



Opening

Beginning Academic Year

2011-2012

President

Wayland Academy
Beaver Dam, WI

Wayland Academy

At A Glance
www.wayland.org

Independent college preparatory
 boarding and day school

Grades:	9-12
Enrollment:	222
Faculty:	30
Trustees:	20
Campus:	14 buildings and 10 separate faculty homes
Acreage:	55 acres
Campus Value:	\$36M
2010-2011 Budget:	\$6.2M
Endowment:	\$7.7M
2010-2011 Tuition:	
Day students	\$17,388
Stateside boarders	\$39,993
International students	\$47,355

Accreditation/Memberships:

ISACS	Independent Schools Association of the Central States
NACAC	National Association for College Admissions Counseling
NAIS	National Association of Independent Schools
NCACS	North Central Association of Colleges and Schools

THE OPPORTUNITY

An exciting opportunity awaits the new President of Wayland Academy. Located in Beaver Dam, Wisconsin, the Academy is an independent, coeducational, boarding and day school with an enrollment of 222 students in grades 9-12.

Academically, Wayland Academy is exceptional. With its recent renovations and modern buildings, it is a welcoming campus with excellent facilities for educational programs and residential life. A strong faculty, administrative team (the President's Council), and a committed Board of Trustees are poised to work with the next President in continuing a strong college preparatory experience for Wayland Academy's students and families.

THE SCHOOL

Founded in 1855, Wayland Academy has a rich history. School publications recount the early days of the school when in the fall of that year 20 young people arrived at Wayland Academy to begin their pre-college studies.

The school was committed to coeducation since its first decade when it was founded by Wisconsin Baptists. In 1933, it became a non-denominational institution. While now an independent, non-sectarian school, the Academy continues its commitment to developing the moral and ethical values of its students while providing a strong emphasis on their intellectual and physical growth.

"Since 1855, thousands of young people have turned to Wayland for an inspiring pre-collegiate education. Just as in years gone by, today's Wayland students and their families arrive at Wayland from small Midwestern towns, thriving suburban communities, large cities, and from countries around the world. They're from rich and modest families alike. Be they from farm families or powerful entrepreneurs, the common denominator has always been the desire to attain a superior pre-collegiate education."

"Whether a freshman day student from Beaver Dam or a four-year senior boarding student from Chicago, each student receives an education that instills self-confidence and self-esteem."

Administrator

THE SETTING

Beaver Dam, Wisconsin is a small Midwestern city of over 15,000 residents. Described by the members of the Wayland community as a wonderful family place with strong Midwestern values, Beaver Dam is conveniently located near Madison, a short 45-minute drive, and Milwaukee, approximately 1 ½ hours southeast of Beaver Dam. The city is situated on a 6,000-acre lake with 41 miles of shoreline. Scenic views, parks, and recreation areas enhance the attractive lakefront neighborhoods. The areas adjacent to the Wayland campus have charming Victorian restorations and comfortable homes. On campus you are only minutes from the downtown business center and the lake's recreational opportunities.

For a community of its size, Beaver Dam enjoys a wealth of services and offerings. Medical care is provided by a new, independent, full service hospital. The town offers a historic public library, community theater, and a symphony orchestra. As described by the city's Chamber of Commerce "manufacturing and service businesses account for a substantial amount of local employment. Retail includes everything from mom and pop owned small businesses, to big box, national retailers. Every

"Beaver Dam is definitely a small town; you know the person behind the counter at the grocery store. It's a safe, friendly, homey community with a low cost of living in comparison to the larger cities."

Faculty Member

necessity of life can be purchased or obtained within the community."



www.beaverdamchamber.com

THE CAMPUS

Wayland Academy is located on the east side of the city. Its 14 campus buildings and 10 faculty homes occupy a 55-acre campus valued at approximately \$36M. Giant oak and maple trees contribute to the park-like, collegiate feel of the campus. It is an intimate community; some say a "big family," where students, faculty, and administration live, study, and work together.

The focal point of the campus is Wayland Hall. This 155-year old building was renovated in 2009 at a cost of \$4M. Now a boys' dormitory, it is configured with two-room suites, accommodating 66 boys and 5 faculty apartments. In all the dormitories, faculty members live on each floor. Warren Cottage is the girls' dorm. Other facilities include the Ella and Glen Dye Residence Halls and the Pickard Dining Center.

The Swan Library sits adjacent to Kimberly Chapel and the school's administration building, Roundy Hall. The Academic Building is attached to Swan and provides classroom spaces for the humanities and mathematics. Discovery Hall, devoted to the sciences, includes classrooms, laboratories, the Steven B. Smith Observatory, and the Lecture Hall. Lindsay Gymnasium and Auditorium provide art and theater facilities, art exhibition space, and areas for student recreation and relaxation. Additional athletic facilities include a dance studio and an indoor pool.



Pickard Hall's Chef Richard

South Campus completes the campus landscape with extensive athletic facilities. Surrounding the Field House are athletic fields and twelve tennis courts.

THE WAYLAND MISSION

Honored over the years is Wayland's Mission:

"To prepare young people for a successful college experience, good citizenship, and a rewarding life"

Additionally, the Academy has a clearly defined set of core values which have been shaped by its motto, "Knowledge and Character." These values are immediately evident upon stepping foot on campus and are defined as:

- Integrity:** Having the courage to do what is right and living by your principles
Respect: Being tolerant, appreciative, accepting of individual differences, and considerate of the feelings of others
Caring: Showing kindness, compassion, and a willingness to help others
Gratitude: Recognizing how the efforts of others benefit ourselves, acknowledging how greatly we value others' investment in our lives
Passion: Exhibiting intense enthusiasm and tenacity in pursuit of a goal



Wayland Hall

THE PILLARS OF THE ACADEMY

The curriculum of Wayland Academy encompasses time-tested activities that prepare students to be successful beyond high school and to lead meaningful lives. Over time, the four Corinthian pillars of Wayland Hall have come to symbolize the basic traditions that underlie the philosophy of the Academy. The pillars represent Scholarship, Faith, Health, and Service. These are the components that the Academy recognizes as essential to developing well-rounded individuals.

SCHOLARSHIP

The first pillar grounds the students in traditional college preparation in English, Mathematics, Science, Social Science, History, Modern and Classical Language, and the Fine Arts.

Courses are offered at the college preparatory and honors levels, and Advanced Placement classes are offered in 15 subjects. Students regularly perform well on AP and other nationally-normed tests as reflected in student results on College Entrance Tests.

Results for the Class of 2009

Testing	Wayland Results	National Results
Mean ACT	24.3	21.1
Mean SAT Critical Reading	550	501
Mean SAT Math	576	515
Mean SAT Writing	534	493

Graduation requirements include:

Graduation Requirements

Subject	Credits	Subject	Credits
English	4	Mathematics	3
Science	3	Social Studies	3
Modern/Classical Languages	3	Fine Arts	1
Electives	2	Athletics	4

Students receive departmentalized instruction in a daily schedule structured around eight 45-minute periods. Lunch is from 11:30 a.m. to 12:30 p.m., and sports begin at 3:30 p.m.

One of the hallmarks of Wayland's academic experience is "Writing Across the Curriculum." Striving to prepare students for college-level writing in all subjects, the program begins in freshman year with the Freshman Writing Seminar, a structured approach to writing which includes an introduction to the fundamentals of the research paper. Another aspect of the program, the Wayland Essay, focuses on grammar, logic, and rhetoric. "A Writer's Guide to the Wayland Essay" is a writing handbook known as The Red Book which has been developed by Wayland faculty for Wayland students.

"When our friends return from college, they all say that the writing program here was terrific. As their college friends were struggling with their papers, they were able to meet their writing assignments with ease."

Wayland Junior



What contributes to the success of Wayland's academic program? For one, small classes that average 11 with an overall student to faculty ratio of 7:1. Demands are rigorous, yet with 80% of faculty living on campus, many of them in the dormitories, students have easy access to extra help. Each evening two hours are set aside for all school study. There is also the option for accelerated students doing independent work in an area of special interest.

Through the mentoring program, each student is assigned a teacher or administrator who is available not only to monitor progress and help problem solve, but who becomes an adult friend. They share lunches, sit with each other at assemblies, and interact in the daily activities at the Academy. For adults as well as students, the mentoring program is a special part of

the Wayland experience.

Preparing students for college is at the heart of Wayland's mission. Of the graduating seniors, 100% are admitted to a four year college or university. Although the acceptances include some of the top universities in the country, there is a deeper emphasis placed on finding the right institution for the student. College counseling begins in the freshman year. Sophomores take the PSAT and are asked to begin researching colleges and attending meetings with college representatives. As juniors, the students retake the PSAT and take the SAT and ACT tests. They also begin regular meetings with the college counselors. Before they return for their senior year, the hope is they will have visited a number of college campuses and be ready to complete their applications. Throughout the four year process, its systematic college counseling program and the entire college counseling staff are there to guide students and parents through the complexities of college enrollment.

"We get lots of help with our college plans. College representatives come to campus to tell us about their colleges. From what they say, Wayland has a good reputation. The college counselors are available to help you get your applications ready. It's still pretty scary thinking through what all you have to do. Campus visits help a lot. From what I have heard from friends, we get into good schools."

Wayland Junior



Wayland students apply and are accepted at colleges and universities nationwide. The list of acceptances is a diverse one. The school prides itself in students finding a college which is an appropriate one for the individual. The following represents a listing of those colleges and universities from which Wayland students have received acceptances in the last four years.

College Acceptances for the Classes of 2007, 2008, 2009, 2010			
American University	DePaul University	Marquette University	Rice University
Amherst College	Dickinson College	Mass. Inst. of Tech. (MIT)	University of Richmond
Boston College	Eckerd College	University of Miami	University of Rochester
Boston University	Emory University	Middlebury College	Skidmore College
Bowdoin College	George Washington U.	University of Minnesota	Smith College
Brandeis University	Georgetown University	Mount Holyoke College	Stanford University
Brown University	Gettysburg College	New York University	Tufts University
Bucknell University	Grinnell College	Northwestern University	Tulane University
Butler University	Hamilton College	University of Notre Dame	Union College
Carleton College	Hampshire College	Ohio University	Washington U, St. Louis
University of Chicago	U. of Illinois, Urbana	Penn State University	Wellesley College
U. of Colorado, Boulder	Lafayette College	Pepperdine University	Williams College
Connecticut College	Lawrence University	Purdue University	U. of Wisconsin, Madison
Denison University	Macalister College	Rensselaer Polytechnic U.	Yale University

FAITH

The second pillar reinforces the ethical, moral, and spiritual awareness of students in their daily living. Respecting the Judeo-Christian traditions of Wayland’s founders, the entire community joins in weekly chapel services and traditional seasonal celebrations that honor the various religious beliefs within the community. While there are Christians, Jews, Muslims, Quakers, and other religious sects and believers, principles of strong moral character, integrity, fairness, respect, and valuing individual differences remain constant.

“Wayland has changed me. Going to public schools I always wanted to fit in. I didn’t like the cliques, but I felt I had to be one of some group. Wayland has taught me that I can be myself and people still like and respect me. In fact, they like me more because I’m not just like everyone else.”

Wayland Junior



HEALTH

The third pillar reflects the school’s commitment to the well being of its students. Wayland’s emphasis on health is one rationale for having all students participate in athletics or in the Alternate Activities Program. The school fields teams in more than 20 sports: cross country, football, field hockey, soccer, volleyball, basketball, baseball, skiing, swimming, softball, golf, tennis, and track and field. Regardless of skill level or previous experience, students are often surprised at how much they enjoy sports and being a part of their teams. For all, the joy of ringing the school’s Victory Bell on the front campus is an exciting climax to a game well won!

*'We're fortunate. There are schools where you can do this **or** that. Wayland is an "and" school where you can do this **and** that. It's great for me since I love sports, but I also like being in our musical productions and playing in the jazz band.*

Wayland Sophomore

SERVICE

The fourth pillar upholds the Academy's belief in the importance of student awareness of social obligations, both in the community and in the world. Wayland expects students to participate in community service. Opportunities for community service take many shapes: work in a nursing home, tutoring children, animal rescue, Habitat for Humanity -- the list is long and varied. These off-campus service roles also provide a forum for the students to develop leadership skills.

Service and leadership opportunities abound on the Wayland campus as well. Wayland students can serve as prefects in the dormitories, as representatives in student government, as proctors assisting with student behavior, as well as on the student/faculty Conduct Review Committee and on the Honor Council. Whether a debater, a string player, a history buff with a passion for the Model United Nations, or an activist interested in a green campus, numerous extracurricular activities provide experiences to widen perspectives and develop new interests and skills.

"There's so much to do at Wayland, it's hard to be bored. I find a good balance of academic work and extracurricular offerings. I really feel good about being prepared for college. The only thing I am concerned about is leaving all my friends."

Wayland Junior

STUDENTS

Most students view Wayland as an extended family. Approximately 75% of the 222 students attending the Academy this year are boarders. Consequently, the day at Wayland Academy extends well past the hours of academic instruction, and day students are encouraged to be a part of those 'after-hour' activities.

While the school's rich 155-year history brings many legacies to the school, a much greater number are first generation independent school students. Approximately 15% come from places such as South Korea, China, Hong Kong, Taiwan, Germany, Hungary, and Saudi Arabia. The greatest representation, however, is from the Midwest. Fifty-three percent of the students receive financial aid.



In describing their school, students see it as "a safe place" where you can be as different as you want to be and where diversity is respected. Many express appreciation for how Wayland has really shaped them.

Faculty members describe students as "awesome kids who are enjoyable to teach and aren't always pushing bounds." Students work hard; they strive for strong achievement. In general though, Wayland is not thought of by its students as an intensely competitive academic environment. Still, a healthy competitive spirit exists in the classroom and also in dorm competitions and on the playing fields.

FACULTY

Wayland's faculty is the pride of the school. Over two-thirds of the 30 faculty (19 males and 11 females) hold advanced degrees. The average years of service at Wayland Academy is 10.1 years with several having been at the school over 30 years. Several graduates have returned to the school as teachers. The faculty role is more than that of a teacher, but it is a true example of accepting the "triple threat" of a boarding school career — teacher, coach, dorm parent. With 80% of the faculty living on campus or in campus housing, faculty members are obviously influential forces in the lives of students.

Faculty members express a high level of satisfaction with their positions at Wayland. Most faculty members with Wayland-age children have their children in the school with full tuition remission available. In addition to housing and meals, other benefits include retirement, medical insurance, life insurance, and AFLAC (optional).

Faculty comments:

"At Wayland, you almost feel closer to its people than you do your own flesh and blood. . . I teach here because I have lots of autonomy in the classroom. . . It's really a dream job: happy kids. You know what needs to be done, compensation is good and you have nice housing and free food. . . They've helped me earn my master's . . . There's a great deal of freedom in the classroom . . . Colleagues rally around you when you need them . . . There are lots of talented people here."

ADMINISTRATION

Day-to-day operations at the school run smoothly under a strong administrative team, the President's Council. It is composed of the President, Academic Dean, Dean of Students, Dean of Admission, and College Counseling, Athletic Director, Business Manager (CFO), and Vice President for Development. The Council meets every other week or as needed to coordinate efforts and address community issues. Recently those topics discussed have included: admissions, retention, campus ethics, athletic conference reorganizations, Internet accessibility, campus security, and the Employee Handbook.



President's House

ALUMNI

Wayland alumni live in all 50 states and in more than 35 other countries around the world. Under the guidance of the school's Alumni Association and on campus Alumni Director, the school strives to keep graduates in contact with the school. The Alumni Association every few years publishes an alumni directory and continually uses Facebook for networking. Fall Reunion Weekend is a special event, bringing graduates back to campus for a school update and interaction with friends. Special programs, such as the Women of Wayland Conference, are organized by the Alumni Association; and each year the Academy recognize special alumni through the Alumni Achievement Award and the Alumni Volunteer Award. Alumni loyalty is palpable at Wayland, seen in their participation in campus activities and regional get-togethers, financial generosity, and interest in having their children attend Wayland.

"The mission of today's Alumni Association is to unite our alumni through communications, programs, and services for the purpose of promoting the continued excellence of the Academy and fostering lifelong opportunities for alumni to benefit from Wayland's guiding values of scholarship, faith, health, and service."

The Alumni Association Board meets quarterly. Its President sits as an *ex-officio* member of the Academy's Board of Trustees.

GOVERNANCE

Wayland Academy is governed by a 20-member Board of Trustees. The composition of the Board includes alumni, parents, Beaver Dam community members, past parents, and educators. Eight trustees are women; one is a person of color.

The Board meets quarterly as a full board. Additionally, there are several committees which deal with areas such as finance; external issues including development, admissions, and marketing; and facilities. In recent months, the trustees have been actively addressing needed campus renovations, including the successful work on Wayland Hall. Other considerations have been the upgrading of campus-wide technology with particular attention to Internet access, admissions, and retention. Fiscal responsibility and expanded development activities have also been major agenda items for the Board.

FINANCES

The Academy's annual operating budget is approximately \$6.2M. Tuition income for the 2010-2011 school year is derived from the following tuition levels:

	Tuition
Day student	\$17,388
Boarding student	\$39,993
International student	\$47,355

The endowment as of June 20, 2009 was audited at \$7.7M and continues to grow with market improvements. As indicated in the school's recent financial audit, the Wayland trustees have "adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to the organization by its endowment while seeking to maintain the purchasing power of the endowment assets." Gifts to the school during the 2009-2010 school year were approximately \$1.9M. The Spring Gala also contributes to the school's operating revenues.

The Academy has little long-term debt. Its only loans total \$2.8M for the \$4M reconstruction of Wayland Hall. Pledges of \$2.3M have been placed in a board designated reserve fund for repayment of the loans. The loans may be renewed in 2016 when they mature.

WAYLAND'S NEW PRESIDENT

President Robert L. Esten announced in May 2010 his retirement as the eighteenth President or Head of School in Wayland Academy's more than 150-year history. As a 1964 graduate of Wayland, Mr. Esten served as President for eight years through one of the Academy's most exciting times during which the student body grew by almost 60 percent. Originally intending to continue through the 2011 school year, Mr. Esten has decided to accelerate his retirement to June 30, 2010. Academic Dean, Joe Lennertz, has been appointed Interim President.

Recognizing the strengths of this dynamic and respected school, the next President will be expected to bring exceptional leadership, management, and personal traits to the community. More specifically, the Wayland Academy President must:

- Understand the unique aspects of boarding schools and foster Wayland's sense of community
- Be astute in business matters and financial planning
- Be a successful fundraiser, communicator, and "story teller" for the Wayland community
- Interact effectively with the school's extensive constituencies
- Work collaboratively with administrators and empower faculty
- Enjoy campus involvements, visiting classes, attending student activities, and being visible at athletic and fine arts events
- Have a passion for the school, the students, and the position
- Bring strong academic credentials and leadership skills to guide a talented school community.

OPPORTUNITIES

The following areas have been identified as those which will require special attention for its next President, with illustrative quotations from interviews conducted at the school as part of this search:

Community building: *“It’s terrific being a part of Wayland, but in a small community such as ours, we sometimes find ourselves on different pages regarding an issue. We need someone who senses when there is a problem and can help us come together.”*
Faculty Member

Admissions and Retention: *“Admissions is always on our minds. It costs a lot to come to Wayland. In our Council meeting, admissions and retention are frequent points of conversation.”*
Administrator

Technology: *“I still think we are behind in our use of technology, both instructional and that used by the administration. Internet access is a big issue for us.”*
Administrator

Facilities: *“What has happened to Wayland Hall has been dramatic; it’s great. But there are still facility issues which need to be addressed. Our new President must keep us moving forward with our Campus Master Plan.”*
Trustee

“We definitely need a new arts building. We need to buy any properties that come up so that we can add to our campus.”
Faculty Member

Finances: *“Our President has been a good business person. We need the new President to be just as good and use our resources well. A lot of things have been cut during this period of economic downturn. We need to be able to pay the bills, but we don’t need to be bare bones with our academics.”*
Faculty Member

“Continued attention to fundraising is essential. Also, keeping in touch with alumni is a continual challenge for a boarding community with such a long history.”
Administrator

Visibility: *“We want someone who knows us and comes to our activities.”*
Student

“We love our ‘Sundaes on Mondays’ at the President’s House. We don’t want to lose them.”
Student

“I’d love to have the President drop by my class. I know he will have a busy schedule, but it sure helps faculty morale when your boss is interested in what you are doing.”
Faculty Member

Faculty: *“I think we could make greater use of department chairs.”*
Faculty Member

“I would like to see the relationship between the faculty and administration strengthened. It appears to be less solid than that between students and faculty.”
Faculty Member

“We like the autonomy we have. We don’t need a micromanager.”
Faculty Member

Person of quality and appeal: *“It goes without saying that we want someone who has the highest ethical and moral standards. Some other thoughts: he should be approachable and available to hear our ideas. A good sense of humor is always a help.”*
Faculty Member

“When I say ‘he’ I mean either ‘he’ or ‘she’ since there’s no preference in whether this person should be a male or a female. Either would work for Wayland.”
Faculty Member

Experience in a similar setting: *“I think it would be helpful if this person had boarding school experience, but we’ve had a good ride with someone who didn’t. Most importantly, he should be passionate about this place.”*

Administrator

APPLICATION

Interested candidates should submit electronically a cover letter, resume, statement of educational philosophy, and a list of five references with contact information to:

Dr. Richard K. Jung
Education Access Strategies, LLC or
dick@accesseduc.com

Mary E. Kesler
The Education Group
mary@educationgroup.com

Office: 301-654-9732

Office: 800-369-9102

Salary and benefits for this leadership position are commensurate with experience and background and are competitive with those of comparable institutions. The President's home is located on campus.

Files will be reviewed as received. Preference will be given to candidates who present their applications by September 15, 2010. The school anticipates making an appointment in December 2010 although position responsibilities need not begin until July 2011.

Wayland Academy provides an equal employment opportunity to all employees and applicants for employment without regard to their membership in a protected category and in accordance with applicable federal, state, and local laws.