



CAIS

Director of
Institutional
Advancement

LOCATION
San Francisco, CA

PRIORITY DEADLINE
May 12

SEMIFINAL ROUND
Week of May 22

FINAL ROUND
Week of June 5

DECISION ANNOUNCED
June 16

START DATE
Summer 2023

REPORTS TO
Head of School

SALARY RANGE
\$215,000 - \$235,000

Summary

Founded in 1981 as the first Mandarin immersion school in the United States, the Chinese American International School (CAIS) educates 500 students from two-years-old through grade eight. Over the last four decades, CAIS has been recognized globally as a leader in bilingual education and an innovator for its commitment to immersive, cultural education through the study of language. CAIS currently operates three separate, divisional campuses in the Hayes Valley neighborhood of San Francisco. A recent, once-in-a-lifetime, major property acquisition has set the stage for CAIS to unify its students and teachers onto a single, five-acre campus in 2024. Having already secured long-term financing to pay for the purchase of this new campus, the school recently began a development campaign to raise funds for the renovation and redesign work. The quiet solicitation phase for major gifts is well underway and on-track, thanks in large part to a dedicated, mission-aligned advancement department

that has built a culture of philanthropy within the CAIS community over the last decade.

The current director of institutional advancement, who has been at the helm since 2013, will be leaving this summer to move back to the East coast. The next director will come at an important time for CAIS, a few months prior to when the campaign prepares to enter its final, public stage. But other goals are on the horizon once the school moves into its new home. Some of these ideas could involve expanding programming, additional campus renovations, or deepening external ties to the surrounding Chinese community and culture. The next director of institutional advancement will oversee the school's advancement department, which includes four direct reports fully staffed. This position, which reports to the head of school, starts later this summer, or in the early fall by mutual agreement.

MISSION

At CAIS, we are committed to inspiring and empowering learners to:

Embrace Chinese

Become our best selves

Contribute to a better world



Core Values



Curiosity

ASK MORE

We wonder about our world and pioneer new possibilities



Inclusion

INVITE IN

We champion belongingness and care for others within our community and beyond



Kindness

BUILD UP

We use kind words and actions to support each other and ourselves



Perseverance

KEEP TRYING

We push ourselves and stick with it when things get tough



Courage

BE BRAVE

We take risks and responsibility, even when it is hard



History

1981

CAIS opens in the basement of a University of California Extension Building. Four of ten enrolled students show up for class. Undeterred, founder Carol Ruth Silver, and Principal Shirley Lee forge ahead.

1987

CAIS moves to a new campus on the Presidio, and the U.S. Department of Education designates the school as the "national prototype for Chinese language education in elementary schools."



1997

CAIS moves into its main campus at 150 Oak Street, with just 200 students including 28 middle school students.

1992

Principal Shirley Lee orchestrates the first exchange trip with Shanghai No. 3 Girls' School.



2014

The CAIS middle school population grows to 120 students, prompting the search for a larger nearby space. This leads to the middle school moving to the 888 Campus, at the intersection of Gough and Turk Streets.

2021

CAIS purchases the 5.4 acre former campus of Mercy High School on 19th Avenue. The CAIS community tours the new campus at Open House in December 2021.

2024

CAIS is scheduled to move its entire school community and operations to the 19th Avenue campus at the start of the 2024-25 school year.

2023

CAIS educates nearly 500 children on three campuses and utilizes the 19th Avenue Campus for athletics, arts events, and community gatherings.





Diversity, Equity and Inclusion

Fulfilling Our Mission

CAIS envisions a school community rooted in kindness, where all members experience a sense of belonging. As a dual language immersion school, CAIS has distinctive opportunities to build upon its community's existing mix of languages, cultures, ideas, and identities to foster an intellectually challenging and socially meaningful education. The formidable and complex work of building diversity, equity, and inclusion is vital for realizing the school's potential.

When focusing its energy and resources to further this mission, CAIS must look at factors such as differences in how particular group identities thrive at CAIS and imbalances of privilege and opportunity both within and beyond the school.

EMBRACE CHINESE

Immersion in a new language and culture requires humility, curiosity, empathy, connection, and a true appreciation of difference. Fully embracing Chinese, in fact even defining "Chinese," is nuanced and multidimensional. The attitudes and aptitudes that are cultivated through Chinese immersion extend far beyond language and prepare students to engage respectfully with a diverse world.

BECOME YOUR BEST SELF

Research supports the school's understanding that diversity strengthens the learning process; when ideas and assumptions are challenged by those with different perspectives, it pushes the school to expand its thinking and approach problems in new ways. Excellence comes with, not at the expense of, diversity.

CONTRIBUTE TO A BETTER WORLD

CAIS is committed to supporting children in understanding their world and becoming advocates for the change they wish to see in it. This requires compassion, tenacity, and a deep understanding of social justice.





Five Commitments to DEI

CAIS is committed to improvement through ongoing, intentional focus in the five areas below.

LEARNING AND TEACHING

CAIS fosters a professional learning community committed to the work of diversity, equity, and inclusion. CAIS integrates relevant content and skills into the curriculum and includes visible reflection of many identities in the learning environment.

HOME/SCHOOL PARTNERSHIP

CAIS seeks opportunities for family participation and education, recognizing that true engagement extends beyond the classroom and that family partnership is essential to success.

COMMUNITY DIVERSITY

CAIS dedicates energy and resources to attracting and retaining a measurably diverse community of families, faculty, and staff.

POLICIES AND PRACTICES

CAIS crafts and communicates guidelines that clearly define and reinforce the school's commitment to diversity, equity, and inclusion.

MEASURING PROGRESS

CAIS is committed to developing methods and accountability measures to assess progress in promoting diversity, equity, and inclusion at the school.



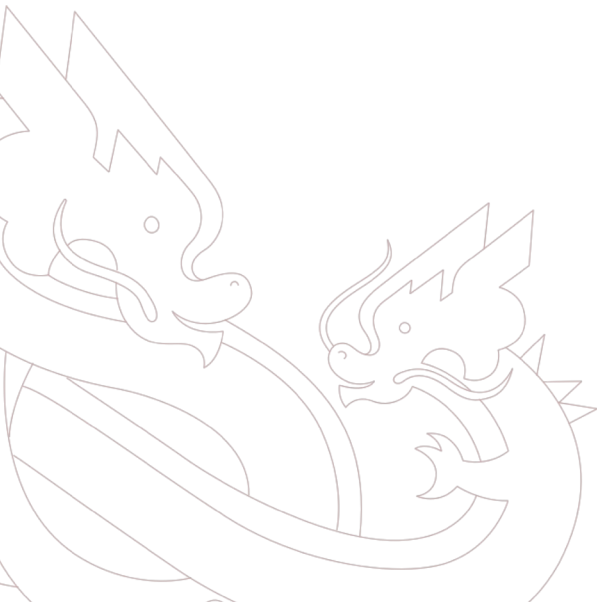
Global Programs

One of the hallmark features of the CAIS curriculum is a robust series of Global Programs for 5th, 7th, and 8th grade students. Far more than simple tourist trips, these programs offer remarkable immersion experiential learning opportunities, and enable students to engage with Chinese society, cultures, and communities in profound and meaningful ways. Students build relationships with Mandarin-speaking host families, and further their language skills throughout the entirety of their trip.



This year, CAIS is delighted to resume its Global Programs following the pandemic pause. Students in 5th, 7th, and 8th grades are traveling to Taipei, Taiwan for experiences that include homestays along with urban and outdoor learning opportunities. Through these programs, which have been developed specifically by and for CAIS, students apply their language proficiency to function in authentic contexts, develop cross-cultural understanding through active engagement with new people and environments, and build confidence, independence, and responsibility.

In preparing families for these trips, head of school Jeff Bissell shared a retrospective on the evolution of CAIS Global Learning Programs since his arrival in 2010, noting the impressive growth from a fraction of the students in 5th and 8th grade to up to 120 students traveling to China and Taiwan in 2019. He emphasized the community's enormous appreciation for the transformative nature of these trips for CAIS students. Trips were suspended from the spring of 2020 through last year due to the pandemic but the community is overjoyed to travel abroad again this spring.



FOUNDING YEAR

1981

GRADES

PS - 8

Key Statistics

STUDENTS





500 students in early childhood through grade eight

THREE DIVISIONS

- Early Childhood (PS - Grade 1)
- Lower School (Grades 2 - 5)
- Middle School (Grades 6 - 8)

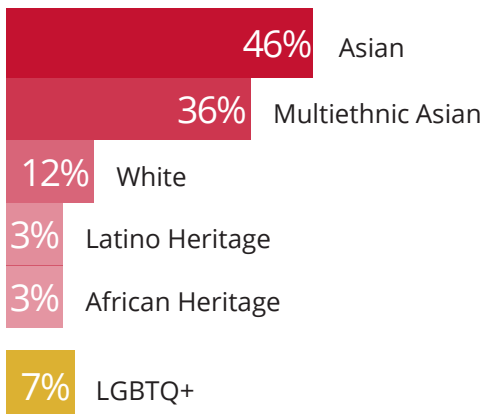
LOCATION

Three campuses in San Francisco, with a new campus opening in 2024:

-  42/52 Waller Street for Preschool
-  150 Oak for K-5th Grade
-  888 Turk for 6th-8th Grade
-  3250 19th Avenue for all grades

67.5% of students meet the ACTFL benchmark to *teach* Mandarin in K - 12 schools.

FAMILY BACKGROUNDS



FACULTY AND STAFF

- 46** full-time teachers
- 34** administrators and staff
- 20** TAs and other employees

FINANCIAL AID

20.1% of families receive adjusted tuition.

WEBSITE

www.cais.org





Key Statistics

ANNUAL GIVING

\$2 million raised each year

- **100%** trustee participation for the past 10 years
- **100%** faculty/staff participation for the past 8 years
- **97%** parent participation in the 2022-23 fiscal year

CAPITAL CAMPAIGNS

2014

Goal: **\$8** million

Amount Raised: **\$10** million

2023

In progress

OPERATING BUDGET

Over **\$21.4** million

SHOWCAIS AUCTION

Over **\$1,000,000** raised for 7 of the past 8 years

ACCREDITING BODIES

California Association of Independent Schools (**CAIS**)
Western Association of Schools and Colleges (**WASC**)

MEMBERSHIPS

California Association of Independent Schools (**CAIS**)
California Teacher Development Collaborative (**CATDC**)
Independent Schools of the San Francisco Bay Area (**ISSFBA**)
National Association of Independent Schools (**NAIS**)
People of Color in Independent Schools (**POCIS**)
Western Association of Schools and Colleges (**WASC**)





Strategic Vision 2020-2025



Long-Term Goals

REIMAGINING IMMERSION

Long Term Goal: CAIS students engage with confidence and purpose in both classroom inquiry and real-life situations through meaningful applications of Mandarin. Students appreciate and are aware of their own developing bilingualism and their ability to navigate varied cultural contexts. Through immersion they develop competencies that extend far beyond language learning.

REIMAGINING A CULTURE OF LEARNING

Long Term Goal: CAIS fosters a culture of learning in both Mandarin and English characterized by inquiry, agency, perseverance, and joy. Its culture supports the development of each student's skills, abilities, character, and learning dispositions, so that they are able to adapt, thrive, and contribute to a world that continuously presents new challenges and opportunities.

REIMAGINING COMMUNITY CONNECTEDNESS

Long Term Goal: CAIS students, employees, and families contribute to, belong within, and grow together as a diverse, equitable, inclusive, and interconnected community that begins in the classroom and extends across grades, divisions, families, and the Mandarin immersion world.

REIMAGINING LEARNING SPACES

Long Term Goal: The CAIS 19th Avenue campus is designed and built with the flexibility to support current and future school and auxiliary programs and pedagogy that have a transformative impact on academic, cognitive, social, and emotional learning, school culture, community building, and financial sustainability.



Strategic Initiatives

A BEACON FOR LANGUAGE IMMERSION PROGRAMS

As the first dual language Mandarin immersion school in the country, CAIS has developed an innovative curriculum model that has drawn international attention. Today, the early childhood program is full immersion, and elementary students follow a 50/50 Mandarin-English program. CAIS teachers and administrators are regularly invited to present at educational conferences, and the school receives frequent visits from educators around the globe who are interested in learning about its curriculum model. One strategic goal includes continuing to lead, network, and learn from other immersion programs, and CAIS recently hosted the sixth annual early childhood Chinese immersion forum in March. The school looks forward to uplifting and partnering with other Mandarin language programs around the world.

AN EXPANDED, 100% IMMERSIVE PRESCHOOL PROGRAM

CAIS recognized the opportunity to expand its full immersion preschool program to include two-year-olds, and nimbly introduced a class for this youngest group to the program in the fall of 2022. For these young learners, the day is structured around opportunities for free play, story time, imitation, song and dance, arts, and STEM activities. Even in the two-year-old class, the 100% immersion preschool program strives to help children develop Chinese language proficiency, social and emotional skills, resiliency, and physical independence while laying the foundation for their future years at CAIS. The addition of the fully-formed two-year-old class for the fall of 2023 has been met with overwhelming support from the CAIS community with interest in the program currently exceeding capacity for the upcoming school year.

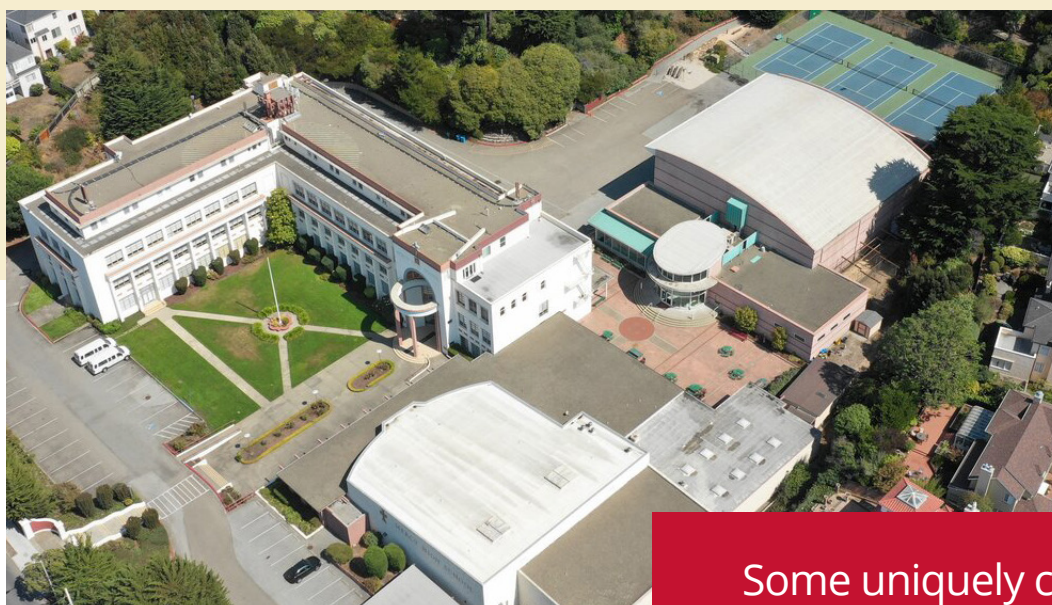
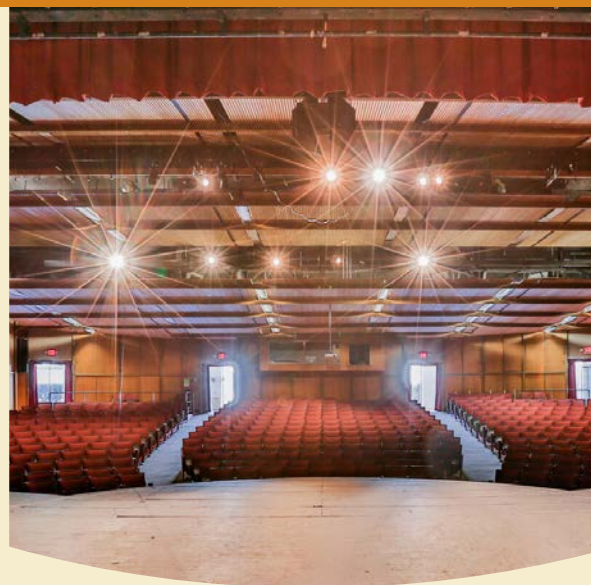
A MIDDLE SCHOOL MANDARIN WORLD LANGUAGE PATHWAY

This fall, CAIS looks forward to welcoming its first cohort of middle school students to the Mandarin World Language Pathway program. This program provides a new opportunity for middle school students with little to no Mandarin background to enroll in the dual language program at CAIS. Students in this program will join their peers for all core subject classes, and the Mandarin World Language Pathway program will include more robust language instruction than students would get in a monolingual school setting. While this program will pilot this coming school year with a small cohort of students, CAIS looks forward to expanding the middle school and Mandarin World Language Pathway program upon its move to the 19th Avenue campus in the fall of 2024.



The 19th Avenue Campus: A New Home

In 2021, CAIS announced its acquisition of a new all-school campus, located on 19th Avenue in San Francisco. Formerly an all-girls, Catholic high school, this campus will serve as the school's permanent home, and is large enough to accommodate all CAIS students, faculty, and staff. CAIS is examining its programs and processes in advance of its move to the new campus, and is looking forward to building upon its existing culture of community and innovation at its new home. CAIS is planning to welcome its students to the new campus in fall 2024. Watch a virtual [tour](#) of the 19th Avenue campus led by CAIS head of school, Jeff Bissell.



Some uniquely compelling qualities of the 19th Avenue campus include:

- A 5.4 acre campus with facilities totaling 120,000 square feet, including 78,000 square feet of academic program space. Spacious classrooms range from 750 to 900+ square feet.
- Multipurpose athletic facilities and significant outdoor space, including a full-size gymnasium/ indoor basketball court, locker rooms, and two U8 soccer pitches.
- Arts Complex with a 455-seat theater, large dance studio, painting studio, and ceramics studio.





Background and Opportunities

For over 40 years, Chinese American International School (CAIS) has been a leader in Mandarin immersion education. As the first school of its kind in the United States, CAIS began from humble yet bold roots when a group of determined San Francisco parents saw a need for a school to immerse young learners in the language and culture of over one billion people. Since then, CAIS has grown to serve 500 students in three divisions (early childhood, elementary, and middle) and expanded both its footprint and impact.

At the time when CAIS was founded, 12% of the population in San Francisco was ethnically Chinese. Today, that number has nearly doubled, and other Chinese immersion schools have sprung up both in San Francisco proper and the greater Bay Area region. CAIS has remained a pioneer to which other schools, districts, and potential school founders look for inspiration and advice. Over the last several years, for example, CAIS has organized conferences and hosted visitors from other schools to bring Mandarin immersion educators together to share ideas and best practices. CAIS faculty and administrators also routinely publish and present at conferences on topics relevant to Mandarin education. As a well-resourced school, CAIS recognizes its responsibility to share expertise and best practices with other Mandarin immersion schools, many of which are public and charter schools.

CAIS has always fostered an intellectually stimulating environment. While CAIS students have consistently performed well across traditional academic subjects, that is not the only metric by which administrators of CAIS evaluate the school. CAIS wants students to gain a global perspective through the lens of language. Recently, school leaders have begun to talk about an “immersion bonus” that helps instill cultural competency and awareness. Immersive language education is itself both an important goal and a means to other ends that

will make graduates of CAIS well prepared to eventually become global leaders with a deep awareness and appreciation for world cultures.

Over these last four decades, CAIS leaders have been inventive, creative, determined, and opportunistic when it comes to growth. The San Francisco real estate market has never made it easy for nonprofit organizations to launch let alone expand. Yet, CAIS founders and subsequent generations of board leaders and school administrators figured out ways to acquire new property, whether through purchase, long-term lease, or short-term rental. This mindset allowed the school to organically evolve and grow and reinforced an innovative and nimble spirit that continues to infuse into both classrooms and administrative offices at CAIS.

Currently the school operates classrooms in three separate campuses spread across an approximately three-quarter mile radius in the geographical center of San Francisco, not too far from downtown. A fourth nearby facility houses a few non-academic departments, including the business and advancement offices. The oldest academic campus, 150 Oak Street, is a building that CAIS shares with another language immersion school. The newest classroom campus is 888 Turk Street, which the school has been leasing from the San Francisco Catholic Archdiocese for nearly ten years. When that property became available, a capital campaign was quickly assembled--the first in the history of CAIS. At the time, the goal was \$8M; over \$10M was eventually raised. This campaign proved to be an important harbinger, showing to everyone that the community had both the capacity and willingness to support major development undertakings.

Prior to the pandemic, the school’s leadership had already recognized that CAIS was outgrowing its physical footprint. While acquiring yet more discontinuous



property could have been an option, another long-standing goal had also moved to the foreground: to unite the school onto a single campus. The idea of having two-year-olds through eighth graders, along with all faculty and staff, on the same grounds with outdoor space to support athletics and general play has been the school's dream for decades. To that end, even while the school was fundraising for the expansion to 888 Turk back in 2014, savvy trustees and school leaders were keeping their eyes open and quietly exploring possible relocation options.

When the pandemic hit, two factors helped bring this dream to a reality. First, some Bay Area schools began to struggle, as they were ill-prepared for both pivoting to remote learning and responding to demographic shifts away from urban living. Second, many organizations that had been seeking to expand—including several schools—hunkered down, paused property acquisition plans, and took a conservative approach to wait out the uncertainty of the pandemic.

CAIS, by contrast, flourished and doubled down. School attendance remained robust, as existing families were thrilled with the way CAIS handled remote learning. New families from other schools discovered all the wonderful elements of this thriving community. Meanwhile, the leadership of CAIS recognized now was the time to go bold in its quest to unify the school. When an old Catholic high school on the main 19th Ave corridor in the western part of San Francisco shuttered in 2020, the land became available for purchase. The board quickly put together a bid that required finesse and patience during an uncertain bidding process, but before long CAIS had purchased an outstanding five-acre campus. From day one the property had plenty of outdoor space and came with three large buildings: an athletics facility with a modern gym, an arts facility with an impressive theater, and a multistory academic building with more learning space than CAIS ever had in its three current buildings combined. Both the gym and theater have already been put to use for community gatherings and auxiliary revenue purposes while the academic facility undergoes a complete interior remodeling.

Now that the dream is on track to become a reality, everyone is moving into high gear. The goal is to move the entire school to 19th Ave for the start of the 2024-2025 school year. With less than 18 months to go,

work abounds: programmatically, operationally, and philanthropically. On that last note, the development team has been working hard with the head of school and board of trustees to solicit large gifts during a quiet campaign phase. The purchase of the property is complete and fully paid for through a combination of low-interest financing, proceeds from selling out interest in the current campus, and capital reserves that the board had stewarded from previous fundraising initiatives. Fundraising is now underway to support the remodeling and renovation work. Everything is on track and the response from major donors has been overwhelmingly positive. The public phase of the campaign is likely to launch later in 2023 or early 2024, soon after the next director of institutional advancement comes onboard.

The next director will take over following a successful ten-year tenure of the outgoing director, who is moving to the East coast to be closer to family. Under her leadership, the school revamped, professionalized, and augmented its advancement strategy. Annual giving increased dramatically after her first year, and now the school raises over \$1M each year from its auction event alone. She designed, engineered, and oversaw the 2014 - 2015 fundraising for 888 Turk, and as a result of that successful fundraising endeavor the school was ready to hit the ground running with the current campaign for its 19th Ave campus.

Hard-working and highly dedicated, the advancement office mirrors the staffing culture at CAIS, which runs a lean operation. School leaders have always prioritized investing financial resources into student-facing programs and services. The advancement team currently comprises three direct reports, although there is an open position that the school is actively working to fill. The team has a diverse set of backgrounds. Some people have many years of experience in advancement, and some are new to fundraising. Some on the team have worked in education for a long time, and others come from parallel nonprofit industries. Some work on-site, and others work remotely across the country. To ensure a graceful handoff after the outgoing director leaves in June, the school is currently working to secure interim consulting support for the department. When the next director comes onboard, both the outgoing director and the interim consultant will be available in the background to ensure another smooth transition.



The next director should be excellent at staff development and departmental leadership, and be willing to invest time and energy to support the continued growth of the team. The next director should be well versed in major gift solicitation and be ready to immediately take the reins of the current campaign. And as the campaign moves through these next critical months to its eventual public phase, the incoming director should also be ready, willing, and able to work with and guide the head of school and trustees, who have come to appreciate the expertise and concierge-like approach of the outgoing director on exactly how and when to make specific asks. CAIS is a school where close relationships, acts of kindness, and small personal touches go a long way to cultivating new and existing donors. The school is accustomed to an office that knows everyone, understands what matters to each person, and truly cares about honoring and connecting individually with members of the community.

But above all else, the next director should be authentically motivated to not just learn about, but also support, Chinese culture and Mandarin immersion. CAIS has always recognized its place as a forerunner in education. However, in light of recent social movements and cultural awakenings, CAIS also recognizes that it has a responsibility and opportunity to advocate for greater awareness and appreciation for Chinese community and culture. Indeed, some at CAIS dream that the 19th

Ave campus could one day become much more than a school, especially given its glorious gathering spaces and its proximity to neighborhoods with large numbers of Chinese residents. Though some of these big ideas will no doubt be years away from coming to fruition and are downstream of the primary goal to complete a once-in-a-lifetime campus relocation, the commitment to Chinese culture, community, language, and education should be front and center for the next director of institutional advancement, just as they are for all members of CAIS.

Upon entering this community, the next director will find a warm, welcoming, and hard-working community ready to work collaboratively on many goals and aspirations, big and small. The director of institutional advancement reports directly to the head of school, who has a Ph.D in Chinese Language and Literature and has been at the helm of CAIS since 2010. The head of school, leadership team, and board of trustees are all highly dedicated and passionate about the mission of the school, and they will all support as well as rely on the next director of institutional advancement as the school continues to evolve and grow. This position starts in the summer of 2023, though for the right individual the school would be willing to wait until early fall--but not too long given all the anticipation, excitement, and hard work ahead to unite this innovative and pioneering community onto a single campus.

Voices of CAIS



JEFF BISSELL
Head of School



ALDA LEU DENNIS
Trustee
Board Secretary

Founded in San Francisco in 1981, CAIS is a leader in its field and prides itself on being a life changing, world changing institution. For 42 years, CAIS has prepared students to navigate the interconnected world they will inherit. At CAIS, we have created a challenging educational program which provides students with the academic skills and core social emotional competencies that will serve them across American and Chinese language and culture. We envision new generations of passionate, engaged, and reflective learners who lead meaningful and impactful lives across languages and cultures—and it is our commitment to foster this future.

We invite you to watch our [interview](#) with Jeff, in which he highlights the exciting move to the new campus, the close-knit community at CAIS, and the importance of finding a mission-aligned director of institutional advancement to join the team. Additionally, take a look at our [interview](#) with Alda, in which she discusses her identity as an Asian-American woman, her connection to CAIS, and her long-term goals as a board member.



DESIRED QUALITIES OF THE NEXT
DIRECTOR OF INSTITUTIONAL
ADVANCEMENT

Collaborative
Mission-driven
Relational
Creative
Community-minded
Empathetic
Inclusive
Resourceful
Curious
Organized



Specific Duties

Mission-Aligned, Strategy-Driven, Community-Centered Philanthropy

- Promote the role of philanthropy in the long-term sustainability of CAIS as a mission-driven school to the board of trustees, the administrative team, and the parent and guardian community.
- Establish and execute strategies to build outstanding relationships between CAIS and its varied constituencies, and develop, coach, and mentor colleagues, key volunteers, and trustees to take an active role in building relationships and fundraising.
- Implement best practices in donor management, reporting, relations, acknowledgment, and confidentiality.
- Continue to support the current advancement practices to strengthen long-term philanthropic strategy and process efficiencies at CAIS.

Major Gift Giving and Capital Campaign Management

- Oversee the strategy and high-level execution of all capital and major gift campaigns, including the capital campaign that the school is currently undertaking as it prepares to move to a new home in 2024.
- Provide direction and support to the head of school and the board of trustees to ensure the success of all major advancement initiatives.
- Identify, cultivate, solicit and steward major gift prospects, both independently when directed and collaboratively with the head of school and board of trustees.
- Work with the head of school, the board of trustees, and leadership team to identify needs and opportunities for future major fundraising, and develop multi-year plans to ensure that advancement strategy is aligned with programmatic and operational goals.

Communications, Marketing, and Branding

- Work in partnership with the director of communications to develop an outstanding communication and marketing strategy.
- Align advancement and development initiatives to the school's ongoing devotion to Mandarin immersion, both within the local community as well as in the broader educational landscape.
- Ensure that outreach initiatives, publications, social media marketing, and other external messages are aligned with communication guidelines and brand identity.
- Collaborate with other leadership team members on marketing and communication initiatives to expand and enhance the school's visibility and reputation as a national leader in Mandarin immersion.

Departmental Oversight and General Leadership

- Oversee the advancement department, which includes four other professionals: the assistant director of advancement, the director of communications, the capital campaign and events coordinator, and an open position currently being filled.
- Provide outstanding mentorship, feedback, support, professional growth, and guidance to all members of the advancement department.
- Work closely with the admissions department and educational leadership team to streamline long-term advancement initiatives.
- Remain current with trends in educational philanthropy, and maintain professional networks by participating in local, regional, and national professional organizations.
- Perform other duties as assigned.



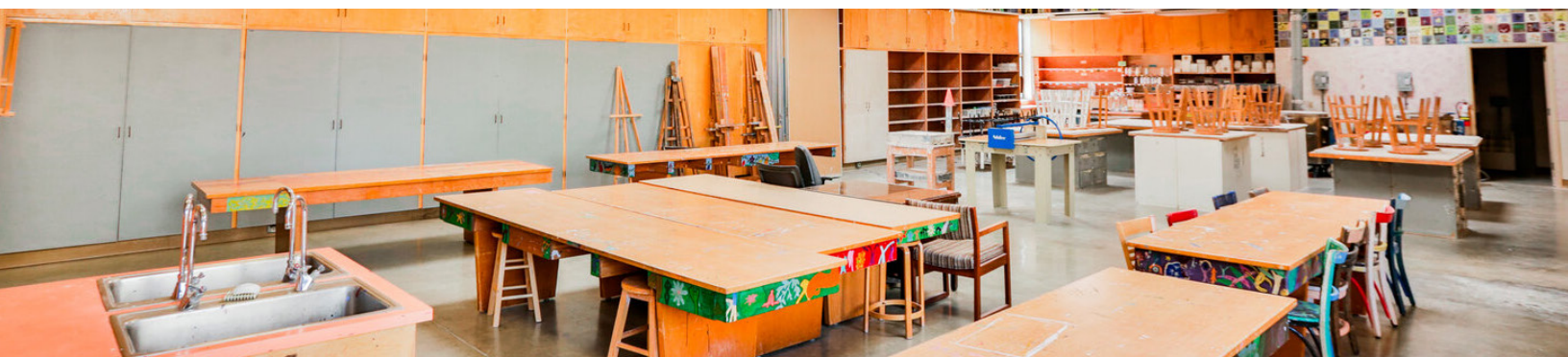
Qualifications and Qualities

Professional Qualifications

- Multiple years of increasing responsibility in fundraising, preferably in an educational setting
- Comprehensive understanding of advancement best practices
- Proven track record of fundraising success, including an ability to cultivate, solicit, and secure major contributions through excellent relationship management skills
- Experience with capital campaign planning, implementation and management
- Experience with digital media campaigns for fundraising, capital campaigns, alternative giving programs, alumni giving programs, and marketing and event management
- Immersion in diversity and inclusion work — both in training and in implementation — and an ability and commitment to aligning principles of DEI to a school's advancement strategy
- Demonstrated proficiency with fundraising technology
- Demonstrated success in supporting and supervising the work of colleagues to identify and achieve strategic organizational goals and individual employee goals
- Possession of a bachelor's degree from an accredited college or university, which is a minimum requirement, though preferably possession of a graduate degree

Leadership and Personal Qualities

- Organized, systematic approach to running a mission-critical department
- Ability to create, analyze, and leverage performance metrics
- Excellent written and oral communication skills
- Desire to work collaboratively with other leaders throughout the school community
- Commitment to the mission and values of CAIS, and an ability to align the operations of an advancement office to a school's mission and values
- Extreme discretion, attention to detail, and commitment to excellence
- A creative and strategic mindset, and a willingness to solve complex problems
- Proclivity for relationship-building across different constituencies, including alumni, trustees, parents and guardians, faculty, staff, and friends of the school
- A genuine excitement for promoting and advancing Mandarin culture, language, education, and immersion

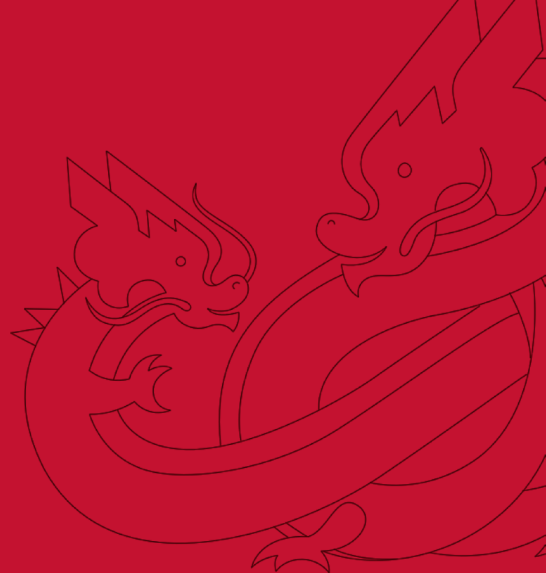


How to Apply

12M Recruiting is acting on behalf of Chinese American International School to identify exceptional advancement leaders to fill this extraordinary opportunity.

Direct inquiries to:

jobs@12MRecruiting.com



Applications received by May 12, 2023 will receive priority review.

All applications must be submitted online:

www.12MRecruiting.com/jobs/CAIS

- Cover letter introducing yourself to the Chinese American International School search committee
- CV or résumé
- A list of four references (include each person's name, organization, title, phone number, email, and connection to you — though we will not contact any references without obtaining your permission first)

- A response to the following prompt:

As the next director of institutional advancement of CAIS, you would begin right in the middle of the current capital campaign, which as of this printing has reached more than 50% of its goal, is on-schedule, and has yet to enter its public phase. The outgoing director, who after ten successful years is moving to the East coast with her family, will be more than happy to answer any and all questions in the coming months from the next director. With this in mind, what are a few key questions that you would be eager to ask the outgoing director, and what are a few essential discovery topics that you would want to explore in depth with both the head of school and board leadership?

