



French-American School of New York

Mamaroneck, New York

Director of Development

The School

The French-American School of New York (FASNY) is a bilingual, bicultural independent school in Westchester County, just north of New York City, serving 850 students in nursery through grade twelve. With three separate campuses, the school hosts 446 families of which 45 percent are of French origin and speak French as the first language in the home, 25 percent are French-American, 20 percent are American, and 10 percent hail from other countries. More than 50 nationalities are represented in this diverse and vibrant community.

Founded in 1980 with a vision of developing a premier bilingual institution, the French-American School of New York has continued to uphold this fundamental value. Classes are taught in French or English depending on the subject matter, and FASNY's rigorous academic program adheres to both official French and traditional American curricula. The benefits of learning a second language and another culture are far-reaching -- not only do bilingual students tend to learn their native language at a rate that frequently exceeds that of monolingual students, but bilingualism fosters an appreciation and tolerance of a variety of backgrounds and viewpoints. FASNY's international community provides a level of diversity, maturity, and cultural perspective not generally found in traditional American alternatives, and the school's students experience substantial personal growth in this unique environment.



MISSION STATEMENT

FASNY strives to educate globally literate, bilingual lifelong learners who understand, contribute to and thrive in an increasingly interdependent and connected world. FASNY holds its students to high standards of academic excellence, and fosters a spirit of inquiry, service, and social responsibility to the environment and the global community.

- *FASNY provides a bilingual, French-American, multicultural education from Nursery through Grade 12 to an American, French and international community. A FASNY education meets or exceeds the rigorous requirements and highest standards of the French Ministry of National Education and the American National Association of Independent Schools.*
- *FASNY encourages intellectual curiosity, critical thinking, and love of learning. We cultivate understanding, mutual respect, and appreciation of diversity in cultures and individuals in a safe and nurturing environment.*
- *FASNY fosters the social and emotional well-being and personal development of our students. We counsel, challenge, and support our students as they seek to achieve their potential, develop their character, and act with integrity.*
- *FASNY values a well-rounded student experience and encourages artistic, athletic, and extra-curricular engagement.*
- *FASNY prepares our students for admission and success in competitive colleges and universities in North America, Europe, and throughout the world.*



The French-American School of New York is accredited by the New York Association of Independent Schools, the New York State Education Department, and the French Ministry of National Education. Graduates earn a FASNY diploma and are prepared to pass the French Baccalaureate. The school's annual budget is approximately \$21 million, and nine percent of the student body receives need-based financial aid.

The Opportunity

During the past 33 years, FASNY has evolved from a 3-teacher, 17-student nursery to a thriving multi-campus organization. The school currently conducts classes in three leased facilities in Westchester County: the pre-school in Scarsdale, the lower school in Larchmont, and the upper school in Mamaroneck. Administrative staff are housed in a different office, also located in

Mamaroneck but separate from the academic facilities. In January of 2011, the French-American School purchased the former Ridgeway Country Club and golf course in White Plains to accommodate future growth and to consolidate the three campuses onto one site. Plans for this 130-acre property include a campus comprised of academic buildings, athletic fields, and parking lots to serve an anticipated 950 students, while retaining more than 70 acres of publicly accessible open space as a nature preserve. Additional information regarding the school's "Greens to Green Conservancy" proposal may be found at <http://greenstogreen.org/>.



FASNY's master plan encompasses two main phases, from the construction of Upper School facilities (for middle and high school grades) in Phase I, to the eventual completion of the contiguous site for the Pre-School and Lower School buildings and playgrounds in Phase II. It is anticipated that final approval of the architectural design and site plan will be obtained from the City of White Plains in the fall of 2014, thus allowing for the demolition of the former Ridgeway clubhouse shortly thereafter and the beginning of new construction in the winter of 2014-2015. The opening of the combined Upper School is projected for fall 2016.

The total cost for Phase I of the project is expected to be approximately \$80 million, including acquisition of the site and other associated start-up costs. Funding this first phase will be accomplished through a combination of debt financing, cash reserves, and fundraising. The French government is providing a \$57 million long-term loan guarantee, which will underwrite much of the projected cost. The school's cash reserves, totaling \$11 million, were used to purchase the property in 2011, leaving an additional \$10 million or more yet to be secured through campaign contributions from current and former parents, foundations and private corporations, and other members of FASNY's extended family. Last year, with the assistance of a professional fundraising consulting firm, the school conducted a feasibility study, developed an extensive case statement (in both English and French), and embarked on the silent phase of a \$10-15 million capital campaign, which has raised \$3.5 million to date and is expected to launch publicly in January 2015. The second phase of a similarly sized campaign is anticipated to begin in approximately 2019.



Responsibilities

Reporting to the Head of School and working closely with the Development Committee of the Board of Trustees as well as the Capital Campaign Steering Committee, the Director of Development will oversee all fundraising and capital campaign initiatives, provide a vision and strategic direction for the development department, and manage the myriad functions of the office including the annual fund; the gala and other special events; major gift, corporate, and foundation solicitations; alumni relations; and general administrative activities. In addition to these responsibilities, he or she will be charged with continuing to build a culture of philanthropy at the school among all constituents in general and among native French constituents in particular. The Director of Development will supervise the Director of Annual Fund, the Director of Events, and the Director of Alumni Relations. Specific responsibilities will include the following:

- Developing a strategic plan for the capital campaign and leading and managing all associated fundraising efforts.
- Creating and implementing the annual development plan, timeline, and corresponding budget.
- Overseeing all other major development activities and events, including the annual fund, gala, and alumni relations.
- Strengthening FASNY's culture of philanthropy by continuing to educate constituents on the American ethic surrounding fundraising in independent schools.
- Identifying, cultivating, and soliciting major gift prospects for the capital campaign, the annual fund, and other key development initiatives from current and past parents (including international families) and from corporate and foundation supporters.
- Providing training and the associated administrative support to the Board of Trustees, administrators, and other volunteers to assist them in their general fundraising efforts and in their targeted major gift solicitations for the capital campaign.
- Strengthening the department's infrastructure by ensuring that information systems, processes, and procedures are efficient and effective, thereby optimizing prospect research and identification, cultivation, solicitation, stewardship, and retention as part of a comprehensive development program.
- Mentoring, managing, and evaluating the development office team, including setting clear objectives, establishing performance metrics, providing regular feedback, and encouraging open and ongoing communication both within the office and with other key departments.
- Overseeing the planning and management of special events such as site visits, receptions, donor recognition, and fundraising events.

- Guiding the preparation of all print and electronic fundraising and capital campaign materials, including solicitation and acknowledgement letters, funding proposals, and annual fund and capital campaign reports.
- Being an active and visible member of the school community through participation in school-wide events such as parent association meetings, faculty meetings, student performances, and graduations.
- Preparing accurate and timely reports for discussion with the Head of School and the Director of Finance and Operations regarding progress toward goals and fundraising targets (weekly), for Board of Trustee meetings (monthly), and for the Capital Campaign Steering Committee (bi-weekly).
- Serving as a member of the Business Cabinet.

Candidate Qualities

Leadership

- An individual with the presence, intellect, and confidence to interact successfully with a wide variety of constituents, including major donors, trustees, school administrators, faculty, staff, parents, and students.
- An open-minded, culturally aware person who is adept at perceiving subtleties in behavior and nuances in communication among individuals of varying nationalities.
- A proactive self-starter who thinks globally, sees the “big picture,” and has the ability to organize, focus, and coach others in pursuit of a well-developed strategic plan.
- A confident and experienced manager who guides the efforts of others through open communication and collaboration.

Experience

- At least ten years of experience as a fundraising professional in an independent school or other not-for-profit institution.
- A career that includes significant professional participation in a multimillion dollar capital campaign.
- A history of supervising a motivated group of professional staff members and encouraging them to think creatively and to perform beyond executing day-to-day responsibilities.

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- A background that includes raising major gifts through direct solicitation as well as by partnering with a chief executive and a board of trustees in targeted fundraising efforts.
- Experience living abroad or in a multicultural/multilingual background strongly preferred.
- Ideally, familiarity with the philanthropic landscape that is unique among international schools.

Skills and Knowledge

- Broad and deep knowledge of general fundraising principles and the myriad components that comprise a successful development program within a nonprofit organization.
- Excellent communication skills, both verbal and written, with the ability to convey ideas clearly and compellingly to internal and external constituencies.
- Solid interpersonal and supervisory capabilities and an aptitude for managing both direct and indirect reporting relationships effectively.
- Current, knowledgeable, and fully informed regarding all laws, techniques, and trends in the fundraising profession.
- Able to think strategically in order to envision, plan, execute, and achieve results in a complex institutional environment.
- A talent for moving comfortably in a variety of social and cultural settings and building meaningful relationships with a wide range of stakeholders.
- Skilled in assessing existing fundraising strategies, creating plans to strengthen areas of need, and building new programs as required to increase financial support for an institution.
- Proficiency in database management, Excel, PowerPoint, and Word.
- Ideally, but not required: conversant in French (or another language) and familiar with the nuances of French culture.

Personal Attributes

- An individual of honesty and integrity who honors commitments and deals with others in a straightforward fashion.

- An accessible and approachable “people person” who engenders a sense of trust, credibility, and collaboration.
- One who is hard-working, upbeat and a team player.
- A disciplined person who follows through on projects and is attentive to key details while still delegating appropriately to capable staff members and volunteers.
- An insightful and perceptive individual who reads situations well and intuitively understands others’ needs and motivations.
- A self-directed, well-organized, energetic self-starter who is flexible, resilient, and able to move gracefully in response to unexpected changes, challenges, and ambiguities.
- A person who is gracious, patient, involved, principled, cross-culturally sensitive, and passionate about the mission of the school.

Other Considerations

<u>Compensation:</u>	Competitive with comparable organizations in the region.
<u>Travel:</u>	Minimal.
<u>Education:</u>	Bachelor’s degree required.
<u>Other:</u>	A working knowledge of French and familiarity with French culture a plus but not required.
<u>Website:</u>	www.fasny.org

For more information, contact:

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