



THE UNIVERSITY OF  
CHICAGO

Laboratory  
Schools

## Associate Director of Schools for Finance and Operations, University of Chicago Laboratory Schools

*The Laboratory Schools are home to the youngest members of the University of Chicago's academic community. We ignite and nurture an enduring spirit of scholarship, curiosity, creativity, and confidence. We value learning experientially, exhibiting kindness, and honoring diversity. (Mission Statement)*

The University of Chicago Laboratory Schools invite nominations and applications for the position of Associate Director of Schools for Finance and Operations.

At the University of Chicago Laboratory Schools, students in Nursery through Grade 12 experience a world-class educational journey. Founded in 1896 by John Dewey as a place for educators to develop and explore novel approaches to pedagogy and curriculum, Lab continues to provide excitement and imagination in learning to this day. Academic rigor, experiential learning, and intellectual discourse are hallmarks of a Lab education. Lab educators are recognized for excellence in teaching and pride themselves on innovation in the classroom. Students in every grade have access to unparalleled resources, and all members of the Lab community benefit by partnerships and connections with the University of Chicago. Families who choose Lab care deeply about curiosity, inquiry, and creativity. No less than scholarship, Lab's mission prioritizes honoring diversity and exhibiting kindness. We are committed to building and supporting a teaching and learning community where young people see aspects of their backgrounds and identities reflected around them, where they feel a deep sense of belonging, and where they discover and use their voices to full effect.

Today, 53-59 percent of Lab's student body are students of color. Families report speaking nearly 40 different languages in their homes. Approximately 60 percent of Lab families are also affiliated with the University of Chicago. Half of our families live in Hyde Park, and the rest come from across Chicago, the suburbs, and northwestern Indiana. Inclusion is a fundamental value at Lab, such that we celebrate every facet of community members' identities, and, even where we disagree, we emphasize respect, civility, and maintaining a spirit of community. Lab seeks the finest employees to join our vibrant learning community. We employ people with a wide range of skills and training in many different disciplines, who have in common a love of learning and the wish to inspire that same love of learning in young people. We seek candidates for employment who thrive in an educational environment. We provide a great professional home for those committed to collaboration, ongoing personal and professional growth, and cultivating positive relationships. We strongly encourage applications from candidates of color, LGBTQ+ identified candidates, candidates from historically marginalized or underrepresented backgrounds, and candidates with a demonstrated commitment to a deepening diversity, equity, and inclusion practice. In turn, we strive to ensure that Lab is a joyful, welcoming, and inspiring place to work. Through our

connection to the University, faculty, staff, and administrators enjoy benefits and opportunities that would be nearly impossible to match in any other environment.

## Academic Programs

The Lab experience starts with the notion that children are to be taken seriously—as thinkers and as contributors in a community of learners. From that starting point, a relationship develops between teachers and students, adults and children, born out of respect and building to an understanding that each person’s voice deserves to be heard.

The importance of intellectual life—of thought and exploration—infuses everything Lab does across all aspects of the curriculum. Lab’s integrated academic program and pedagogical approach focuses on developing each student’s sense of self within the broader community while expanding their skills, perspectives, engagement, and achievement. [Four libraries](#), one for each division, and a [strong library curriculum](#) nurture children’s love of literature and their enthusiasm for investigating the existing body of knowledge on any given subject of interest.

### N-2 (Nursery-grade 2)

Lab’s [Nursery School and Kindergarten](#) (N/K) are designed with the belief that the intellectual and emotional lives of young children develop best in a setting in which teachers, the environment, and the program support play and exploration and the construction of relationships and ideas.

Lab N/K classrooms always have many different activities happening simultaneously. This is the “negotiated curriculum” in action: teachers prepare an environment filled with possibilities and encourage choice, initiative, exploration, and collaboration. Behind it all is the teacher’s belief in the child’s capacity and motivation to figure out the world and the desire to represent their ideas. Children arrive at Lab’s doorstep eager to get involved. Teachers respond with programs that support this drive for understanding, autonomy, and competence.

As children move into [grades 1 and 2](#), there is a natural segue from an environment where the child is the curriculum to one in which the curriculum guides learning through specific paths. New skills and challenges are added in developmentally appropriate ways, and learning is structured to support the purposeful freedom we value and to provide each child with opportunities to move about, investigate, inquire, experiment, and exchange ideas.

### Lower School (grades 3-5)

In [Lower School](#), students begin specialist-taught classes: science and a world language (French, German, Mandarin Chinese, or Spanish). Art, computer science, library, music, and PE all continue from prior grades.

Collaborative activities with common goals teach the importance of cooperation, responsibility, and a continuing and more sophisticated respect for each individual’s ideas. Careful thought and planning go into creating classroom environments that foster—and sustain—the intellectual curiosity children bring to learning.

### Middle School (grades 6-8)

In the [Middle School](#), each week, a student will connect with almost a dozen teachers specializing in different areas, each with unique interests and styles. Middle school advisory groups serve as the smaller community within the school for every child and provide an opportunity to engage in developmentally appropriate content related to executive functioning skills, social and emotional learning, and diversity, equity, and inclusion (DEI). Strong teacher/student relationships give students the confidence to discuss, question, and debate. This confidence translates into creative, expressive, vocal intellects and serves as the foundation for high school. Because students are becoming more independent, in eighth grade, Lab introduces the opportunity for kids to influence their [program of study](#) by selecting arts and other elective courses.

A Lab tradition of [overnight trips](#) begins with the sixth and seventh grade camping trips and the eighth grade trip to Washington, DC—a culmination of their humanities curriculum. Interscholastic sports (the Middle School fields teams in [six sports](#)) and many clubs are important parts of Middle School life. Notably, Lab encourages participation with an “everyone plays” approach so students can explore the world of competitive sports without risk of failure.

### High School (grades 9-12)

In [the High School](#), also known as University High School or U-High, [the curriculum](#) emphasizes analytical reading, writing, research, strong math and science skills, and broad access to the arts. U-High’s robust [service learning program](#) is designed to foster community-minded, compassionate, and civically engaged students through awareness, service, and reflection. Using the city of Chicago as a classroom, the program provides students with a variety of experience spanning from volunteerism to course-based service learning.

Students often devote significant time outside of regular school hours to many different extracurricular activities, including U-High’s [18 sports on 36 teams, 40+ clubs, theater and music, journalism, academic teams, and more](#). During junior year, each high school student begins working with a college counselor who oversees the college application process. The counselor focuses on helping each student gain acceptance at a college that will fit his or her unique needs, and Lab’s counseling program supports families as they navigate the financial aspects of a college education. Lab students consistently matriculate at [leading colleges and universities](#).

## The Lab Community

### Students

The Lab community includes 2,200 students during the 2021-2022 school year: 695 students in N-2, 421 in Lower School, 458 in Middle School, and 626 in the High School. Fifty-one percent of Lab students are female and 49 percent are male, and 43 percent are white, 18 percent multiracial, 18 percent Asian/Asian American, 8 percent Black/African American, 4 percent Latinx, 2 percent Middle Eastern, Pacific Islander, or Native American, and 7 percent unspecified. More than 60 languages are spoken in students’ homes. Students travel from all over the Chicagoland region to attend Lab, with 47 percent from the local Hyde Park/Kenwood neighborhoods; 38 percent from the North, Northwest, and West of Chicago; 9 percent from the suburbs in Illinois or Indiana; and 5 percent from the Near South, Southwest, or Southeast of Chicago. Sixty-one percent of Lab families are affiliated with the University of Chicago.

The typical Lab student is involved in a number of extracurricular activities, including athletics, the arts, and [student publications](#), and can choose from among dozens of clubs and other student organizations. After graduation, Lab students attend leading colleges and universities, and [alumni](#) have made significant contributions to the sciences, business, the arts, education, and government, among other areas. They include MacArthur genius award winners, a supreme court justice, and trailblazers in many fields of human endeavor.

### Faculty and Staff

Lab's dedicated faculty and staff consist of 288 faculty and 115 staff members. Approximately 80 percent of Lab teachers have an advanced degree, and ten Lab teachers have won Chicago's prestigious Golden Apple Award for Excellence in Teaching—more than any other school in the city. With an 8:1 student/teacher ratio in the Middle and High Schools, Lab allows students to be truly known by their teachers.

Lab's Faculty Association, local member 2063 of the American Federation of Teachers, works as a close partner with the school's administration to uphold the school's collective bargaining agreement and maintain clear, constructive lines of communication between faculty and Lab administration.

### Director, Tori Jueds

[Victoria Jueds](#) joined the University of Chicago Laboratory Schools as director in summer 2021. Jueds came to Lab from Westtown School, a PK–12 Quaker day and boarding school in Pennsylvania, where she served as head of school from 2017 to 2021. In addition to leading Westtown's response to the COVID-19 crisis, Jueds forefronted goals in diversity, equity, inclusion, and access in the creation of a long-range strategic vision for the school, developed and consolidated resources for learning support and mental health, and worked toward three-divisional expansion of program areas including world language and the arts.

Jueds spent the decade prior at Princeton University in roles focused on students' residential and academic lives, and she taught for several summer sessions at Phillips Exeter Academy and at the George Washington University Law School, among other places. Earlier in her career, she worked as an attorney in New York and Washington, D.C., litigating cases involving civil rights and civil liberties issues.

She earned her JD from Harvard Law School and her AB in history and literature from Harvard College and, as a committed lifelong learner, has enjoyed coursework since then in religion and ancient Greek.

### Campus Facilities

In the past decade, Lab has built two new buildings, renovated most existing spaces, and expanded to a second campus. A custom-designed early childhood center, [Earl Shapiro Hall](#), now houses the N–2 division on a new campus that is a short walk from the Historic Campus. The Historic Campus, which is adjacent to the University of Chicago campus, now includes a comprehensive arts facility, [Gordon Parks Arts Hall](#), as well as improved labs, makerspaces, new technology infrastructure, and enhanced spaces for collaborative teaching, libraries, and counseling. Lab's facilities include 100 classrooms at the Historic Campus located throughout five distinct (but connected) three- and four-story buildings and a [gym complex](#) featuring a dance studio, indoor five-lane swimming pool, and fully equipped training room. Multiple playgrounds and nearly five soccer fields of outdoor space extend Lab's learning footprint.

## Life in Chicago, Illinois

Chicago is the third most populous city in the United States. With more than 2.7 million residents, it is the largest city in both the state of Illinois and the Midwest region. The extended Chicago metropolitan area is home to nearly 10 million residents. Positioned along Lake Michigan, Chicago is known as an international hub for education, finance, commerce, industry, technology, telecommunications, and transportation. One of the city's strengths is that it has one of the world's largest and most diversified economies, with no single industry employing more than 14 percent of the workforce.

Chicago is home to top universities, including the University of Chicago, Northwestern University, the University of Illinois at Chicago, and The School of the Art Institute of Chicago. The city hosts sports teams in each of the major professional leagues and has a vibrant arts community, which includes the Art Institute of Chicago, Steppenwolf Theatre, the Goodman Theater, the Chicago Symphony Orchestra, and the Joffrey Ballet.

The Laboratory Schools' location in the [Hyde Park neighborhood](#) of Chicago offers residents the opportunity to live with the conveniences of a large city while experiencing a neighborhood feel. Many members of the Lab community are residents of Hyde Park and appreciate its sense of history and community. The area has new hotels, popular restaurants, music venues, shops, and is home to some of Chicago's most famous bookstores. With public transportation nearby, Hyde Park also offers easy access to the vibrant attractions of downtown Chicago.

## Advancing Diversity, Equity, and Inclusion

Diversity is integral to Lab's educational mission. Diversity at Lab includes the thoughts and worldviews, identities and affiliations, aptitudes and aspirations, races and cultures, genders and sexualities, and experiences and economics of students, families, faculty, administrators, and staff. Through their engagement with diversity, students gain the preparation they need to live and lead in a complex world, with an inherent sense of inclusiveness and justice.

Lab's diverse community plays a vital part in students' [academic, social, and individual growth](#). The school affirms the following core commitments:

- Diversity-Informed Teaching
- Experiential Learning
- International Hiring & Admissions
- Strong Sense of Community
- Cross-Cultural Skill Development
- Social Responsibility
- Freedom of Individual Expression
- Appreciation of Individual Potential
- Educative Conflict Resolution

In the [2019 Strategic Framework](#), Lab identified a key action item, declaring: "Lab is committed to strengthening efforts to build and support a diverse student body, faculty, and staff, knowing this is a hallmark of educational excellence." Further elaborating on this goal, in June 2020 the [Diversity Advisory Committee](#) published a [Diversity Action Plan](#). This plan exists within the larger [UChicago Diversity & Inclusion Initiative](#) and is intended to guide the community through 2023. Three sections of the plan address inclusive teaching (teaching and learning), diversifying Lab's community (people), and sense of

belonging (climate and community). These areas are underpinned by the fourth section, infrastructure, which addresses the resources needed to sustain Lab's diversity efforts.

## Strategic and COVID-19 Planning

Celebrating its quasiquicentennial (125<sup>th</sup>) anniversary in 2021, Lab is focused on delivering the most outstanding education to its students and doing so in a manner that instantiates the core values of the University of Chicago. In 2019, Lab published its [Strategic Framework](#), outlining the priorities for its energy and work. The process engaged hundreds of Lab faculty, staff, parents, alumni, students, board members, and University of Chicago leaders individually and in small groups and thousands more stakeholders via a quantitative survey. Underpinning this inclusive work was a scan of all existing data: Lab's ISACS accreditation self-assessment and final reports; a student health and wellness survey; and data from multiple quantitative parent and employee surveys. The goals and actions identified as part of the strategic framework are aligned under four overarching themes:

- Building a model of progressive education for the 21<sup>st</sup> century
- Ensuring a healthy and inclusive community
- Improving leadership, governance, and decision-making
- Securing Lab's fiscal soundness and an appropriately resourced future

## Fiscal Affairs

### Budget and Finance

As a unit of the University of Chicago, Lab participates in both annual and multi-year University budgeting processes. The Associate Director will oversee Lab's budget of more than \$80 million. With the guidance of Lab's Board, and under the Associate Director's leadership, Lab's finance team works with the principals, department chairs, and other administrators to determine staffing and capital needs and operating budgets. These programmatic costs, along with enrollment forecasts, the growth of net tuition, fundraising, and other revenues are incorporated into a multi-year budgeting model that guides Lab's annual budget choices.

Lab has an endowment of \$34.9 million (as of 12/31/21) that is managed as a part of the University of Chicago endowment. Eighty-six percent of the Lab endowment is restricted to supporting student financial aid.

### Enrollment

For the 2021-2022 school year (Oct 1, 2021), Lab has 2,200 students across 15 grades, nursery-3 through grade 12. Lab has grown 46 percent since 1990. Much of that growth has occurred over the past ten years (+23 percent).

Approximately 61 percent of students come from families who are affiliated with the University of Chicago. Approximately 70 percent of Lab students receive some discount to full tuition, either through financial aid, tuition remission (provided to eligible employees by the University of Chicago and University of Chicago Medicine), or both.

Lab awarded approximately \$3.8 million in need-based financial aid in 2020-21 (not including University remission). For 2020-21, the average financial aid award was \$15,162, and the median financial aid award

was \$12,404. The total reflects a 20 percent increase in financial aid over the previous year. Still, continued increases in Lab's aid budget, mainly achieved through philanthropy, are critical to Lab's aspirations around economic diversity and full access to all educational experiences at Lab.

In response to the COVID-19 pandemic, Lab offered families an option to temporarily withdraw for the 2020-2021 school year; spots were held with a 50 percent tuition payment (which was able to be applied to 2021-2022 tuition). For 2020-21, 119 students took advantage of this policy.

## Development

Fundraising at Lab closes a budget gap in annual operations and funds around 50 percent of Lab's financial aid budget. In addition, it allows Lab to meet aspirational goals that would otherwise be impossible to reach. Last year, Lab raised \$4.7 million in new pledge commitments and outright cash gifts.

In 2014, Lab completed the \$82 million Lab+ Campaign which enhanced every aspect of Lab including a \$192 million campus expansion and renovation that included the building of Earl Shapiro Hall and Gordon Parks Arts Hall. While the Lab+ campaign officially concluded in 2014, Lab continued to fundraise and was dovetailed as a [strategic priority](#) into the University of Chicago's comprehensive campaign: [Inquiry & Impact](#). Lab ultimately raised \$99.3 million as part of the University's overall total of more than \$5 billion.

## The Role of the Associate Director of Schools for Finance and Operations

The Associate Director of Schools for Finance and Operations serves as the chief finance and operations officer for the Laboratory Schools. Reporting to and working closely with the Director of Schools, the Associate Director is the senior administrator responsible for overseeing and stewarding the schools' financial, operational, and physical resources.

Lab is a complex organization serving a variety of internal and external constituencies, with a business model that mirrors independent school management in most respects, even as the schools also function as a unit of the University of Chicago. Responsive both to the opportunities and challenges of this complex structure, the Associate Director provides leadership in school finances, budget planning and management, physical plant maintenance and project management, information and technology services, auxiliary programs and revenue, and other program areas.

The Associate Director oversees a broad range of departments and responsibilities, providing supervision, mentorship, and support for the directors of Finance, Operations, Information and Registration Services, Safety and Security, and Family Life Programs (Lab's auxiliary programs), overseeing the work of these departments as well as Transportation and Food Services which are nested within them. In addition, the Associate Director advises and partners with offices and areas including nursing, wellness, and EEO, and academic divisions on compliance issues and business matters. The Associate Director has six direct reports and an overall responsibility for about 45 full-time employees and 100 seasonal/ temporary employees.

As an integral member of the senior leadership team, the Associate Director collaborates with other senior administrators, partners with members of the Laboratory Schools Board, and works closely with colleagues at the University of Chicago on questions of long-range strategic import and issues pertinent to the daily operations of the schools. The work of the Associate Director will bring them into close contact with Lab's academic program, all aspects of Lab's operations, and the breadth of Lab's community. They are expected to build positive and productive relationships with employees, students,



and their families, characterized by careful listening and a commitment to problem solving and customer service.

## Opportunities & Challenges

With an exceptional tradition of offering world-class, progressive education for the University of Chicago's youngest community members, Lab is poised to build on its legacy of preparing students for lives of exploration and productive citizenship. Among the many opportunities to strengthen Lab's financial, investment, and business acumen, the next Associate Director will:

- **Ensure Lab's financial and operational stability:** The Associate Director oversees Lab's budget and is responsible for growing and stewarding its financial resources. The Associate Director will also have the opportunity to review and refresh Lab's operations to meet the needs of its growing and varied community.
- **Continue to strengthen Lab's connection to the University of Chicago and build new opportunities for faculty and students:** As a part of the University, Lab benefits from the academic resources and facilities of one of the world's leading research universities. The Associate Director will play a central role in building relationships to meet the needs of Lab's faculty and students. It will be crucial for the Associate Director to work in close partnership with University counterparts to develop a strategy for meaningful collaboration, capitalizing on the many opportunities to enrich the student, faculty, and staff experience at Lab.
- **Support initiatives around [DEI](#):** The Lab community is deeply committed to its pursuit of a truly inclusive learning environment. The Associate Director will play a critical role in identifying resources to advance existing initiatives and fund new strategies to ensure that Lab offers an inclusive and welcoming environment for people of every background. The Associate Director must champion DEI as a core competency for Lab and identify opportunities to take concrete action in advancing this essential component of Lab's mission.
- **Manage growth and increasing complexity with a particular focus on maintaining Lab's strongest sense of community:** Over the last decade, Lab has experienced substantial growth in student body, faculty, staff, infrastructure, and programming. The next Associate Director will have the opportunity to support and sustain the growth that has taken place.
- **Identify resources to support Lab's outstanding faculty and staff:** Lab is privileged to be home to some of the best faculty and staff in nursery through grade 12 education. Many of Lab's faculty and staff have been with Lab for a decade or longer, bringing deep expertise in their fields and unwavering dedication to their students. The next Associate Director will play a critical role in providing access to resources that meet the needs of the Lab community.

## Responsibilities:

- Advises and partners with the Director on financial analysis and planning, budgeting, physical plant management and school operations, and policy matters.
- Provides leadership in developing the Laboratory Schools' long-range strategic goals and objectives as well as the daily and yearly management of the organization.
- Works closely with the Lab Board's Committee on Planning and Operations on questions of annual planning and accountability as well as long-range strategic goal-setting.



- Maintains clear and robust lines of communication, ensuring that the Director and other relevant partners are informed of all critical emerging and developing issues.
- Works closely with the Director of Human Resources on employee benefits and compensation.
- Represents the schools to various departments of the University responsible for financial planning, operations, and maintenance of Lab School policies, programs, and facilities.
- Serves as Lab's main point of contact for professional affiliations including ISBE and ISACS, leads re-accreditation processes, and works closely with senior academic administrators on institutional academic compliance.
- Works closely with University partners on compliance issues, risk management, insurance, and legal guidance.
- Maintains a healthy and productive relationship with unionized employees and non-unionized employees. Provides a leadership voice in union contract negotiations and brings a nuanced understanding of employee relations.
- Serves as Lab's main point of contact for strategic partnerships, including High Jump.
- Directly supervises a team of department directors, who, in turn, bear important responsibilities for the management of school affairs.
- Supports direct reports in reaching their full potential by means of positive working relations informed by thoughtful goal setting, personalized feedback, ample communication, and performance appraisals. Fosters excellence in direct reports' work through professional development opportunities, leadership coaching and training, mentorship, and support.
- Exemplifies and supports a robust commitment among direct reports and teams to advancing diversity, equity, inclusion, and belonging. Understands the importance of diversity in hiring to advance the schools' mission. Across departments and teams, ensures ample opportunity and appropriate incentives for personal and professional growth in understanding implicit biases, the role of privilege in communities and cultures, and ensuring equitable systems, policies, and procedures.
- Promotes a culture of customer service, excellence, and continuous improvement among direct reports and their departments. Demonstrates and encourages a commitment to lifelong learning and growth.
- Provides oversight and leadership for a number of teams.
  - Finance: supports the Director and Department of Finance on financial planning and analysis, budgeting, procurement, and resource allocation. Oversees development and communication of the annual budget and long-term financial planning and projections for the schools. Ensures rigorous application of appropriate internal controls, financial planning processes, accounting standards, and safeguards for accountability, financial responsibility, and transparency. Analyzes data for trends and monitors progress toward goals for the Director, Board, and community. Oversees training and routine follow-up with budget managers across the schools. Supports the development and implementation of analytics, dashboards, and other strategies for financial transparency and accountability. Develops and maintains school policy related to procurement, travel, and financial controls generally.
  - Operations: supports the Director and Department of Operations on campus maintenance, capital projects, safety and security, event management, mailroom, janitorial, and food services. Prioritizes clean, safe, and sustainable campus operations; takes a lead role in maintenance, building, and renovations projects, including consultation and decision-making in major construction projects. Partners with University colleagues on event management, traffic, sustainability, and safety training.

Ensures support for the Safety and Security staff, part of the Operations team, with regard to emergency and crisis planning, training, drills, safety and security technology, and personnel. Chairs the schoolwide Threat Assessment Team.

- Information and Registration Services: supports the Director and Department of Information and Registration Services with regard to data systems, collection, management and maintenance and operational and educational technologies. Supports the team in ensuring smooth operations and appropriate communications in student information systems, help desk operations, educational technologies, and audio-visual technologies. Partners with the director and department to determine acceptable levels of IT risk, respond to IT security concerns, and set policy for students and staff around safe computing.
- Family Life (Auxiliary) Programs: supports the Director and Department of Family Life Programs on annual planning and daily operations in before- and after-school programs and summer programs, transportation, and facilities rentals, as well as long-term strategic planning in auxiliary programming.
- Academic and Student Programs: provides guidance, partnership, and counsel to Lab's four academic divisions, nursing team, wellness and counseling programs, equal opportunity and Title IX programs. Provides advice with regard to compliance, legal, and budgetary matters in partnership with relevant University offices.
- Serves as a liaison to academic, research, and administrative units within the division and of the University.
- Manages employees through subordinates, usually other managers. Establishes performance goals, allocates resources, and assesses policies for direct subordinates.

### Preferred Qualifications and Competencies

The ideal candidate will bring deep experience in finance and operations and a proven track record of leadership. They will be a seasoned manager with demonstrated success in mentorship and support of colleagues. In order to effectively convey and explain critical and often complex matters, the ideal candidate will bring excellent written and oral communications skills and a teacher's mindset. They will be motivated by enthusiasm for the opportunities of non-public education and will maintain a keen eye for areas of improvement and growth throughout the Lab Schools. The ideal candidate will bring commitment to building and maintaining positive relationships throughout the community, commitment to Lab's values including equity and belonging, enthusiasm for Lab's mission, and the determination to use their responsibilities as an opportunity to foster an engaging and inclusive school culture.

In addition, the successful candidate will possess many of the following qualifications and competencies:

- Education
  - Bachelor's degree required. Master's degree in business, accounting, nonprofit management, finance, or related field preferred.
- Work Experience
  - Minimum of ten years' experience in progressively responsible leadership positions in financial/operational planning and oversight, preferably in nonprofit organizations.
  - Working in a primary or secondary independent school setting.
  - Navigating the administration and bureaucracy of a university or other complex organization.
  - Overseeing direct reports with a variety of responsibilities and proven track record of effective and productive supervision, management, and mentorship.

- Proven track record of long-range strategic planning as well as daily/routine management of programs and operations, preferably in an educational setting.
- Long-range organizational financial planning in a nonprofit setting, determining and implementing budget goals, supporting a network of budget managers, and ensuring adequate oversight and safeguards for accountability and transparency.
- Overseeing physical plant management, information and technology endeavors, safety and security operations, janitorial, transportation, and/or food services a plus.
- Working in a unionized environment and experience with implementing and interpreting collective bargaining agreements.
- Strong leadership skills and competencies.
- Strategic thinking, development and follow through on long-range plans.
- Demonstrated, ongoing commitment to learning and growth in skills, issues, and competencies relevant to diversity, equity, inclusion, and belonging.
- Skill at building and sustaining excellent relationships at multiple levels with varied constituencies.
- Proven ability to manage, support, and mentor direct reports and work collegially and productively with peers.
- Excellent written and verbal communication skills.
- Excellent interpersonal and customer service skills.
- Strong organizational and analytical skills.
- Strong customer service skills and commitment to instilling customer service skills across teams, including the ability to engage with constituents with kindness, clarity, and diplomacy.
- Handle sensitive and confidential situations and information with absolute discretion.
- Business acumen, professionalism, attention to detail, and the ability to make well-informed decisions under deadline or other pressure.

For more information, please visit the Laboratory Schools homepage at: <https://www.ucls.uchicago.edu/>

For best consideration, please send all nominations and applications—electronically and in confidence—to Storbeck Search at the email address below. In addition, all applicants are asked to apply directly to the University of Chicago [HERE](#).



Shelly Storbeck, Global Education Practice Lead and Managing Director  
 Ruth Shoemaker Wood, Managing Director  
 Lindsay Allison, Senior Associate  
 Fiona Jaramillo, Senior Associate  
[UCLabCFO@storbecksearch.com](mailto:UCLabCFO@storbecksearch.com)

*Employees must comply with the University's COVID-19 vaccination requirements. More information about the requirements can be found on the [University of Chicago Vaccination GoForward](#).*

*The University of Chicago is an [Affirmative Action/Equal Opportunity/Disabled/Veterans Employer](#) and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes under the law. For additional information please see the [University's Notice of Nondiscrimination](#).*

*Staff Job seekers in need of a reasonable accommodation to complete the application process should call 773-702-5800 or submit a request via [Applicant Inquiry Form](#).*

*We seek a diverse pool of applicants who wish to join an academic community that places the highest value on rigorous inquiry and encourages a diversity of perspectives, experiences, groups of individuals, and ideas to inform and stimulate intellectual challenge, engagement, and exchange.*

*All offers of employment are contingent upon a background check that includes a review of conviction history. A conviction does not automatically preclude University employment. Rather, the University considers conviction information on a case-by-case basis and assesses the nature of the offense, the circumstances surrounding it, the proximity in time of the conviction, and its relevance to the position.*

*The University of Chicago's Annual Security & Fire Safety Report (Report) provides information about University offices and programs that provide safety support, crime and fire statistics, emergency response and communications plans, and other policies and information. The Report can be accessed online at: <http://securityreport.uchicago.edu>. Paper copies of the Report are available, upon request, from the University of Chicago Police Department, 850 E. 61st Street, Chicago, IL 60637.*