



CHADWICK

S C H O O L

Director of Institutional Advancement

Chadwick School is eager to welcome an experienced, dynamic, and successful fundraiser and organizational leader to serve as its next Director of Institutional Advancement. Working in partnership with Interim Head of School Tom Sheppard, the Board of Trustees, the school leadership team, and the seasoned and capable Advancement team, the incoming Director will have the unique opportunity to assess Chadwick's current advancement strategies and systems, set a bold vision for new goals and approaches, and develop a supportive and robust organizational framework that will set the stage for the next major capital campaign and future fundraising success. Upon joining the Chadwick community, the next Director will find a school with great momentum as it works to build a vision for the future during a time of transition and exciting possibility. This is a critical role for Chadwick that will be supported by a foundation of strong resources, many untapped areas of growth, and a dedicated and connected community.

To be successful in this role, the next Director of Institutional Advancement must bring a deep record of building strong relationships within a school community, collaboratively fostering growth and development within a team, and successfully planning and executing a capital campaign on behalf of a mission-driven organization. Candidates should be eager to immerse in a close-knit school community and demonstrate the energy and drive to fully realize Chadwick's potential, bringing creativity and fresh insight where needed and implementing best practices that will ensure future success for Chadwick's philanthropic endeavors, both short- and long-term.

ABOUT CHADWICK SCHOOL

Chadwick is a K-12 coeducational, non-denominational independent day school located on a beautiful 45-acre campus on the Palos Verdes Peninsula just south of Los Angeles, California. Perched on Academy Hill overlooking mountains, canyons, and the Pacific Ocean, Chadwick was founded as a boarding and day school in 1935. Since then, the school has retained its rural charm feel and relaxed, welcoming atmosphere amid the beachside towns of Los Angeles' South Bay. Chadwick's educational community currently comprises 853 students from across 63 communities throughout the greater LA area and 121 faculty and 72 staff. Currently, 20 faculty and staff families reside on campus, adding to a strong sense of community and shared aspirations.

In support of Chadwick School's mission for developing global citizens, Chadwick School also comprises two international campuses: Chadwick International in South Korea and Chadwick Ecopark, located near Hanoi in Vietnam and set to open in 2023. Chadwick International is a Pre-K-12 international school founded in 2010. Fully equipped with an exceptional 500,000-square-foot state-of-the-art facility, the school is in the Songdo International Business District in Incheon, South Korea. The curriculum at Chadwick International is designed to meet the educational standards of the International Baccalaureate (IB) as well as the Western Association of Schools and Colleges (WASC).

Chadwick is accredited by WASC and is a member of the National Association of Independent Schools and the California Association of Independent Schools. Additionally, Chadwick's Outdoor Education program is one of only nine secondary school programs to be certified by the Association of Experiential Education.

MISSION, PHILOSOPHY, VALUES, AND CORE COMPETENCIES

Mission: Chadwick Schools develop global citizens with keen minds, exemplary character, self-knowledge, and the ability to lead.

Philosophy: Chadwick Schools are deeply committed to self-discovery through experience and reflection. Students develop the joy of learning, self-confidence, well-being, and curiosity through interactive and practical experiences. Our schools share the core values of respect, responsibility, honesty, fairness, and compassion. Through active participation in an intentionally diverse and inclusive environment, students make a positive impact within and beyond their own communities. By living and learning in a student-centered, collaborative atmosphere of excellence, integrity, and trust, we come to expect the best of ourselves and others.

Core Values: Compassion, Fairness, Honesty, Respect, Responsibility

Core Competencies: Character, Collaboration, Communication, Courage, Critical & Creative Thinking, Cultural Competence

HISTORY AND DEVELOPMENT

Chadwick is steeped in more than 85 years of rich history and tradition that began with the extraordinary vision of one woman—Margaret Lee Chadwick. From her very first teaching assignment, in a poverty-stricken school in the wild and barren Nevada desert, to her entrepreneurial efforts to secure the first acres of land on the Palos Verdes Peninsula, Margaret Chadwick was a pioneer.

She long envisioned a progressive, open-air country school that offered education as an experience to anyone eager to learn and willing to work hard. Inspired by a deep love of learning, the gifts of nature, and the diversity of humanity, Margaret Chadwick set out to bring a better educational experience at a time and place where it was needed most.

STRATEGIC PLANNING AND STRATEGIC CHANGES

In anticipation of a permanent Head of School joining Chadwick in 2023, the community is currently engaged in laying the groundwork for a strategic planning process. The Chadwick community is continuously looking ahead, innovating, and evolving in pursuit of excellence and self-discovery. Over the next several years, Chadwick will strengthen curricular initiatives designed to prepare K-12 students to live, serve, and lead in an ever-evolving, interconnected, and interdependent world.

STUDENT QUALITY, ACHIEVEMENTS, AND OUTCOMES

Academics at Chadwick are rigorous, engaging, and reflective. With the guidance and mentorship of dedicated teachers and an 8:1 teacher-to-student ratio, students embark on an academic journey rooted in inquiry, classroom discussion, and problem-solving at every level. Chadwick students boast the highest AP and SAT averages in the South Bay, with 100 percent of students going on to attend 4-year colleges. In 2020, 32 Chadwick students were honored as national merit scholars and commended students. Students are taught to engage in critical thinking and self-discovery at an early age, with many opportunities both in and outside of the classroom in Village School (grades K-5), Sixth Grade, Middle School (grades 7-8) and Upper School (grades 9-12). STEM education starts in kindergarten with students learning hands-on science, math, coding basics, keyboarding, and robotics. This hands-on learning experience continues through Middle School. Selected Upper School students gain real-world experience through mentor-mentee relationships and internships at renowned institutions, including the Laser Interferometer Gravitational-Wave Observatory (LIGO) and Space Radiation Lab at Caltech, USC's Information Sciences Institute, Cabrillo Marine Aquarium, and USC's Keck School of Medicine. In addition to providing students opportunities to develop academically, Chadwick encourages students to develop their character and their gifts beyond the classroom through numerous co-curricular opportunities, including a nationally distinguished outdoor education program, outstanding athletics, an award-winning visual and performing arts program, global education programs, and community service. These opportunities are further supported by 22 educational buildings and athletic, science, and performing arts facilities, some of which include the state-of-the-art, 400-seat Geoffrey Alan Laverty Center for the Performing Arts; the Leavenworth Library Learning Center; and the newly built Center for Innovation and Research.

FINANCIAL SNAPSHOT

Enrollment (Fall 2021)	853
Comprehensive Fee (Fall 2021)	\$36,160 (Village) \$40,510 (Middle) \$42,700 (Upper)
Percent of Students Receiving Financial Aid	21%
Average Financial Aid Award	\$31,000
Annual Financial Aid Budget	\$6M

Annual Operating Budget (2019)	\$30M
Balanced Budgets	9 years
Endowment (Fall 2021)	\$45M
Endowment per Student (Fall 2021)	\$53,532
Endowment Spending Rate	4%
Endowment Rate of Return	6% (historical average)
Endowment Advisor	Canterbury Consulting
Annual Fund	\$1.8M
Fundraising—Three Year Average	\$2.7M

DIVERSITY, EQUITY, AND INCLUSION

Diversity, Equity, and Inclusion are deeply ingrained in the ethos of Margaret Chadwick, the school’s founder, who believed in a school community that reflects a “dipperful of humanity.” Chadwick continues to aspire to this vision while recognizing the essential work to be done and actions still to be taken to create a more equitable and inclusive Chadwick for the entire community.

This commitment to DEI is a collaboration and a partnership among Chadwick’s administration, faculty, staff, students, parents, trustees, and alumni. A search is currently underway for a full-time Director of Diversity, Equity, and Inclusion.

Chadwick School has the following affinity groups for Upper School students: Asian American Affinity Group, Ability Affinity Group, Black Girl Magic, Black Student Union, Chadwick Christian Affinity Group, Chadwick Jewish Affinity Group, Latinos Unidos, Multiracial Affinity Group, Muslim Student Association, and Safe Space.

LOCATION AND LOCAL CULTURE

Chadwick’s campus, unmatched in natural beauty, is just 30 minutes from downtown Los Angeles, close to Long Beach and only 10 minutes from the Beach Cities of the Peninsula, including the resort town of Riviera Village. Part of Los Angeles’ South Bay, the Palos Verdes Peninsula offers numerous outdoor activities, including walks through the South Coast Botanic Garden, whale watching at Point Vicente Park, and hiking at Ryan Park, which includes breathtaking views of the Pacific Ocean and nearby Santa Catalina Island. The campus is also close to many shopping, tourist, and residential areas. Given some of the inherent challenges of its location on the Peninsula, Chadwick provides a comprehensive bus system that allows access to the school for families and students otherwise limited due to geographic constraints. The next Director of Institutional Advancement will be provided housing on Chadwick’s beautiful campus or a housing stipend.

INTERIM HEAD OF SCHOOL TOM SHEPPARD

Thomas (Tom) W. Sheppard joined Chadwick as Interim Head of School in July 2021. Before joining Chadwick, Tom served as Head of School at St. Andrew's Episcopal School in Ridgeland and Jackson, Miss., where he led the school through a strategic planning and visioning process, "Our Vision for the Future," which brought about programming initiatives and campus infrastructure improvement projects. Simultaneously, Tom led a comprehensive effort to reaffirm St. Andrew's commitment to diversity, equity, and inclusion by growing the Office of Inclusion and executing "Together Saints," an undertaking that brought together constituents from across the St. Andrew's community to develop clear objectives being implemented at St. Andrew's. Tom has more than 22 years of experience in senior leadership positions, including Head of School, Dean of Enrollment Management, and Director of Admissions and Financial Aid, and 5 years as an independent school teacher. He has served in leadership roles at Trinity-Pawling School in Pawling, N.Y.; Stevenson School in Pebble Beach, Calif.; and The Lawrenceville School in Lawrenceville, N.J. Tom's work in education has taken him across the country and around the world, enabling him to appreciate a rich tapestry of cultures and educational models in numerous U.S. cities and more than 20 countries. He began his educational career as a teacher, dorm parent, coach, and student advisor at Perkiomen School in Pennsburg, Pa. Outside of his work for his own schools, Tom served as a trustee at the Storm King School in Storm King, N.Y., and has held leadership positions for the Enrollment Management Association.

Tom earned his Bachelor of Arts degree in history from Washington and Lee University and his Master of Education degree in Educational Leadership from Lehigh University. Tom and his wife, Jennifer, are the parents of two children: Olivia, who is attending boarding school, and Zachary, who is attending college. Tom's interests include gardening, fishing, and taking long morning walks. He was born and raised in a small ranch town in Hawaii and was first introduced to the world of education through his parents, who worked at a school in Hawaii.

Tom will serve as Interim Head of School at Chadwick until the permanent head comes onboard in July of 2023.

FUNDRAISING AT CHADWICK

Chadwick is fortunate to have a dedicated, close-knit community of parents, trustees, alumni, and friends who take great pride in the school and are poised to support its future. Of utmost importance to the school is the Annual Fund, which fills the funding gap between tuition revenue and the school's high priority needs for the teachers, students, and programs that make Chadwick School distinctive. Currently, Chadwick's annual fund receives approximately \$1.7M in support, and capital campaigns are organized only as needed. Emphasizing the importance of the Annual Fund in supporting the school's core programs, the Board of Trustees asks the Chadwick community to give their Annual Fund gift first. Other opportunities for giving include the Delphinus Fund for Financial Aid, Annual Day of Giving, restricted program, and endowment giving.

The most recent capital campaign raised \$8M toward a goal of \$25M and was paused in June 2020 in light of the pandemic and the Head of School transition. \$3.3M of the \$8M raised was earmarked for

financial aid and scholarships. Current fundraising priorities under consideration include an additional \$1.7M towards financial aid in an effort to bring the total raised to \$5M in student scholarship funding.

Past campaigns include:

- The Campaign for Chadwick (completed in 1996)
- The renovation of the Leavenworth Library Learning Center (completed in 1998)
- The campaign for the Laverty Center for the Performing Arts (completed in 2004)

The Advancement team at Chadwick enjoys a strong and supportive relationship with the Board. Board chairs of the Development Committee and the campaign are particularly engaged and generous with their time, expertise, and financial resources.

THE ROLE OF THE DIRECTOR OF INSTITUTIONAL ADVANCEMENT

Reporting to the Interim Head of School, the Director of Institutional Advancement is responsible for providing executive leadership, guidance, and mentorship for the advancement team and will be charged with devising and implementing a structure for the advancement office and staff built on national best practices and the school's mission and goals. The Director is also responsible for cultivating a culture of collaboration and empowerment that enables all members of the growing advancement team to thrive and develop. Additional hires and restructuring of the division will be an opportunity for the next Director. Currently, the Director manages a team of four:

- Director of Annual Fund
- Director of Alumni Relations
- Development Associate
- Director of Development

A critical member of the school leadership team, the Director is also tasked with providing strategic insight and partnership to the Head of School, the Board of Trustees, and the senior leadership team on all things relating to fundraising and advancement strategy.

As the school works through this period of planning and strengthening under the leadership of its Interim Head of School, the Director of Institutional Advancement will play a critical role in providing steady, experienced, and forward-looking leadership during a time of transition and great momentum. This leadership will be grounded in relationships, supporting the transition to a new Head of School and leveraging Chadwick's deep resources, including a strong financial position, a deep sense of community, an excellent academic reputation, a beautiful campus, and a loyal base with the capacity to provide generous philanthropic support.

OPPORTUNITIES AND CHALLENGES

The next Director of Institutional Advancement will join Chadwick during an exciting moment in the school's history as the community works together to lean into its strengths and secure its vision for the future. The incoming Director will connect people, forging relationships internally while channeling the

passion and dedication of alumni, parents, board members, and others to build continued support for the school.

Specifically, the next Director will have the opportunity to:

Set a clear vision and strategy for advancement in collaboration with the Board, school leadership team, and Advancement staff that aligns with Chadwick’s institutional goals and mission: With the school experiencing a period of transition and growth, there is tremendous opportunity for the incoming Director to develop and implement a vision for Advancement at Chadwick that paves the way for future engagement and fundraising success and establishes a strong, enduring foundation of practices that directly connect to strategic planning efforts and priorities. As the leader and key spokesperson for this work at Chadwick, the incoming Director will serve as a champion for the school’s mission and strategic priorities and work to build a strong culture of philanthropy, telling Chadwick’s story in a way that gets people excited to engage and provide philanthropic support as the school works toward its goals.

Develop and implement a substantive framework for advancement operations grounded in national best practices: The incoming Director will have the opportunity to build Chadwick’s capacity in fundraising beginning with an audit of existing programs, systems, and approaches within the department and the school and assessing those against national best practices. In particular, the next Director of Institutional Advancement will bring fresh perspective, insight, and creativity to the development of the Advancement team, partnering with this group of talented and dedicated professionals to take a close look at staff development and growth. The Director will have the opportunity to capitalize on the current strengths of the team while growing professional development and leadership opportunities, strengthening cohesion and morale, and identifying opportunities for overall growth and new staff positions as needed.

Realize current fundraising goals and set the strategy for an ambitious and successful capital campaign: These next few years for Chadwick are critical, and the ability to realize future strategic and master planning goals will depend upon a strong, successful capital campaign once a permanent Head of School is in place. Chadwick’s next Director of Institutional Advancement will be innovative and proactive while partnering with the Interim Head of School and the Board in setting aspirational goals and planning for the next campaign. Before beginning work on the next campaign, the incoming Director will have the opportunity to introduce best practices and lay the groundwork internally with the full support of the Interim Head of School.

Creatively engage community members, including parents, alumni, and friends, to foster lasting connectivity with, and support for, Chadwick: The Chadwick community is one of close connectivity, with many members of its community in a strong position to provide philanthropic support. Chadwick has an opportunity to develop and expand its efforts in planned and major giving as well as other new and innovative ways of engaging community members, particularly alumni and parents, whose philanthropic support has yet to be fully realized. Additionally, the incoming Director will partner directly with trustees to organize the Board’s efforts around engaging potential and existing donors and will dedicate continuous effort to establishing and cultivating authentic, substantive relationships on Chadwick’s behalf.

DESIRED QUALIFICATIONS AND CHARACTERISTICS

The incoming Director of Institutional Advancement must be a collaborative, relationship-driven, proactive leader who is energized by the opportunity to build an organization and create lasting impact on an institution. A Bachelor's degree is required. A Master's degree or higher within an education-related field is preferred.

Additionally, the next Director must be energetic and optimistic and should possess many of the following experiences and attributes:

- A record of connecting authentically with individuals one-on-one and connecting diverse groups with one another;
- Demonstrated success in managing a portfolio of donors and prospects and personally soliciting and stewarding gifts;
- Ability to develop and execute an aspirational philanthropic vision and strategy with measurable goals and objectives;
- Ability to lead through change with compassion and empathy;
- Experience recruiting, developing, retaining, and inspiring members of a talented and diverse team;
- Deep knowledge of best practices in fundraising and a track record around innovative ideas;
- A record of visionary leadership and the ability to set a clear direction for the future of a team and organization;
- Excellent communication skills and the ability to clearly articulate the school's strengths and goals to audiences internally and externally;
- Demonstrated commitment to advancing diversity, equity, and inclusion at an institution;
- Ability to inspire others toward action, both internally and externally;
- A community-based, collaborative leadership style;
- Exceptional energy and drive to engage regularly with people on behalf of an institution;
- Demonstrated creativity and vision in previous roles, particularly around leveraging and optimizing existing assets and resources;
- A record of team-building and cross-functional engagement;
- The ability to engender trust among a diverse range of constituents; and,
- Appreciation for the mission, philosophy, and values of Chadwick School.

For best consideration, please send all nominations and applications to:



Ruth Shoemaker Wood, Managing Director
Julia Patton, Senior Associate
Storbeck Search
ChadwickAdvancement@storbecksearch.com

Chadwick School does not discriminate on the basis of race, color, religion, sexual orientation, gender identity or expression, or national or ethnic origin or ancestry in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletics and other after-school programs. To view Chadwick's complete Diversity Statement, click [here](#).