



THE UNIVERSITY OF
CHICAGO

Laboratory
Schools

Director of Alumni Relations and Development

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 Director of Alumni Relations and Development.

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.

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.

The Laboratory Schools prioritize honoring diversity as a cornerstone of learning and growth. As renowned scholar bell hooks has stated: "To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin." The learning environment at Lab fosters belonging for all students by supporting adult educators and parents/guardians in their growth, assessing our structures for equity, and cultivating a culture of inclusivity across the Schools. Our [Diversity Action Plan](#) identifies specific strategies by which we pursue this goal, and our [complete Diversity Statement can be found here](#).

Intentional diversity, equity, and inclusion (DEI) work helps us develop the skills to navigate difficult conversations across differences. DEI work challenges the ways in which racism and bias of all forms affect our lives. Most importantly, DEI work requires reflection and self-awareness; it is lifelong work. We strive to model this work for all Lab students in developmentally appropriate ways.

Every year the Schools engage in a variety of initiatives to educate and support students and educators around equity, inclusion, and belonging. Student and adult affinity groups and cultural clubs thrive at Lab. Our trained high school DEI Peer Facilitators and faculty DEI Coordinators in each division support programming and provide individualized support. Educational programming at U High includes a Social Justice Week organized and delivered by students, as well as ongoing opportunities for reflection, information, and discussion about power, privilege, identity development, healthy relationships, digital citizenship, and upstander interventions, supported by our Director of Diversity, Equity, and Inclusion, our Director of Equal Opportunity Services, school counselors, and other educators.

Strategic and COVID-19 Planning

Celebrating its quasiquicentennial (125th) 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 21st 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. Lab has a budget of more than \$80 million and 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.

Office of Alumni Relations and Development

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.

Alumni Relations

Lab alumni are a part of the Schools' rich history and their involvement gives depth and breadth to the Lab experience. The Office of Alumni Relations and Development works closely with the Lab Alumni

Association to engage, connect and strengthen Lab's 10,000 member alumni community. Robust engagement programs include class reunions, mentorship opportunities, volunteer initiatives and alumni awards to create affinity, loyalty and support for Lab.

The Role of the Director of Alumni Relations and Development

The Director of Alumni Relations and Development serves as the chief development officer for the Laboratory Schools. Reporting to and working closely with the Director of Schools, the Director of Alumni Relations and Development is the senior administrator responsible for generating annual and endowed philanthropic revenue, building and maintaining alumni engagement, and building and maintaining relations among Lab parents and other community members.

The Director is responsible for designing and executing a comprehensive fundraising plan for the Schools that encompasses annual and capital campaign components. In addition to Lab's annual fund, known as the Fund for Lab, the Schools implement significant fundraising events, giving drives, and engagement with scholarship granting organizations. Early strategizing is underway for Lab's next capital campaign, and exciting opportunities have been identified for expansion of planned giving and alumni engagement; the Director will provide strategic vision and execution for these efforts. The Director also bears significant responsibility for the identification, cultivation, and solicitation of a portfolio of individual major gifts prospects, supports the management of the Director of Schools' portfolio of prospects, and has a key role in Board development. In addition, the Director provides leadership, mentorship, and support for a staff of seven, with a planned expansion to ten. Together, Lab's Alumni Relations and Development (ARD) team is responsible for implementing fundraising strategies and initiatives, including the Fund for Lab, annual Giving Day and other drives, fundraising events, capital campaign fundraising, planned giving, and giving via scholarship granting organizations. The Director also oversees staff with responsibilities in managing alumni relations and generating alumni engagement, as well as staff with responsibilities in planning and implementing special community events involving parents, students, alumni, representatives of the University of Chicago, and other donors and friends of the Schools. The Director works closely with the University of Chicago's central Alumni Relations and Development Office to ensure a coordinated strategy for Lab Schools fundraising and engagement within the University context.

Opportunities and 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. The next Director will:

Formulate and articulate a clear strategic vision and future fundraising plan. The next Director will have the opportunity to bring fresh perspective, insight, and creativity to develop and implement a substantive framework for advancement operations at Lab that accounts for new donor acquisition, pipeline development, and increased parent and alumni participation.

Enhance Lab's philanthropic culture. The Director will have the opportunity to improve the communication of Lab's philanthropic reliance to its closest supporters—alumni, parents and friends—and translate those relationships to more significant giving. In particular, there is an opportunity to bring fresh perspective to engaging parents, many of whom are also University employees. Additionally, the Director will lead a more systematic communication, identification, cultivation and recognition process for new potential sources of support, building a sustainable pipeline for future donors. The next Director

will be expected to increase Lab's overall fundraising capabilities, to strengthen the culture of philanthropy at all levels and to add to the annual gift income and long-term endowment available to support Lab's priorities.

Build and develop a strong team. In order to meet Lab's development objectives, the advancement area will need to work together seamlessly and with many constituencies within the Lab schools and the University. The Director will capitalize on the strengths of the ARD staff of talented and dedicated professionals. With several vacancies in the department, the Director will also have the opportunity to hire, empower, train and develop staff, fostering strategic collaboration. The Director will create a strong and inclusive team environment with a clear shared vision and measurable goals.

Provide inspiration, vision and leadership for the upcoming campaign. In close partnership with the Director of Schools, the Director will provide leadership and direction around the launch and successful completion of the upcoming campaign, as well as provide a plan for post-campaign analytics, reporting, follow-up, and future fundraising strategies. The Director will 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.

Detailed Responsibilities:

Strategy, Vision, and School Leadership

- Advises and partners with the Director on the Laboratory Schools' short- and long-range planning, goals, and strategies in fundraising (including annual giving, event-based giving, scholarship granting organizations, planned giving, and capital campaign giving) and community engagement. Plans, develops, and executes a comprehensive fundraising strategy to maximize philanthropic support from alumni, parents, staff, and others.
- Works with Lab's Finance team to set appropriate goals for philanthropic revenue in the Schools' annual operating budgets, and maintains team goals in all fundraising categories. Develops plans for attaining goals in annual giving, planned giving, and other fundraising, and monitors progress and performance.
- Leads quarterly meetings of the Lab Board's Alumni & Family Relations and Development Committee in collaboration with board member committee chair. Conducts orientations about alumni relations and development for new Board members, and regularly presents to the Board.
- Takes a lead role in capital campaign planning, including designing and implementing an inclusive process to identify giving opportunities and priorities, partnering with consultants on feasibility studies, overseeing the writing of a case for support, providing strategic guidance for goal-setting, and launching the campaign itself.
- Provides effective support to the Director of Schools and serves as a member of the Senior Leadership Team, taking an active role in advancing the Schools' mission, values, and strategic priorities.
- Collaborates with the University of Chicago's Alumni Relations and Development office on goal-setting, fundraising progress, proposal development, and cultivation and solicitation of prospects.
- Builds a sound understanding of Lab's mission, values, and programs, and effectively communicates excitement about ongoing work and upcoming opportunities to donors, prospects, parents, alumni, and all community members.

Direct Fundraising, Community Building, and Ambassadorship

- Identifies, researches, cultivates, and solicits a personal portfolio of current and prospective donors. Executes strategy and manages a portfolio of prospects who have the capacity to make six- and seven-figure gifts. Travels as necessary to maintain and further donor relations.
- Supports and furthers the Director of Schools' cultivation and solicitation of her portfolio of current and prospective donors. Plans, tracks, and supports the Director of Schools' outreach to her portfolio, including visits, events, correspondence, and travel.
- Serves as guide and liaison to Lab's Parent Development Committee, and as main administrative point person to the Parents Association.
- Stewards and supports members of Lab's Board. Tracks and facilitates appropriate stewardship of Board members by the Director of Schools. Partners with the Secretary of the University and other partners to track Board member terms and Board committee memberships, and oversees the process of identifying, researching, and soliciting new Board prospects.

Supervision, Mentorship, and Team Leadership

- Uses a collaborative process and empirical evidence to set ambitious but attainable fundraising goals for the Lab ARD team. Ensures accurate tracking of progress towards goals, and maintains a ready knowledge of quantitative progress in programs and annual fund, major gifts, planned giving, and endowment support.
- Assigns prospects to team members, ensures appropriate moves management, and oversees research and cultivation of new prospects. Supports team members in developing their professional skillsets in working with donors.
- Ensures robust stewardship for ongoing philanthropic commitments by appropriate team members and partners.
- Ensures that endowed and other designated funds are used in accordance with gift agreements. Oversees and ensures accurate tracking and reporting of fund utilization and robust communication to donors about uses of funds.
- Prepares and monitors the ARD annual operating budget. Manages expenses against approved budgets and takes necessary actions to ensure a balanced budget.
- Supervises, sets direction, and supports the goals of each member of the ARD team. Ensures that each individual clearly understands his/her responsibilities and objectives. Provides regular performance feedback, including annual performance appraisals, for the purpose of supporting the professional growth and talents of each team member. Creates and nurtures a culture and environment that encourages inclusiveness and teamwork.
- Oversees the planning and implementation of events that promote the connection of individuals and families to Lab, including annual fundraising events.
- Supports alumni relations team in designing and implementing programs that bring groups of University of Chicago Laboratory Schools alumni together on the basis of shared interest, vocation, profession, or generation. Develops effective strategies for interacting with and supporting alumni. Supports programs and initiatives that connect alumni with today's Lab students.
- Ensures support, recognition, and guidance by the ARD staff for parent volunteers.

- Ensures that graduating seniors are welcomed into the alumni community and introduced to the benefits of philanthropic giving.
- 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.

Preferred Qualifications and Competencies

The ideal candidate will bring deep experience in alumni relations and development and a proven track record of leadership. They will be a seasoned manager with demonstrated success in mentorship and support of colleagues. They will be motivated by enthusiasm for Lab's mission, values, community spirit, and contribution to the lives of students. They will bring a sound understanding of the nuances of a community which is centered around primary and secondary education, as well as the complexities and opportunities of institutions of higher education. 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.
- Graduate or professional degree preferred, especially in business, marketing, management, school leadership, or other relevant field.

Experience:

- Minimum of eight years in progressively responsible leadership positions in institutional development, including experience with alumni/community relations and event planning.
- Successful track record soliciting and closing major gifts.
- Experience working in a primary or secondary independent school setting strongly preferred.
- Experience navigating administration and bureaucracy of a university or other complex organization preferred.
- Experience 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.
- Experience in long-range planning in philanthropic growth.
- Experience in determining and implementing budget goals.

Competencies:

- Strong leadership, listening, and interpersonal skills; ability to listen for nuance and communicate clearly; communication skills to inspire and motivate.
- Ability to think strategically, to develop 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.
- Ability to handle sensitive and confidential situations and information with absolute discretion.
- Ability to successfully participate personally in high-level gift strategizing and solicitation.
- Ability to simultaneously plan, organize, and manage a wide range of complex activities.
- Ability to work under deadline pressure and respond positively and promptly to deadlines and requests imposed by others.
- Ability to resolve conflict, build consensus, work collegially and collaboratively, and foster a healthy team culture.
- Ability and willingness to travel locally, nationally, and globally for work.
- Ability and willingness to attend weekend and evening events.
- Facility with personal computers and database applications. Demonstrated skill and knowledge of, or ability to learn quickly, the internal workings of the University as well as the technology tools available to the Office of Development and Alumni Relations.
- An exceptional work ethic and track record of personal initiative and integrity.

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

Applications

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.

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](#).



Susan VanGilder, Managing Director
Kamilah Allen, Senior Associate
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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.