



**Chief Advancement Officer**  
The Madeira School  
McLean, VA  
[madeira.org](http://madeira.org)

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## **Introduction**

“Madeira’s mission and vision are to launch women who change the world and to lead innovation in girls’ education. At this moment in history, these guideposts are vital for the future of girls, women, and the world. I am passionate about girls’ education, and I am honored to lead the next generation of Madeira women. The ideals and values that connect our community, our commitment to excellence in teaching and learning, and our resolve to forge a pathway to a bright future will indeed launch women who will change a world in need of changing.”

*Gretchen Warner, Head of School*

## **The Opportunity**

The Chief Advancement Officer (CAO) will lead all fundraising and engagement efforts at The Madeira School, an all-girls’ independent boarding and day school for grades 9–12. Madeira benefits from the strong financial support of alumnae, parents, and friends — as demonstrated in the *All The Difference* campaign, which has raised \$85 million and will conclude at the end of the 2021 fiscal year. With new leadership in Head of School Gretchen Warner and a strategic planning process underway, this is an exciting time to join Madeira in defining its next chapter.



At this pivotal moment in the School's history, Warner, the Board of Trustees, and the broader Madeira community are seeking an experienced team manager and fundraising leader who is skillful in change management and has a passion for innovative girls' education and the role of advancement in supporting its mission.



The Chief Advancement Officer is an integral member of the school's leadership team and will also liaise with the Board of Trustees. The CAO will oversee a team of direct reports and all development functions to advance the school's mission. This opportunity is ideal for a strategic, innovative, collaborative, and data-driven leader who is excited to reimagine and reshape Madeira's advancement model in order to engage a new generation of donors, while stewarding and strengthening relationships with longstanding supporters of the School.

The ideal candidate will be a highly knowledgeable and experienced fundraiser and manager who possesses superior collaboration, creativity, and communications skills; emotional intelligence; and the ability to inspire and mentor staff and volunteers to support Madeira's mission. The best-matched candidate will demonstrate maturity in the industry through strong leadership and management practice and a track record of making data-driven decisions with an appreciation for the role of analysis, and short- and long-term planning.

## Overview

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The Madeira School is an independent boarding and day school that educates girls in grades 9–12.

A brilliant visionary, Lucy Madeira founded The Madeira School in 1906. From the outset, her vision was clear that the School would offer an ambitious college preparatory program with the mission to give “systematic and thorough training in all subjects and to develop to the utmost the powers of each individual.” With this standard in place, Miss Madeira's School came to life among the first institutions in America “to take women's minds seriously.”

### ***Madeira Students***

Today, Madeira enrolls 320 students from across the globe. Madeira prides itself on its commitment to diversity, equity, and inclusivity with 49% of the student body being students of color and representation from 22 different states and 35 countries. Madeira awards over \$3.6 million in financial and merit-based aid annually.



Madeira girls stand out for their confidence, and ability to articulate their ideas. Today's students are motivated to contribute with distinction to their future. Being motivated to make a difference — and knowing how to do it — is a defining characteristic of a Madeira student.

At Madeira girls learn to engage, and as graduates they participate “actively and confidently in life through leadership and service.” Virtually all successfully matriculate to colleges and universities worldwide.

## ***Boarding and Day Programs***

The School has always served both residential and day students, and their special relationship is additive to the School as a whole. On balance, the School defines itself as a boarding school with a well-integrated (50%) day population. Boarding students hail from many different countries, but even day students may have dual citizenship because the School draws from the multinational population of nearby Washington.

Boarding students benefit from attending a school with a robust day population. The opportunity to develop independence by living away from home is complemented by relationships with local students and the opportunity to experience another “home away from home” with peers. Likewise, day students benefit from the presence of the boarding program by being able to bond with a truly global student body, to eat three meals a day on campus, or to spend long days (or a night) on campus at a moment's notice. Additionally, all students benefit from the many faculty and professional staff who live on campus and participate in the residential program.

## ***Madeira Faculty***

The [faculty](#) at Madeira intentionally designs ambitious learning challenges that build critical thinking, creativity, and problem-solving skills for each student. Described as hard-working, collaborative, and well-trained, the faculty is attentive to the well-being of the girls in their care. They approach their responsibilities with noteworthy seriousness of purpose, and they hold high standards for the delivery of the program to support each student's intellectual and personal development. Learning is defined as “active, experiential, joyful, and personal.”

## ***Governance and Finance***

The [Board of Trustees](#) is comprised of 27 highly competent and dedicated leaders who know and understand School governance and are committed to the long-term financial sustainability and health of the School. Each provides noteworthy service to the School through optimal generosity, strategic awareness, and trust and respect for the Head of School and her day-to-

day oversight of program, personnel, and the campus. Their commitment to the School is heartfelt and enthusiastic.

Madeira enjoys sound financial metrics, running operating and capital budgets that reflect the values of the School and up-to-date management of Madeira's assets. The endowment stands at \$75 million. The School is near completion of a successful [fundraising effort](#) for capital, programmatic, and endowment needs.

### ***The Campus and Location***

The 376-acre Madeira campus is breathtakingly beautiful: wooded, expansive, and multi-use. Its location just outside the District of Columbia on the Potomac River gives it both a rural and urban educational context. The original 10 Colonial-style buildings on the campus, designed by Waldron Faulkner, are grouped around the Oval, a beautiful grassy area that ties together main campus.



In the years since the School moved to the McLean campus in 1931, the School has added a 29,000-square-foot Student Center, a 22,000-square-foot Library, a 590-seat auditorium and performing arts building, and a 37,000-square-foot Sports Center, containing a regulation-size swimming and diving pool and a large gym. The School's equestrian facilities are comprised of a 39,000-square-foot indoor riding ring in addition to two outdoor riding rings; a farmhouse; and stables with 34 stalls and 10 grass paddocks on eight acres. In total, the School has six dormitories and 37 residences for employees, even its own sewage treatment plant. In the extended wooded area around the main campus buildings, the School has built ropes courses and other outdoor challenge facilities, including equipment for canoeing on the ponds located on campus.

Multiple campus enhancements and capital projects have been executed over the past decade, including renovation of dormitories and the addition of a turf field. The School intends to break ground on the new STEAM academic center in late winter/early spring 2022. A master site plan for the campus has been developed and approved by the county.

## Leadership

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**Gretchen Warner**  
***Head of School***

Gretchen Warner became Madeira's 10th Head of School in July 2020. Ms. Warner is an experienced girls' school leader who is collaborative and mission-driven. Keenly focused on high-quality teaching and learning and community connectedness, she uses research, data, and a lot of heart to lead Madeira into the next era of the School.

In her first year as Head of School, Ms. Warner has

- Successfully [reopened the School](#) for both in-person and hybrid learning for both boarding and day students since the beginning of the school year.
- Defined a paradigm shift in education for the year with a dual focus on 1) community connection and 2) skills, competencies, and application of original thought in the classroom.
- Demonstrated an active commitment to [DEIJ](#) and antiracist principles and practice.
- Launched Parent Association Meetings and grade-level parent meetings with a renewed focus on the family-School partnership and parent education.
- Led a highly successful admissions and enrollment season with record yield and enrollment for the 2021–22 school year with revamped admissions [admissions](#) events, communication, and marketing strategies.
- Completed a Development Program Review with Grenzebach, Glier + Associates to solicit data-driven recommendations regarding Madeira's advancement operations.
- Positioned the School to complete the \$85 million *All The Difference* campaign to construct the new STEAM academic center (breaking ground in spring 2022) and fund the Co-Curriculum endowment.
- Launched a comprehensive strategic planning process to be concluded in May 2022.
- Developed new protocols and practices for assessing senior administrators with focus on goal setting and performance.

Before her arrival at Madeira, Ms. Warner was the Director of the Upper School at The Archer School for Girls in Los Angeles, CA (Grades 6–12, all girls, 495 students) where she worked closely with senior administrators in providing leadership to faculty, students, and parents in the Upper School. In addition to her responsibilities as Director of the Upper School, Ms. Warner served on the Strategic Planning Committee, served as the Accreditation Chair and was the Dean of Academic Affairs, the Dean of Students, the STEM Coordinator, and a science teacher.

Prior to her work at Archer, Ms. Warner worked at Woodberry Forest School in Woodberry Forest, VA, and she taught chemistry and lab courses for undergraduates and did graduate research at the University of Virginia, Charlottesville, VA.

Ms. Warner received her B.S. in Chemistry from Virginia Tech and her M.A. in Chemistry from The University of Virginia.

## The Role

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The Chief Advancement Officer (CAO) reports to the Head of School and serves as a member of the Administrative Leadership Team.

The CAO is responsible for leading and managing the fundraising and advancement operations programs:

- Managing annual and capital campaign fundraising programs.
- Leading a team of advancement professionals in annual giving, major gifts, alumnae and parent relations, and development operations.
- Managing a major and principal gift portfolio.
- Partnering with the Head of School and the Board of Trustees in working with and soliciting major gifts
- Hiring, supervising, and evaluating the advancement team leaders
- Staffing committees of the Board.
- Establishing a culture of philanthropy as a shared enterprise across the School (students, faculty, staff, parents, etc.)

### ***Responsibilities and Duties:***

#### **Fundraising and Engagement**

- Serve as the School's chief development officer, responsible for managing a portfolio of the School's leading prospective and/or historic donors; actively engage in the cultivation, direct solicitation, and stewardship of these individuals and families.
- Inspire innovative, creative, and donor-centric thinking around diverse fundraising practices and priorities, leading new approaches away from conventional fundraising when appropriate.
- Lead capital development efforts in support of strategic priorities, including comprehensive campaigns.
- Provide strategic direction and ensure the resources required to deliver best-in-class annual and capital giving programs that seek broad participation in the Annual Fund and total giving averaging \$2 million a year.
- Develop a strategic comprehensive constituent engagement plan — with particular focus on parents, recent alumnae, and constituents of color.
- Develop and oversee a comprehensive stewardship plan for all campaign donors.
- Lead an advancement team responsible for annual giving, alumnae and parent engagement, reunions, and major and planned giving programs.
- Work closely with School leadership and others to develop short-term and long-term strategic plans to execute strategic and operational plans.

- Lead team to plan and implement targeted and effective outreach and communication activities to expand the size of the potential donor prospect pool and to increase the level of financial support for the School.

### **Leadership and Governance**

- Provide leadership, foster initiative, ensure professional development, and provide clear feedback for growth to the advancement team while managing them toward a donor-centric fundraising model.
- Shape and advocate for strategic priorities that will help Madeira be the best version of itself.
- Be a staff liaison for the Development Committee and the Committee on Trustees of the Board.
- Foster an equitable and inclusive working environment that supports the School's vision for DEIJ.
- Use data, research, and best practices to analyze past performance and plan future strategies.
- Attend Board of Trustee meetings.
- Work in close collaboration with other departments, particularly the Business Office, the Communications and Marketing Office, and the Enrollment Management Office, to advance the mission of the School.
- Assist with the planning and execution of major School events, both on campus and off.
- Attend School events as appropriate.

### ***Candidate Qualifications and Qualities:***

The ideal candidate for the position of Chief Advancement Officer will demonstrate:

- Personal identification with the School's mission.
- Eagerness to engage with all community constituents, including students and School life.
- Experience leading a fundraising team in an accountable environment with performance metrics and change management.
- Knowledge of database applications and strong technology skills.
- Flexible and adaptable style as a leader who can positively impact both strategic and tactical fundraising initiatives.
- Experience working in an independent school or college.
- Experience in planning, executing, and leading campaigns.
- Interest in the cultivation and mentoring of colleagues and cultural stewardship of all departments.
- Ability to develop and maintain effective working relationships with colleagues on the administrative leadership team, staff, Board members, volunteers, and a variety of donors and potential donors.
- Ability to work efficiently under pressure, meet deadlines and demonstrate strategic thinking and good decision-making, as well as a collaborative spirit.
- Poise and possession of strong written and verbal communication skills.

## ***Background Checks***

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

**To learn more, contact**

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