action Campaign, which ended in 2018. The campaign raised over \$100 million, the largest fundraising initiative in the School’s history.

THREE KEY PRIORITIES

1. Transformative student experience: Educate students through a rigorous academic and co-curricular program that challenges and supports students in their unique talents, while promoting a diverse school community that values and privileges affective relationships.

2. Great teaching and learning 2.0: Attract, retain, and continually develop a diverse and distinguished faculty capable of and committed to educating young people in and outside of the classroom while preparing them for college and the global community.

3. Ensuring a vibrant school future: Ensure access for students of talent, intelligence, and integrity from diverse cultural, geographical, racial, and socioeconomic backgrounds.

Prospective applicants are encouraged to download and read the entire strategic plan: http://www.micds.org/wp-content/uploads/2018/07/Strategic-Plan_Feb15.pdf





BACKGROUND AND OPPORTUNITIES

“The new chief information officer role is absolutely essential to MICDS.”

So said recently the head of school, who in his second year fully understands the vital role of technology in nearly every aspect of an educational institution. With a 160-year history and 100+ acre campus, this JK-12 school of over 1,200 students in many ways resembles a small college. Operations are complex and run at an enterprise scale. Academic offerings are diverse and extensive. Facilities are top-notch, from athletics fields and centers, to arts buildings and galleries, to instructional classrooms and commons.



Cutting-edge pedagogy is critical for MICDS, but innovation at MICDS does not equate to more blinking lights and tablet screens. As one notable example, the school hosts an annual conference, STLinSTL, which serves as a catalyzer for transformative learning. Organized by the school’s coordinator of pedagogical innovation, the most recent summit welcomed over 400 educators and focused on six themes:

- Best Practices in Pedagogy and Assessment
- Deeper Learning for 21st Century Students
- Global, Cultural, and Racial Literacy
- It's Elementary
- Neuroscience: Teachers as Learning Scientists
- Social Emotional Learning

Meanwhile, the operational side of the school is similarly complex and fast-paced. MICDS recently completed a successful \$100M capital campaign, the largest ever in the school’s history. The school has multiple admission entry points to welcome new families. Co-curricular programs and partnerships are plentiful and elaborate across all three divisions. Dozens of athletics teams and nearly one hundred clubs run each year.



The school’s first-ever chief information officer will take over a department that is charged with engaging equally in two domains: partnering with academic leaders as they work to continually improve pedagogy, and supporting operational departments as they rely on mission-critical technology infrastructure and data services. Without a doubt, technology touches nearly every aspect of daily life at MICDS.



The technology department comprises twelve people, led by a director. Members of the department generally work in one of four functional areas: backend infrastructure and networking; support services; data and web applications; and instructional technology. All these areas will remain under the purview of the next departmental leader.

Earlier this school year, the current director of technology announced his retirement effective June 30, 2021, which will mark his tenth year of service. Rather than rushing to launch a search earlier this fall, the school thoughtfully engaged in an external staffing and strategy assessment of the entire technology program. From that process, the school realized that the next technology leader must go above and beyond managing the daily affairs of the aforementioned four functional units — though excellent oversight of those areas will be absolutely essential. In addition, the next head of technology needs to concurrently serve in a school-wide leadership capacity by:

1. Building community and culture: The CIO must deepen partnerships with academic and operational department heads, as well as invest in the internal culture of the department to support professional growth and team building. Leadership at MICDS is multifaceted; in addition to divisional and operational directors, the school's organizational structure also comprises numerous JK-12 academic department heads.

2. Developing a management framework that serves a complex institution: The CIO must find ways to create policies and systems that support enterprising educators and operational directors without sacrificing best practices. Technology governance at a complex enterprise is not easy, and the department often has to navigate diverse needs and requests for the same issues.

3. Leading the school in the development and implementation of a technology vision: The school has not gone through a technology-focused strategic planning process in quite some time. Academic leaders in particular are eager to engage in conversations around the priorities for instructional technology and the essential elements of faculty training.

4. Partnering extensively with the next assistant head of school and CFO: The current assistant head of school is moving on to become a head on the east coast. The school will ask its next assistant head to focus exclusively on teaching and learning, while the CFO will oversee most operational areas. Thus, the CIO, the next assistant head, and the CFO will be inextricable strategic partners on a variety of school-wide initiatives.

DIVERSITY, EQUITY, AND INCLUSIVITY AT MICDS

We are committed to welcoming, educating and affirming a diverse community at MICDS that believes cultural competency—empathy, compassion and the ability to collaborate cross-culturally—is foundational for thriving in the world and for a thriving world. In and out of the classroom, students consider different perspectives and circumstances, explore cultures, learn about historical and social barriers to inclusion and encounter positive voices of change. Faculty and staff also participate in ongoing equity and inclusion education.



For these and other reasons, the school astutely recognized that the next technology leader must report directly to the head of school and operate at a higher level than a traditional department head. Thus, the head of school recast this position to the level of chief information officer and will welcome the next CIO as an essential member of the senior management team.

The “I” in the title—information—was not chosen indiscriminately. Data and data services are the lifeblood to members of the head’s Go-6 cabinet (CFO, assistant head, and three division heads) along with many other directors. The school can imagine the responsibilities of its data services unit expanding over time once a CIO has had a chance to address other priorities. And on the flip side: while innovation is certainly important to MICDS, this is not a school that seeks a chief *innovation* officer to disrupt educational practices and philosophy. Rather, the school seeks a collaborative and engaged thought leader who brings salient ideas to the table but also understands that many educators at MICDS are distinguished leaders in their respective domains. If anything, the CIO should be prepared first and foremost to help shift the overall culture and perception around technology by bringing a community-building, proactive approach to governance.

A relationally minded, empathetic, collaborative, and talented leader is exactly what this large school in the Midwest seeks. On that geographical note, potential applicants will discover, should they have the opportunity to come to campus during the final round this spring, a stunning facility and hospitable community at a revered educational institution within a metropolitan area that enjoys a relatively reasonable cost of living. Come July 1, MICDS is excited to inaugurate this new and essential leadership position.



KEY STATISTICS

Founded: Mary Institute (1859); St. Louis Country Day School (1917); merger in 1992

Location and campus: 100-acre campus in St. Louis, Missouri, in the suburb of Ladue; nine Classroom Buildings, STEM facility, aquatic center, athletic center, along with professional quality theaters, art studios, music rooms, athletic fields and facilities

Students: 1,240 in three divisions: lower school (JK – grade 4), middle school (grades 5 – 8), and upper school (grades 9 – 12); 40% students of color; over 70 zip codes represented; over 100 feeder schools

Student life: College matriculation over 99%; 17 National Merit semifinalists (class of 2020); 29 sports offered in the upper school; 70 state championships in the last 10 years; nearly 100 student organizations and clubs; 57 recipients of the President's Volunteer Service Award in 2020

Faculty and staff: 157 faculty with an average tenure at MICDS of 11 years and average teaching experience of 17 years; 71% hold advanced degrees

Accreditation: Independent Schools Association of the Central States (ISACS)

Relevant associations and memberships: Independent Schools Association of the Central States (ISACS); National Association of Independent Schools (NAIS); Independent Schools of St. Louis (ISSL); Independent School Data Exchange (INDEX)

Tuition: \$21,800 (lower school); \$25,900 (grades 5 – 6); \$29,900 (grades 7 – 12)

Financials: Operating budget of over \$35,000,000; endowment approximately \$120,000,000 as of June 30, 2020

Financial aid: Over \$5,600,000 awarded annually to 25% of students; average tuition award ranges between \$11,700 (lower school) and \$19,000 (grades 7 – 12)

Website: www.micds.org

QUOTE FROM THE HEAD OF SCHOOL

"We are proud of our history at MICDS of adopting and implementing new technologies in the service of learning, and we are excited to build on that legacy going forward with this new and expansive CIO position. Information access and management have become inextricable to the work of teaching and learning, just as they have become inextricable to the work of supporting those essential endeavors of our institution. Our entire enterprise at MICDS—from our students to our faculty to our staff and administration—is eager to welcome a visionary, talented, collegial, passionate, and compassionate information and technology leader." — Jay Rainey, Head of School



CHIEF INFORMATION OFFICER

SPECIFIC DUTIES

Technology Strategy

- Lead a collaborative process to develop a strategic vision for technology that is aligned to the school's overall strategic plan, values, and culture, as well as individual departmental needs, and oversee the implementation of that strategy.
- Run a technology department that supports academic innovation in a scalable and sustainable fashion while adhering to best practices for an enterprise environment.

Academic, Administrative, and Operational Partnerships

- Maintain close working relationships with the school's Go-6 team, which currently comprises the head, assistant head, CFO, and the three division heads.
- Build departmental connections with academic, administrative, and operational constituents throughout the school, including JK-12 department chairs, the coordinator of pedagogical innovation, and the directors of numerous non-academic and mission-critical departments.
- Establish and maintain local, regional, and national partnerships to support the strategic goals of the school's technology program.

Operations Oversight

- Oversee technology governance, planning, policies, and procedures within a management framework that both department members and constituents support.
- Oversee and evaluate the deployment of all hardware, software, systems, back-end infrastructure, and services from various perspectives, including: cost-effectiveness; customer satisfaction; compliance; asset management; quality of service; and performance.
- Ensure that the department responds to end-user needs, provides a reliable IT backbone, designs and delivers excellent end-user training, and aligns procedures to all-school needs.
- Ensure IT data security, risk management, disaster recovery, and planning processes are in place and receive regular review for currency and adequacy.

Departmental Administration

- Oversee multiple functional units—IT infrastructure, data/systems, and instructional technology—and all operations, project coordination, and staff supervision within those units.
- Allocate time and resources toward sustaining a positive departmental culture, including goal setting and team building, and ensure that each member of the department has an opportunity for professional growth.
- Manage the departmental budget and perform other duties as assigned.



MICDS 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 is highly desirable
- Director-level knowledge of departmental leadership, staff supervision and development, change management, and setting and achieving departmental goals
- Experience in major areas of technology planning and administration, such as: enterprise systems design and implementation, instructional technology innovation, dataflow and data interoperability, project management, fiscal planning and oversight, end-user training, and capital construction

Leadership and Personal Qualities:

- An enterprise approach to technology management that supports individual needs within a scalable framework for a large department at a large K-12 school
- An ability to plan and oversee concurrent technology-related programs and projects, and empower departmental leads to ensure completion and success
- A passion and interest for managing all areas of technology—IT, data/systems, and instructional—even if prior experiences in these areas are not equal
- An ability to build consensus among diverse groups, facilitate critical discussions within large groups, and instill confidence in colleagues during times of transition
- A thoughtful but determined approach to team building and staff development
- Genuine commitment to growing formal leadership capacity and creating organizational and operational structures within a large department
- Immersion in diversity work, both in training and in implementation
- Inspirational and diplomatic leadership sensitive to the needs of a diverse faculty
- A collaborative, cooperative, empathetic, collegial, innovative, and patient mindset
- Exceptional communication skills: written, verbal, presentation, and training
- An understanding of the diverse technology needs and organizational complexities of a large, high-achieving, multidivisional, and independent school
- A commitment to the mission and values of MICDS
- Confidence and humility, together with a sense of humor and warm personality



HOW TO APPLY

Ed Tech Recruiting is acting on behalf of MICDS to identify exceptional technology leaders to fill this extraordinary opportunity. Please direct any inquiries to:

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

APPLICATIONS WILL BE CONSIDERED THROUGH JANUARY 18, 2021.

All applications must be submitted online, via:

www.EdTechRecruiting.com/jobs/MICDS

An application requires submitting four PDFs:

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

How would you lead a large K-12 school in a yearlong strategic planning process for its technology program, and what specific elements would you hope such a plan embraces?

