



**Ethical Culture  
Fieldston School.**

## **DIRECTOR OF MAJOR GIFTS**

Start Date: July 2027

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Ethical Culture Fieldston School

New York, New York | [ecfs.org](https://ecfs.org)



**Carney  
Sandoe**  
& ASSOCIATES

# At a Glance



**1878**  
established



**~1,700**  
total enrollment



**42%**  
students of color  
faculty of color (41%)



**285**  
total faculty



**69%**  
faculty with  
advanced degrees



**6:1**  
student-faculty ratio



**\$20.1M**  
financial aid  
awarded



**22%**  
students receiving aid



**\$145M**  
endowment



**18 acres**  
campus size



# MISSION STATEMENT

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## **Ethical learning**

The exploration of what it means to be an ethical and responsible member of society forms the core of our curriculum and our school community. We value inclusion and seek to be a welcoming community that broadly reflects the people of the metropolitan New York City. We honor all of our students for their unique contributions, cultural backgrounds, and beliefs. As we consider service to be critical to the development of character, we incorporate community service into our students' school experiences from the earliest grades.

## **Academic excellence**

Our School achieves academic excellence by challenging students to reach their highest potential in body, mind, and spirit through the humanities, the sciences, the arts, and physical education. Students become active learners and engage in vital discourse in an atmosphere of intellectual discipline and creativity fostered by a community of dedicated teachers.

## **Progressive education**

Through a curriculum rooted in our tenets of progressive education, students become independent thinkers as they learn that asking their own questions and seeking their own answers are key to the deepest kind of understanding. Cooperative, student-centered, discussion-based learning, and the freedom to make mistakes are part of our students' everyday lives.



# OVERVIEW

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Ethical Culture Fieldston School (ECFS) is a progressive PreK-12 independent school that has been serving students from throughout New York City and the surrounding suburbs since 1878. Central to Ethical Culture Fieldston School's mission is to teach all its students to approach the world with empathy, compassion, and understanding. ECFS offers a rich curriculum across every academic discipline with an impressive breadth and depth to the educational program. A co-ed, nonsectarian school, it serves a community of more than 1,700 students on two campuses, one in the Riverdale section of the Bronx and the other on the Upper West Side of Manhattan.

ECFS has a long history of community and belonging, deeply rooted in its mission and the educational philosophy of its founder, Felix Adler. The School embraces an inclusive culture comprised of many ancestries, family structures, identities, cultures, and beliefs and seeks a student body and faculty that reflect the pluralism and socio-economic diversity of metropolitan New York. It affirms both differences and commonalities and strives to balance individuality and community. In keeping with its progressive tradition, the School is dedicated to increasing students' cultural literacy to help them understand multiple perspectives and see the world beyond the self.

ECFS expects members of its community to engage in open dialogue about living and learning in an inclusive environment inside and outside the classroom. This work, with its creative tensions, is viewed as a catalyst for individual and collective growth. The School is committed to making this vision of a democratic, pluralistic, and progressive community a reality. Its academic program is built around ten core tenets of progressive education, developed by the faculty and staff to define how students experience the curriculum.





Under the leadership of Chief Executive Officer and Head of School, Kyle Wilkie-Glass, the School is experiencing strong momentum. Enrollment is robust, the School has strengthened its leadership team across key administrative areas, and the Board of Trustees is focused on effective governance and a strong leadership pipeline. Annual giving through the Orange Fund has gained a solid footing, with growing participation and a renewed commitment to celebrating philanthropy. The School is now in the quiet phase of an ambitious campaign to build a new science and innovation center and renovate related campus spaces, an investment that will shape the ECFS experience for generations of students.

To support the campaign and the School's future, ECFS now seeks an experienced fundraising professional to serve as the School's Director of Major Gifts. Reporting to the Chief Advancement Officer Rose Turshen and working in close partnership with the CEO/Head of School, the Director of Major Gifts will lead leadership-level fundraising for the School's capital campaign, manage a portfolio of the School's most significant prospects, and serve as the primary staff partner to campaign volunteers. Beyond the campaign, the Director will build the practices of identification, cultivation, solicitation, and stewardship required to sustain a robust major gifts program for years to come.

# OPPORTUNITIES AND CHALLENGES

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## **Advance leadership giving for a transformational campaign**

ECFS is in the quiet phase of an exciting and ambitious campaign anchored by a new science and innovation center. The Director of Major Gifts will manage a portfolio of leadership prospects, partner with the CEO and the Chief Advancement Officer in cultivating and soliciting the School's most significant donors, and bring the focus and discipline that move conversations from interest to commitment. The Director will also help broaden the case for support, connecting the project to the full breadth of the ECFS program and the innovation it will make possible across every division.

## **Strengthen the culture of philanthropy**

ECFS families care deeply about the School, and giving through the Orange Fund has grown steadily. The opportunity now is to build a culture in which philanthropic leadership is clearly communicated, expected, and celebrated. The Director of Major Gifts will be a visible and energizing presence in the community, attending school events, athletic contests, and performances, meeting families one on one, and helping donors feel genuinely connected to the School's leadership and vision.





### **Strengthen prospect identification and pipeline development**

With more than 1,700 students across four divisions and two campuses, ECFS has significant untapped philanthropic capacity among current and past parents, grandparents, former trustees, and alumni. Working closely with the advancement team's research and data functions, the Director will lead a disciplined approach to discovery, qualification, and portfolio management, learning what motivates each prospect and advising School leadership on whom to approach, when, and how. Deliberate attention to younger families will build the pipeline for the decades ahead.

### **Partner with campaign volunteers**

The Director will serve as the primary staff partner to the Campaign Cabinet, preparing volunteers for prospect meetings, structuring cabinet meetings and follow-through, and ensuring that assignments are clear and progress is tracked. The successful candidate will help trustees and volunteers grow confident in their roles as advocates and solicitors, and will bring a clear plan, steady momentum, and contagious optimism to the work.

### **Elevate stewardship and donor recognition**

The School has secured meaningful early commitments to the campaign, and those founding donors deserve thoughtful, personal stewardship. The Director will design a stewardship and recognition strategy that celebrates early leadership, demonstrates the impact of every gift, and keeps donors engaged well beyond the moment of commitment, laying the groundwork for future generosity.

### **Collaborate across Advancement and the School.**

The Director of Major Gifts joins a collaborative, hands-on Advancement team that includes the Director of Development, who leads the annual fund and database team, and the Associate Director of Strategic Initiatives, who manages leadership giving, endowment, and planned gifts. The Director will also work closely with the CFO and Business Office on gift agreements, pledge documentation, and reporting. Crafting proposals, briefings, and correspondence in the voice of School leadership will be central to the role.

# QUALIFICATIONS

The ideal candidate will be an accomplished frontline fundraiser with a record of securing leadership gifts and the strategic and organizational skills to build a lasting major gifts program. Ethical Culture Fieldston School strives to hire people committed to the School's mission and values. The following qualifications are sought in the ideal candidate:



- Minimum of seven years of progressive fundraising experience; campaign experience is preferable.
- Demonstrated track record of cultivating, soliciting, and closing significant gifts.
- Capital campaign experience, ideally including a campaign for a new facility.
- Experience in prospect research, qualification, and portfolio management, with comfort using data and donor databases to inform strategy.
- Experience staffing senior leaders, trustees, and campaign volunteers, and preparing them for successful solicitations.
- Ability to design and execute a clear, measurable fundraising plan and ensure consistent follow-through.
- Experience developing stewardship and donor recognition programs that demonstrate impact.
- Working knowledge of gift agreements, pledge documentation, and endowed and planned gifts, and the ability to partner effectively with finance colleagues.
- Exceptional writing skills, including proposals, briefings, and correspondence in the voice of senior leadership.
- Commitment to fostering an equitable and inclusive community and demonstrated skill working with families and donors of all backgrounds.
- A commitment to confidentiality and good judgment on sensitive matters.
- Independent school experience preferred; higher education experience or other mission-driven organizations welcome.
- Bachelor's degree required.



## Personal Attributes

- Magnetic, warm, and confident, with the energy to inspire enthusiasm and the conviction that ambitious goals are achievable.
- Strategic and organized, able to create a clear plan and execute it with discipline.
- Highly relational with strong social intelligence, able to read people and situations with nuance and understand each donor's capacity and passions.
- Polished and professional, comfortable representing the School with sophisticated and high-capacity donors.
- Collaborative and generous with information, ready to step in wherever needed in keeping with the team's ethos.
- A quick study who readily adopts the voice and style of School leadership.
- Passionate about being present on campus and connecting with families at school events, performances, and games.
- Self-starter able to manage multiple priorities, meet tight deadlines, and adapt to changing demands.
- Deep commitment to the mission of ethical learning and progressive education.

# LEARN MORE

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- [School Website](#)
- [School History](#)
- [College Counseling](#)
- [School Profile](#)
- [Diversity, Equity, and Inclusion](#)
- [About New York, New York](#)





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## TO APPLY

Interested and qualified candidates are invited to contact the consultants in confidence. Candidates will ultimately need to submit the following materials as separate PDF documents:

- A cover letter expressing their interest in this particular position;
- A current résumé;
- A list of five professional references with name, relationship, phone number, and email address of each (references will not be contacted without the candidate's permission) to:

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### **SARA SHULMAN**

Practice Leader – Development and Finance/Senior Consultant  
[sara.shulman@carneysandoe.com](mailto:sara.shulman@carneysandoe.com)

### **MYLES AMEND**

Consultant  
[myles.amend@carneysandoe.com](mailto:myles.amend@carneysandoe.com)

*The full-time salary range for this position is \$200,000-\$225,000. The starting salary is based upon, but not limited to, several factors which include years of experience, educational background, and expertise.*



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