



Position Statement Chief Advancement Officer

Philadelphia, Pennsylvania
Start Date: July 1, 2024



Chief Advancement Officer Search Proposal

Overview

Perhaps more than ever is the need for an education that fosters attentive and active listening, peaceful discourse, absolute respect for all, and an unhurried and thoughtful approach to finding solutions to counter our present age of fractiousness, polarization, antagonism and upsetting behavior. A welcome respite from this environment is found at the [William Penn Charter School](#) in Philadelphia, PA, a 335-year-old school in the northwest corner of Philadelphia, PA.

It is the fifth-oldest school in America and the oldest Quaker school in the world but is decidedly a school desperately needed for our modern times. Founded in 1689, it is a vibrant, dynamic school with its stone walls steeped in tradition, but operating and designed for the contemporary world and desirous of further evolution as it rethinks, reimagines, and reshapes its leadership role in the country's educational realm.

Established in 1689 by William Penn and members of the Religious Society of Friends, Penn Charter is a community [guided by Quaker testimonies](#) and the



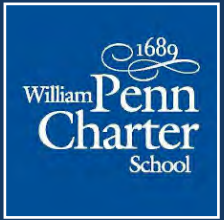
central belief that there is “that of God” in every person. Students of every denominational stripe, or not, find an attitude honoring the simple and radical equality among all yet the “something special” in each person that is brought by this intentional value-driven starting point.

William Penn Charter (known more colloquially as Penn Charter) is a leading, all-gender, independent, day school offering a vigorous pre-K through 12 program in academics, arts, and athletics, all within the context of the [Quaker values](#) that continue to guide the school since its founding.

One practical manifestation of this orientation is the school's commitment to build a community representing diversity in race, religion, ethnicity, socioeconomic background, gender, and sexual orientation— as well as learning style, opinion, and hometown. When you walk through Penn Charter's red doors, there is a reason this formal-looking school suddenly feels down to earth: the people. Penn Charter was founded not for some people but for all people. That is as true today as it was in 1689. Penn Charter was one of the first schools to open to children of all religions and races, among the first to educate girls and to offer financial aid.



Chief Advancement Officer Search Proposal



Overview, continued



The result is not tolerance of differences but a celebration of the unique and varied contributions each makes to the community. This process of defining cultural competency is dynamic. The school revisits this intentionally, in a proactive manner, and often as students are guided to develop their capacity to understand identity, to connect with others, and to have a positive impact on the world.

The community of 1,014 students, 215 faculty and staff, and 5,500 (reachable by email/snail mail) alumni worldwide embraces diversity of people, cultures, experiences, and thought. Situated on a [beautiful 47-acre campus](#) in Philadelphia's comfortable, inviting and approachable East Falls neighborhood, within the nation's sixth largest city, Penn Charter embraces civic engagement and experiential learning.

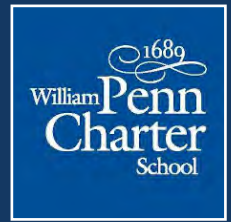
Quaker values, process and practice are woven throughout the curriculum and daily life of the school. Active and attentive listening, a comfort

level for peaceful discourse among those with different opinions, done in silent, meditative thought, a consensus-building approach to decisions, prizing the differences of backgrounds, plurality of cultures, and array of voices as essential to continued excellence, acting with integrity all are part and parcel of the daily operations of the school.

Over three centuries, even as the school has honored tradition, the school has also advocated for change. The Penn Charter educational program exposes students to a breadth of content and ideas as well as opportunities for deep exploration in the pursuit of personal passion. Guided by research and best practices, faculty collaborate across divisions and disciplines to design and deliver engaging and relevant learning experiences. The school provides students with the knowledge and skills they need to thrive in a complex and changing world. It is a place for innovation and being explorers of revelation. As noted by Robert F. Kennedy, "All of us might wish at times that we lived in a more tranquil world, but we don't. And if our times are difficult and perplexing, so are they challenging and filled with opportunity." And opportunity abounds at Penn Charter with the search for its next Chief Advancement Officer (CAO).

The next CAO is responsible for advancing the school's mission through planning, organizing, and implementing fundraising programs and activities, and developing and fostering a team environment intended to attract optimal support for the operational, capital, and endowment needs of the school. This is done while engaging diverse audiences of stakeholders and in alignment with the School's commitment to achieving priorities outlined in the School's strategic plan.

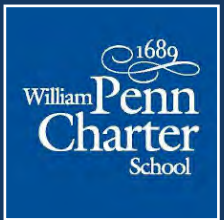
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Penn Charter At-A-Glance

2024-2025 Projected Budget:	\$39.7 million
Tuition (2024-2025):	Pre-K – 5: \$28,400-\$36,500; MS: \$42,450; US: \$47,200
Financial Aid:	\$14.8 million (which includes faculty/staff remission; 38% of students
Endowment:	\$114 million
Number of Courses Offered:	134 courses offered in Upper School
Operational Support:	\$8.8 million total
Number of Faculty:	134 with advanced degrees; 23.5% faculty of color
Enrollment:	1014 total; 315 in Lower School; 236 in Middle School; 460 in Upper School
Racial Diversity:	35%, students of color; 38.6% in LS; 35.9% in MS; 32.4% in US
Geographic Diversity:	Students represent 109 zip codes in Pennsylvania & New Jersey
Scope of Academic & Arts Facilities:	7 buildings comprise the Academic Village; highlighted by a 650-seat theater in the David L. Kurtz Center for the Performing Arts
Scope of Athletic Facilities:	Highlighted by the William A. Graham IV OPC'58 Athletics & Wellness Center, facilities include 6 grass playing fields, 3 synthetic turf fields, an all-weather track, 7 tennis courts, 10 squash courts, 4 basketball courts, one climbing wall and one swimming pool.

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Leadership

Board of Trustees

In partnership with the Head of School, Penn Charter is governed by a 21-member Board of Trustees. Composed of current and past parents, alumni (known as Old Penn Charter or “OPC”), and community leaders, the Board ensures that Penn Charter continues to live out its mission through its strategic planning efforts and stewardship of the school’s financial resources. Committee members serve on the following standing committees: Development, Education, Finance, Investment, Personnel, Religious Life and Values, and the Committee on Trustees.

Clerk of the Board of Trustees

Jeffrey A. Reinhold P’12, a Trustee since 2008, is Clerk (a Quaker term for Chair) of the Board of Trustees. Reinhold began his professional career as a commercial banker and then went on to serve as Chief Financial Officer of New York Stock Exchange listed Checkpoint System, Inc. He is currently Chief Executive Officer of Reinhold Residential, a development and property management company he founded in 2006. The company specializes in adaptive reuse residential projects, primarily in urban locations. Reinhold has served on various education-oriented boards, including the Temple University Leadership Council, the Temple University College of Liberal Arts Board of Visitors, and as Chair of the Franklin and Marshall College Parents Council.



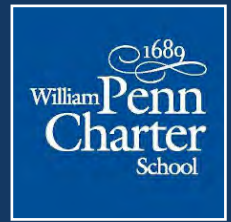
Head of School

Dr. Karen Warren Coleman is the 8th Head of School in Penn Charter’s Modern Era and the first woman Head of School in the history of the institution. Karen Warren Coleman is a distinguished educator and education leader with 25 years of experience in elementary, secondary and higher education, and in both independent and public institutions.

Before transitioning to PK-12 independent school education, she served in higher education for over two decades, including as vice president at The University of Chicago, associate dean at the University of California, Berkeley, and other leadership roles at George Washington University and Hobart and William Smith Colleges. Her first headship served The Hockaday School, a college preparatory day and boarding school for girls in Dallas, Texas. Under her leadership, Hockaday launched the Institute for Social Impact, a program focused on PK-12 hands-on learning that addresses real-world issues and includes coursework focused on community impact.



Chief Advancement Officer Search Proposal



Leadership, continued

She earned her bachelor's degree from the University of Massachusetts, Amherst, her master's degree from the University of Vermont, and her doctorate from the University of Pennsylvania. Her research interests include diversity and inclusion, free expression, student activism, leadership, and governance. Karen has a deep commitment to diversity, equity, inclusion and justice that is reflected in both her professional career and research. Under her leadership, Hockaday's enrollment of students of color increased by nearly a third, while diversity on the school's board increased fourfold. As a doctoral student at the University of Pennsylvania, Karen conducted her dissertation research on *Stories Seldom Told: Low Income, First-Generation African-American Male Students at Highly Selective Research Universities*. Her master's thesis at the University of Vermont was titled *Education as the Means to Freedom: A Critical Analysis of Oppression*.

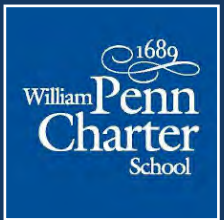


Academics

Penn Charter offers a [fully integrated curriculum](#), pre-kindergarten to grade 12, designed to develop a student's mind, body, heart, and spirit. This curriculum is the map used from one grade to the next, guiding students as they gain knowledge and master skills, step-by-step, with ever-increasing depth and sophistication. The core of these essential skills includes analytical reading and clear writing; the use and understanding of mathematical concepts; the ability to use the tools of observation, inference, and logic; and the development of creativity and physical potential. Students are urged to engage in the challenges of their education with pride in their intellect, persistence, commitment, and a sense of wonder.

As a way to better link the school's vision, mission and philosophy with the curriculum and pedagogical practices employed at the school, in the 2021-2022 school year a committee of faculty and staff from across departments and divisions developed the [Portrait of a Penn Charter Learner](#). The Portrait outlines four domains, each with accompanying skills, that Penn Charter students can work to develop whether they are in pre-K or their senior year. The domains are: Courageous Learner, Compassionate Friend, Constructive Communicator and Change Cultivator. While still in its first years of implementation, the Portrait serves as a north star and guides teachers and departments as they develop new curriculum and learning experiences and consider other enhancements to the academic program.

Chief Advancement Officer Search Proposal



Lower, Middle & Upper Schools

LOWER SCHOOL

Lower School offers a program of cognitive and character development rooted in a rich knowledge of how young children learn best. Children learn best when ideas are connected. The school knows that children learn by doing and by working together. So, the curriculum emphasizes interdisciplinary, collaborative, project-based learning. Students ask questions, think critically, write effectively, listen carefully, and put all those pieces together. The journey of a Lower School student is deeply rooted in Quaker values and a focus on the growth of the whole child.

NEW RICHARD A. BALDERSTON OPC'69 LOWER SCHOOL (scheduled to open in Fall 2025)
Penn Charter's new 80,000-square foot lower school will reshape learning for our youngest learners and unite pre-K to 12 students in a vibrant academic community. The school will be designed to reflect PC's curriculum and what research tells us about the way children learn and grow. Through the school's ample learning and playing spaces, students will be provided with the knowledge and skills needed to thrive in a complex world.

MIDDLE SCHOOL

Middle School fosters intellectual, physical, and emotional growth through an age-appropriate curriculum and a facility designed to support our learners. The curriculum, taught by a faculty devoted to teaching ages 11-14, reflects a department-based program enhanced by cross-cultural themes and projects with true intellectual weight. Students begin immediately to undertake tasks calling for more personal organization, study skills, critical thinking, and independent and group work. Middle Schoolers enjoy a dedicated building designed to support the unique socio-emotional development needs of this group of learners.

UPPER SCHOOL

Upper School provides students with the hallmarks of a classic liberal arts education with an emphasis on reflection, collaboration, and grappling with complexity as they prepare to engage, shape, and contribute to an ever-changing world. Effective learning environments are highly relational. The cornerstone of everything done in the Upper School is built upon the foundation of the student-teacher relationship. In addition to being experts in their fields, faculty understand and appreciate the wonder and tensions of adolescence, and strike the appropriate balance of challenge and support. As members of classes, advisories, teams, ensembles, clubs, and other community activities, our students are presented with hundreds of opportunities to develop their skills, to expand their horizons, and to pursue their passions. Every student can chart their own unique path through this educational experience. Building on the Quaker Testimony of Community, global exposure and outreach begins in the classroom, encompasses the city, and expands beyond physical, linguistic, and cultural borders.



Chief Advancement Officer Search Proposal

Visual & Performing Arts



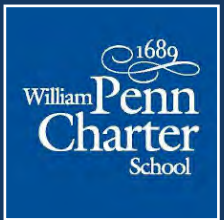
At Penn Charter, teachers strive to joyfully draw forth the artist in every student. The Visual Arts and Design Department and the Performing Arts Department create opportunities that provide students with a positive experience across an array of performance, design, and arts disciplines.

Visual Arts is taught at Penn Charter starting in pre-K, with eight studios/ classrooms throughout the three divisions. Along with spaces for two-dimensional work including drawing, painting, weaving and batik, and a three-dimensional shop-studio for woodworking, ceramics, and sculpture, PC offers a digital lab for film, animation and photography. Penn Charter is also home to two maker spaces, known as IdeaLabs, equipped with laser cutters, 3D printers, a green screen, and robotics materials.

The Performing Arts Department creates opportunities that provide students with a positive experience across an array of performance disciplines. The curriculum includes instruction in instrumental and choral music, digital music production, theater, and filmmaking. Penn Charter offers over a dozen student ensembles for Lower, Middle, and Upper School, including Jazz Band, Brass Ensemble, Handbell Choir, Chamber Singers, and multiple a cappella groups.

The [David L. Kurtz Center for the Performing Arts](#), which opened in 2010, is a LEED certified building with a green roof and features a 650-seat theater, hydraulic orchestra pit lift, sprung dance floor, choral room, performance studio, instrumental room with four individual practice rooms, recording studio, scene shop and costume room.

Chief Advancement Officer Search Proposal



Quaker Athletics



The spirit of [Penn Charter athletics](#) is built on a storied tradition of excellence and the belief that the interplay of academics, arts and athletics leads to strong, creative, resilient, and flexible people. A founding member of the Inter-Academic League and home to the oldest continuous high school football rivalry in the country, the Penn Charter Quakers have won countless championships across all sports and many graduates go on to play their sport in college, and some professionally. Skilled teachers and coaches help students understand—whether on the playing field or in the classroom—how to collaborate and compete, how to win with grace, and how to handle challenges and setbacks. All athletics teams at Penn Charter strive to provide quality instruction to student-athletes and to develop the core values that stem from the beliefs and practices as a Quaker institution.

Middle and Upper School students are required to participate in at least one sport per year and are encouraged to take full advantage of the athletics program by participating in more than one sport. While there is this emphasis on athletics at Penn

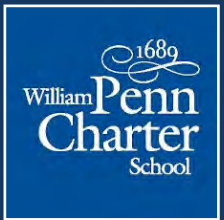
Charter, it is important to note that the school is equally attractive to the arts and academics – students of every interest flourish at Penn Charter.

Diversity, Equity, Inclusion, & Belonging

Penn Charter seeks to build a community representing diversity in race, religion, ethnicity, socioeconomic background, gender, sexual orientation—as well as learning style, opinion, and hometown. Penn Charter fully acknowledges that its [diversity, equity, inclusion, and belonging \(DEIB\) work](#) is ongoing and unfinished.

In July 2020, Penn Charter formed [two DEI task forces](#) Health, Wellness, and Sexuality—one on Race & Equity and a second on Gender Equity, Sexuality, & Consent—with the goal of identifying and addressing the policies, procedures and practices that uphold systemic racism, sexism and other oppressive and discriminatory attitudes and beliefs. Each task force was made up of Penn Charter board members, senior administration, faculty, staff, students, OPCs and parents. Each task force was responsible for recommending action steps to the board, Head of School, and/or other school leadership groups, as appropriate, to improve Penn Charter's educational program, school culture and work environment as related to race and gender. An early outcome of this work was the hiring of a new [Health, Wellness, and Sexuality](#) educator who teaches comprehensive sex education and is leading a review of the school's pre-K to 12 health education curriculum. Two additional health, wellness, and sexuality educators were hired in 2022-2023 and the Health, Wellness, and Sexuality department has been hard at work to ensure a comprehensive approach on these topics across all divisions.

Chief Advancement Officer Search Proposal



Strategic Plan: A Guiding Vision

Penn Charter has been guided this past decade by its Strategic Vision, entitled [“Educating Students to Live Lives that Make a Difference.”](#) The vision for Penn Charter’s future has been organized around three core principles and values as attributes of the Penn Charter experience: Excellence, Innovation, and Collaboration. And two important initiatives of the Strategic Vision are listed below.

Penn Charter’s Teaching & Learning Center

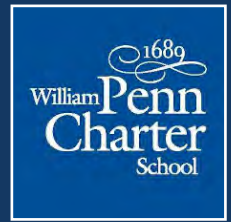
The Teaching & Learning Center (TLC) was created to provide the professional development needed to reach the goals in our current Strategic Vision, which encourages faculty to teach for the future; to embrace creativity, collaboration, global partnerships, and innovative curriculum and technologies; and ultimately, to guide students to “live lives that make a difference.” The center gives teachers easy, on-campus availability to learning, knowing that time and access to professional development is a major challenge for faculty whose days are more than full with teaching, coaching, advising, and extracurriculars. The TLC recognizes that faculty have varied needs as learners, so the center is structured to allow faculty to learn what they want to learn, when they want to learn (often over lunch or during a free period), and how they want to learn. Faculty can choose to learn about topics of their choice through one-to-one mentoring sessions, workshops, classroom/school visits, Critical Friends Groups, and online learning.



The Center for Public Purpose

Penn Charter’s [Center for Public Purpose \(CfPP\)](#) was established to build on the school’s strong tradition of service learning, which for decades has called upon school leaders and teachers to embed service within the curriculum. From pre-K to 12, in the educational program and extracurriculars, the CfPP works closely with classroom teachers, with student clubs, and with individual students to develop curriculum and engage students in experiential learning and community-based work addressing some of the most pressing social issues in metropolitan Philadelphia. By incubating ideas, connecting communities, sharing dialogue, and supporting good works, the Center for Public Purpose is both a physical and figurative representation of the school’s desire to imbue Penn Charter students with the capacity and confidence to make the world a better place. This may be one of the most notable legacies left by the previous Head of School, Dr. Darryl Ford.

Chief Advancement Officer Search Proposal



Finances & Fundraising

A \$135 million capital campaign was successfully completed with a funding achievement of \$148 million led by the retiring Chief Development Officer which backed educational innovation and transformed academic, arts, and athletics facilities.

Penn Charter's alumni are remarkably engaged with the school, and unlike many peer schools, the majority of philanthropy to the school comes from alumni, as opposed to parents. The older OPC ("Old Penn Charter" as alumni are called) were especially noteworthy in their level of support for the recent campaign. It was noted by one of the administrators (who is familiar with an incredibly strong alumni base from her university) that she has "never seen any place where the alumni care so much about their high school."

The Quaker mentality is not averse to wealth, as popularly thought; but it is regarded as something important to use in ways that benefit the outside world with values of community and respect. It is important to have expressions of stewardship that convey belonging and making everyone feel welcome and valued at whatever level of financial support provided. The families who come to Penn Charter range from multiple generational legacies to students who are the first generation of their families to attend college.

Notwithstanding the tremendous success of the comprehensive capital campaign, there is a need to elevate the infrastructure to reflect best practices and processes to ensure sustainable and robust philanthropy in the years to come. Engaging the older OPCs who have been so supportive, with their children and grandchildren and the legacy established with wonderfully generous gifts, is especially important.

Younger OPCs (those in their 20s, 30s, and 40s) are a group that could benefit from additional modes of engagement and involvement to deepen their connection to the school, as well as the women OPCs (Penn Charter became fully coeducational in 1992) who could become philanthropic leaders. There may be funding ideas (such as science certificate programs) that could be of interest to younger

donors. Grandparents and parents of alumni are also veins of support that could be further built up.

Annual Giving over the past ten years has grown modestly from \$1,341,622 to \$1,722,790 principally due to a boost from leadership donors of \$332,000. Parent participation in the school's annual giving campaign has risen to 55% from 43% over the decade, alumni participation has slightly dipped from 19% to 16%, faculty participation is at 91% and Board participation is at 100%. As more resources are directed to Annual Giving, further steps can be taken to strengthen Annual Giving in a number of ways, especially from mid-level donors who could grow in their support for the school.

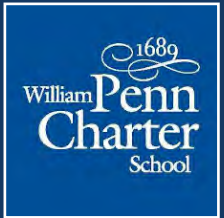
Alumni affinity groups have been established and are another area of potential growth. Alumni love Penn Charter beyond measure and compare. There is a strong program of support from the [EITC](#) and candidates should be knowledgeable of this program from the Commonwealth.

The development and alumni relations team is adroitly managed by 10 individuals many of whom have deep ties to the school, with communications as its own department. Mentoring and coaching these professionals further along would be welcome. There is a very robust and traditionally successful Great Day to be a Quaker campaign annually scheduled in early March.

Thanks to decades of prudent financial stewardship and investment, Penn Charter benefits from an endowment with a value of \$115 million as of December 31, 2023, and is in a strong financial position. The school is carrying \$97 million of debt.

The school dedicates more than \$14.8M annually to financial aid, both through need-based aid and generous tuition remission for both faculty and staff. Penn Charter's financial aid budget is among the largest in its peer group and financial aid is distributed across all three divisions. This commitment to access lies deep within the school's DNA: a document dating from 1697 makes a commitment to educating both rich and poor.

Chief Advancement Officer Search Proposal



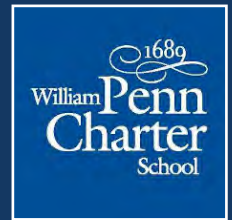
Position Overview: Chief Advancement Officer



RESPONSIBILITIES INCLUDE:

- Understand and make decisions guided by the mission and vision of Penn Charter.
- Provide leadership, supervision, and management for staff assigned to the annual fund, planned giving, alumni, stewardship, development operations, special events and capital fundraising.
- Oversee, evaluate, optimize and provide strategic direction for all fundraising programs including capital, annual fund, stewardship, and planned-giving as well as elements such as data protocols and processes, research and stewardship.
- Implement a comprehensive development strategy that utilizes major gifts, annual fund, event sponsorship and underwriting, alumni relations, planned giving and school fundraising events to successfully achieve revenue target.
- Ensure that all constituent groups are knowledgeable about the School and have opportunities to support the School and remain involved; of special note is the oversight for the direction and coordination for alumni affairs programming. The position also oversees that the School's policies on fundraising and gift acceptance are fully met and implemented.
- Attend advancement-related and school-related events as appropriate, serving as an exceptional ambassador to all school constituencies.
- Develop and maintain strong relationships with colleagues and community members essential for institutional advancement efforts.
- Earn the confidence of various administrative teams providing leadership and direction while fostering a culture of enthusiasm and collaboration.
- Serve on the Leadership Team, contributing to the successful leadership of the School and the School's ability to advance financial and program goals and objectives.
- Determines new approaches to all advancement activities, eschewing conventional practices when appropriate, ensuring a growth mindset approach in office strategies so that Penn Charter evolves as a national model of advancement for all independent schools.
- Garner capital commitments to the school through the identification, cultivation, solicitation, and stewarding of the school's most important donor prospects, working closely with the administrative team.
- The candidate will have their own limited portfolio of major gift prospects with the ability

Chief Advancement Officer Search Proposal



Position Overview, continued

to make five- to seven-figure gifts in support of identified needs.

- Share responsibility for advancing strategic initiatives as identified in the strategic plan.
- Collaborate closely with the Director of Communications to coordinate all school communication efforts and brand integration and strategy, including the online communications (website, social media), as well as other school publications including but not limited to the School magazine, donor newsletters, and annual report.
- Support the Board Development Committee and attend certain Trustee committee meetings relating to fundraising as appropriate.

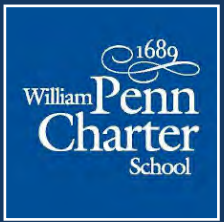
ARE YOU THE RIGHT PERSON FOR THIS POSITION?

- Do you have an established and verifiable record of demonstrated success in fundraising and broad-based knowledge of various aspects of external relations?
- Do you have the vision and strategic thinking to lead, strengthen and maximize an already strong institution?
- Are you familiar with and understand recent trends in philanthropy? Do you have the ability to adapt those most appropriate for various constituencies?
- Do you believe in the unlimited potential of young people to help shape our world?
- Can you encourage and support change and innovation while retaining the core values and traditions of a school?
- Are you ambitious about individual and team improvement?
- Are you good at establishing relationships and avoiding a transactional mode of operation?
- Are you an active listener?
- Do you have a growth mindset? Are you comfortable with an experimental and entrepreneurial work environment? Do you

think creatively and encourage innovation?

- Do you have the personality, energy, intellectual integrity, warmth and leadership ability to inspire a school community; positive, passionate, can-do spirit; unbridled curiosity, relentless optimism, and boundless energy?
- Are you a person of unquestioned integrity who has an impeccable reputation, who honors commitments, and who deals with people in a straightforward and personal way?
- Are you someone who responds well to criticism and deals successfully with difficult and challenging people and circumstances? The individual must possess resilience, humility, a good sense of humor, and a high level of emotional intelligence. This means dealing diplomatically and comfortably across the community and in a variety of circumstances while always maintaining the presence, approachability, demeanor and skills necessary to represent Penn Charter effectively.
- Are you committed to getting to know the children and the families of the school?
- Do you know how to thoughtfully communicate your appreciation for people?
- Can you handle a considerable range of tasks from major gift solicitations to helping with the smallest details of an event?
- Are you willing “to roll up your sleeves” for all the work that is needed?
- Do you have the personality to embrace and support a dedicated community of faculty, staff, students, parents and alumni?
- Do you have the experience in education, preferably in an independent school setting, to build upon Penn Charter’s educational programs, promoting pedagogical excellence and 21st-century skill building?
- Do you have a track record of success as a fundraiser? What is your level of experience in communicating the narrative of an institution?

Chief Advancement Officer Search Proposal



Position Overview, continued

- Do you have the ability to lead, develop and attract talented staff? Do you have the network to grow your staff? Can you manage well in all directions?
- Are you comfortable with dealing with the proximity of a major metropolitan center and the national/international stage that Penn Charter commands?

TRAVEL: Travel as needed to meet with key constituents, focusing on capital fundraising and trustee identification. Moderate overnight travel is occasionally required. A valid driver's license and passport are required.

WORK COMPLEXITY: Duties and tasks in this position are varied and complex. The position works on whole problems or projects. This position directs projects and the challenges are resolved with complex and precedent-setting solutions. This position requires a high degree of collaboration.

EDUCATION: Bachelor's degree required; Advanced degree and/or professional credentials preferred.

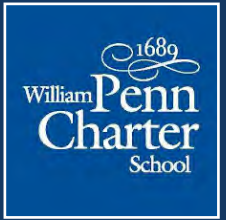
FOR CANDIDATES

- The successful candidate will receive a compensation package that includes a competitive salary, tuition remission, and strong health and retirement benefits.
- This job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee. Other duties, responsibilities and activities may change or be assigned at any time with or without notice.
- Penn Charter is fully committed to a culturally diverse faculty and student body.

- William Penn and the Religious Society of Friends established the school in 1689. While the school is not under the care of a formal monthly Meeting, it is a Quaker school.
- William Penn Charter School provides equal employment opportunities to all employees and applicants for employment and prohibits discrimination and harassment of any type without regard to race, color, religion, age, sex, national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state, or local laws.
- Before submitting your resume for this position, please read it for accuracy. RG175 verifies academic credentials for its candidates and conducts a thorough review of candidates' social media presence. Penn Charter will conduct thorough background checks before finalizing an offer.



Chief Advancement Officer Search Proposal



Application Process

If the possibilities in this opportunity excite you, please apply online at the RG175 website:

Apply online at: <https://rg175.com/candidate/signup>

The application includes:

- Letter detailing interest in the position and suitability for it
- Updated curriculum vitae or resume
- Copy of original writing on any subject of interest to the candidate that can be written for this exercise or provided from something written previously

Timeline: Application submission screening and interviews will be completed on a rolling basis until filled.

For any questions or additional information about the position, please contact either of the RG175 consultants: James E. Pattison jpattison@rg175.com or Emilie Henry emilie.henry@rg175.com

