



Chief Advancement Officer
The Winsor School
Boston, MA
<https://www.winsor.edu/>

Send Nominations or Cover Letter and Resume to:

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Introduction:

“We’re in a world where girls and women are still fighting for so many things. It can be difficult to watch. I feel fervent about this: I want to see women achieving more, and more often, and to know they deserve it. I want Winsor girls to get out in the world, embrace their challenges, and love and be proud of what they are doing.” — *Sarah Pelmas, Head of School, The Winsor School*



The Winsor School, one of the nation’s leading independent schools, seeks a Chief Advancement Officer (CAO). Winsor serves over 450 academically promising and



motivated girls in grades five through 12 (Classes I-VIII). Located in the heart of Boston's Longwood medical and academic area, the School's impressive urban campus connects girls with the rich artistic, scientific and cultural offerings of one of the country's most robust cities. Students represent diverse racial and ethnic backgrounds and hail from more than 50 different communities in and around the Boston area, with 25% residing in the city of Boston.

Winsor is a place where intelligence and learning are respected and girls are challenged to realize their full potential by being active participants in their own education. The School's long and rich record of academic achievement sets it among the most impressive independent schools in the country.

Winsor faculty ignite students' interests and help them develop the knowledge and tools to discover their passions and to answer the question, "What kind of person do you want to be?" Girls quickly find that no subject is too complex, no feat too difficult and no dream out of reach. Equally important, Winsor cultivates girls' empathy for others, respect for themselves, a sense of responsibility to their communities and courage to be generous-minded women of action in a global society. Winsor graduates are independent, empowered leaders who express themselves clearly, have a strong sense of self and are committed to making a positive impact on the world around them.

The Opportunity:

Now is the time for a new CAO to partner with Winsor leadership to determine how high is up.

Sarah Pelmas, who loves data and is known to take calculated risks, is eager to think imaginatively about how to leverage Winsor's many resources. While there is an impressive track record in advancement, which includes robust and passionate relationships with alumnae and parents, there is great potential to be even more innovative with creative and strategic approaches.

Do you have the right profile?

- Have you the vision and strategic thinking to lead Winsor to a new level of philanthropic success?
- Are you passionate about your work?
- Are you a superb manager who is an inspiring coach and mentor?

- Are you an accomplished, metrics-driven leader who has fundraising experience working in a college or independent school?
- Have you solicited six- and seven-figure gifts?
- Do you have the social graces as someone who can quietly and effectively work with philanthropists and others who aspire to learn how to be more generous?
- Are you a good listener with the ability to learn and then live into “the Winsor Way?”
- Do you have a track record of making data-driven decisions with an appreciation for the role of analysis, and short- and long-term planning?
- Do you have high energy and the ability to pivot and leverage opportunities?
- Have you worked closely with knowledgeable, committed volunteers who are sophisticated alumnae, parents and Board members?
- Have you been a leader in annual giving? Campaign? Parents giving? Alumnae relations?
- Are you collegial, diplomatic and a team player?

Position Overview – Chief Advancement Officer:

The CAO reports to the Head of School and works closely with the Board of Trustees with direct oversight of all advancement activities and serves as a member of the senior administrative team. With seven direct reports, the CAO manages the full range of advancement activities handled by a department of 15 staff members.

Knowledge, Skills and Abilities:

- A deep commitment to an independent school education, a keen understanding of Winsor’s mission and goals and the ability to articulate its uniqueness and relevance.
- The intellectual depth, maturity and confidence to work with and command the respect and confidence of the Board of Trustees, volunteers, faculty, administrators and colleagues.
- Significant philanthropic and managerial success overseeing a major gift fundraising program and/or campaign, preferably in an academic institution.
- Proven creativity in the development of innovative approaches to fundraising.
- Ability to construct and implement annual and multi-year strategic plans.
- Ability to set objectives, develop plans and implement programs to achieve goals.
- Ability to work “after hours” and travel.
- Ability to interact positively and in a sensitive, personalized manner with major donors, colleagues and leadership in person, via e-mail and by phone.
- Demonstrated experience in building donor relationships over time.
- Experience in staffing key professional and volunteer leadership positions.

- Strong organizational and time management skills with exceptional attention to detail.
- Excellent communication skills, both verbal and written, with a strong ability to influence and engage a wide range of donors and build long-term relationships.
- Flexible and adaptable style; a leader who can positively impact both strategic and tactical initiatives.

Solicitation and Fundraising:

- Responsible for articulating the vision and overseeing the execution of the strategies for achieving the School's advancement goals and maximizing philanthropic revenue.
- Working with the Head of School, the advancement committee, the President of the Board of Trustees and other Trustee leaders, develops overall fundraising strategies.
- Directs and supports annual and major prospect activity, including identification, cultivation, solicitation and stewardship.
- Develops and maintains a personal portfolio of individual prospects.
- Supports and accompanies leadership on donor and prospect visits.
- Oversees the Lamp of Learning Society, Winsor's planned giving program.

External Relations, Board Liaison, Senior Administrative Meetings:

- Staffs the advancement committee and the committee on Trustees;
- Attends meetings of the executive committee of the Board;
- Serves as a senior member of the School administration and attends regular administration meetings;
- Prepares and presents regular reports for committee and Board meetings;
- Supports the President of the Board of Trustees, the Head of School and Board in the identification, cultivation and recruitment of new members to the Board;
- Devises, leads and supports strategies to increase the Board's participation in advancement programs;
- Identifies and engages future volunteer leaders for the School; and
- Directs and manages volunteers.

Administration and Management:

- Recruits, trains, leads, motivates and mentors a team of professionals;
- With the team, sets objectives, monitors and manages performance, communicates regularly on progress and successes;

- Assesses the department's current strengths and limitations and makes recommendations for enhancement of the staffing structure;
- Implements long-term relationship approaches and innovative stewardship programs to leverage deeper ties with alumnae and donors; and
- Develops and manages the budget for advancement operations.

Creating the Environment & Support Systems:

- Oversees the prospect research and identification effort and data management;
- Oversees research of funding sources and philanthropic trends to strategically position Winsor in anticipation of funding changes;
- Working in close collaboration with faculty and colleagues in all departments, represents advancement across the School;
- Monitors all donor information, oversees detailed donor research and analysis and presents statistical analysis to Board and senior leaders;
- Monitors processes for gift recording and acknowledgement, research and prospect management; and
- Recommends new approaches for coordinated engagement with alumnae, parents and other donors.

Education/Experience:

- Bachelor's degree required;
- Minimum of 15 years professional advancement experience in a college, independent school or other mission-driven nonprofit institution;
- Demonstrated success in a senior advancement function that includes managing and establishing relationships with multiple donor sources and campaign success;
- Proven effectiveness as a senior leader with a high level of energy and passion for the mission of a girls' school; and
- Experience as a superior manager, ability to work effectively with, delegate to and provide direction and leadership for a talented and dynamic team of dedicated professionals, and ability to coach and evaluate professional staff.

Advancement Overview:

Recent advancement accomplishments and activities include:

- *The Winsor Promise* was recently completed with \$82.2 million in campaign gifts and pledges surpassing its goal and all expectations. More than 3,000 Winsor donors stepped up to contribute.
- The Annual Fund raises approximately \$3 million;
- Following the close of the campaign, completed extensive donor recognition program and, intensified stewardship of Winsor's major gift donors and new prospect identification;
- Ongoing work with Head of School and other leaders to begin identifying next strategic fundraising initiatives;
- Recruited and on-boarded new operations team;
- Supported leadership and committee on Trustees in recruiting next-generation Board;
- Strengthened planned giving by intensifying outreach, documented existing commitments, conducted survey for peer group and intensified marketing efforts;
- Developed messaging for post-campaign communications around impact of *Promise* on students' daily lives, featured donor stories and set stage for future initiatives; increased online giving and use of digital platforms;
- Completed Blackbaud Raisers' Edge database integration; and
- Positioned for planning study around financial aid and faculty excellence proposed initiatives.

Leadership:



Sarah Pelmas

Head of School and O'Donnell Family Chair

Sarah Pelmas is the Head of School and O'Donnell Family Chair at the Winsor School. Only the eighth Head in Winsor's long history, Ms. Pelmas continues a tradition of leadership by strong, visionary women.

An accomplished educator and superb leader, Ms. Pelmas joined Winsor in 2016, at a historic moment for the School.

She brings to her role not only breadth of experience but also a passion for its mission and the School's core values of intellectual curiosity, personal integrity and authentic engagement.

Before joining Winsor, Ms. Pelmas spent five years at National Cathedral School in Washington, D.C., where she served as Associate Head and Head of the Upper School at one of the country's pre-eminent girls' day schools.

Prior to that, she served for a decade on the faculty and administration at San Francisco University High School, gaining experience in the many facets of school operations in her roles as Dean of Students, English teacher and interim Athletic Director at a school known for its high-achieving students.

Early in her career, Ms. Pelmas also taught in the English departments of Stanford University, Syracuse University, the City College of San Francisco and the University of California, Berkeley, from which she holds her Ph.D. in rhetoric. She earned her Bachelor's and Master's in English and creative writing from Princeton and Syracuse, respectively.

While her career path began in higher education, she describes her shift to independent schools as teaching her "how much more there is to the education when it includes the whole person." She and her husband, fellow educator Matt Eddy, are parents to two young sons.

In describing her educational philosophy, she writes: "Now, more than ever, schools need strong leadership so that the vision aligns with the mission, inspires everyone to work and learn and above all keeps the institution moving forward in exciting ways."

Her Winsor tenure reflects each of those key qualities: leadership, vision, inspiration and drive.

Winsor Overview:

Winsor is a place where intelligence and learning are respected and girls are challenged to realize their full potential by being active participants in their own education. The School's long and rich record of academic achievement sets it among the most impressive independent schools in the country. Of the 64 girls who graduated in 2014, 10 were National Merit Semifinalists and 26 received National Merit Letters of Commendation. Colleges with the most Winsor matriculations since 2011 include Harvard, Yale, MIT, Boston College and the University of Pennsylvania.



Winsor faculty inspire students with their passion for teaching and their genuine belief that every girl has something valuable to contribute to the class, the School and the world. Nearly 90% of teachers hold advanced degrees in their fields, including 10% who have doctoral degrees. Committed to students' personal development as well as to their academic progress, faculty members connect with girls beyond the classroom as advisors, coaches and club leaders. They foster an ethos of hard work, high expectations and the pursuit of self-discovery.

Academics:



Winsor's challenging academic program is rooted in the liberal arts tradition with a strong emphasis on critical thinking, active discourse and intellectual exploration, and it is continually evolving in its content and delivery. The five core academic departments are English, history, math, science and world languages.

The School offers 10 Advanced Placement (AP) and numerous honors courses. Rather than follow the AP curriculum, the English and history departments offer challenging elective courses that focus on critical thinking and comprehension rather than memorization of facts. Rich language offerings not only build vocabulary and writing skills, but also promote cultural understanding, and students can take up to eight consecutive years of Chinese, French, Latin or Spanish.

Exceptional curricula in STEM areas are further enriched with an internship program through which girls gain hands-on experience in fields of their interest, a robotics club and an engineering team that is recognized as one of the best in the state.

Notably, Winsor students are limited to five academic core courses each year to ensure an appropriate workload, equilibrium and balance with involvement in the arts, athletics and other activities.

The philosophy that informs the delivery of Winsor's curriculum is rooted in the School's understanding of the ways girls learn, best practices in teaching and assessment, and an ongoing awareness of the qualities of character that teachers and staff help to cultivate in students.

Arts, Athletics and Other Programs:

Winsor provides opportunities for girls to experiment, discover and test themselves beyond intellectual pursuits. The arts, sports and other extracurricular activities have played a role in the School almost since its founding, and as research has increasingly shown the value of these kinds of experiences to both personal development and academic achievement, Winsor has continued to grow its offerings in both quality and quantity.

Today, girls choose from a wide range of co-curricular activities, and the small size of the School makes it possible for students to participate in multiple activities. In addition, Winsor girls collaborate regularly with



boys from Belmont Hill and Roxbury Latin on plays, musical performances, publications and clubs.



Exchanges with schools in France and China; year-long study abroad programs; course-specific visits to India, Ecuador and Canada; and service trips, competitions and performances across the world expose girls to different cultures and cultivate their capacity for global citizenship.

Students also have opportunities to spend a semester at some of the country's most innovative educational programs, including The Mountain School, where they work and study at an organic farm in Vermont; The School for Ethics and Global Leadership in Washington D.C., which cultivates students' capacity for ethical leadership through unique courses; and CITYterm, an experiential program that uses New York City as its classroom.

Community and Diversity:

At Winsor, relationships are valued. Girls know each other, support each other and create friendships that last a lifetime. An advisory program and class dean system help to ensure students are known by their teachers, coaches, counselors and other adults, and a student support team, which consists of the School counselor, the School nurse and the coordinator of academic support, is a vital resource to students and parents.

In addition, a comprehensive health and wellness program that promotes students' physical and emotional wellbeing is integrated throughout Winsor's programs and includes age-appropriate courses on matters

such as building trusting relationships, conflict resolution, sexual development, physical fitness, nutrition, body image and brain chemistry, as well as parent education on such topics throughout the year.

The School deliberately makes time every week for all-school assemblies and other community-oriented experiences that bring together students, faculty and staff. Several traditions promote interactions between students of different ages and build camaraderie. The hand-sewn banners made by sophomores to honor seniors; the ringing of Miss Winsor's bell to open the school year; Under the Lights, an annual celebration of sports and community that concludes Spirit Week; and the Hemenways, an annual speaking competition required of all seniors, are just a handful of the customs that create a sense of shared experience across grades and generations.



The School's ability to serve families within a wide geographic area has also supported its desire to be a diverse community in every regard. From a socioeconomic standpoint, the School provides more than \$3 million in financial aid each year to make a Winsor education affordable for families with a wide range of incomes. In terms of racial diversity, people of color comprise 39% of the student body.

Winsor has long been a leader in diversity and inclusivity. The School hired its first Director of Diversity 16 years ago, and Winsor's diverse population, as well as the ongoing prioritization of the Principles of Diversity within the community and the curriculum, are major factors in attracting many faculty and families to the School. Affinity groups, in which students of color provide peer mentoring, serve as spaces where girls can explore their identities and promote inclusion in the Winsor community. Other Upper School clubs, such as the GBSA (Gay, Bisexual, Straight Alliance), Girls of the World and 21st Century Forum, a club that explores current diversity and identity topics inside of Winsor and beyond, also support the School's commitment to be a diverse and inclusive community.

Global Responsibility:

The Winsor School believes that a critical dimension of academic excellence in the 21st century is the preparation for responsible participation in the global community. The forces of globalization now ensure that individuals and communities separated by vast geographic distances and cultural differences are increasingly interconnected and interdependent. Distant peoples and events shape local worlds, while at the

same time individual and community decisions — made at Winsor, in Boston or in New England — often have an impact on wider social and ecological environments.

In preparing its students to act responsibly in this interconnected and interdependent world, The Winsor School is committed to ensuring that its students not only understand the nature of globalization but also appreciate the personal stakes and responsibilities they have as global citizens.

Winsor promotes the ethics of global citizenship in several ways:

- Global Studies Courses: As juniors, Winsor students take one of four literature and history course pairings focusing on Africa, China, India or the Middle East.
- Languages Classes: Winsor requires the study of world languages, including Chinese, French, Spanish and Latin, and their cultures, as necessary for intercultural understanding, dialogue and relationships.
- Environmental Stewardship: Winsor offers courses in environmental studies and supports a variety of initiatives — both School and student sponsored — designed to minimize the community's negative impact on the natural world.
- Winsor Girls Never Stop Exploring: The School promotes empathetic understandings and cross-cultural engagements through a variety of foreign and local service-learning projects and educational exchanges.

21st Century Campus:



Winsor continues to inhabit the same historic building that was purpose-built for the School in the early 1900s and its facilities have been expanded and renovated throughout the decades. Notably, the School has made the conscious decision to preserve its urban location, in part to continue its tradition of using the city of Boston as an extension of its campus. Classes make frequent use of nearby resources, including the State House, Boston Public Library, African American Meeting House and Museum of Science and Museum of Fine Arts. And several students have undertaken internships and research projects at Harvard Medical School and other local institutions.

The recent capital campaign, *The Winsor Promise*, has helped to fund an unprecedented doubling of Winsor's facilities with the addition of the state-of-the-art Lubin-O'Donnell Center (the LOC) which opened in April 2015. This visually stunning, sustainable building provides exciting new spaces for performing arts, athletics and wellness, STEM programs and academic classrooms, putting Winsor's facilities on par with the best schools in the country.

These educational spaces provide an integrated learning environment that fully supports the vision for a 21st-Century education.

Background Checks:

Prior to submitting your resume for this position, please read it over for accuracy. LLLS does verify academic credentials for its candidates, and our clients frequently conduct background checks prior to finalizing an offer.

To learn more, call, write or send nominations or cover letter and resume to:

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