



UCC

UPPER CANADA COLLEGE



Associate Vice-Principal, Advancement
Position Profile



TABLE OF CONTENTS

The Opportunity.....	1
About Upper Canada College.....	1
Key Areas of Responsibility for the AVP, Advancement	5
Qualifications & Competencies.....	6
UCC Leadership-Specific Competencies.....	4
Biographies	8
Organizational Chart	10

FOR MORE INFORMATION

KCI (Ketchum Canada Inc.) has been retained to conduct this fundraising leadership search on behalf of Upper Canada College. Interested advancement professionals are invited to contact Tara George at KCI Search + Talent via email at UCC@kcitalent.com.

Please send resume and letter of interest to the email address listed above by **November 12, 2021**.

Please note that the hiring range for this position is \$150,000 - \$180,000 per annum, plus a wide range of benefits and perquisites that are available to all UCC employees.

For more info about working at UCC please visit: <https://www.ucc.on.ca/welcome/careers>

UCC is proud to be an Employer Partner of the Canadian Centre for Diversity and Inclusion (CCDI). This partnership provides our team with learning resources and is one part of our journey to embrace pluralism – celebrating differences, cherishing similarities, and giving voice to multiple perspectives.

Upper Canada College requires full vaccination for all eligible students and employees who will be accessing the campus for in-person learning and activities. In accordance with the Ontario Human Rights Code, exemptions will only be considered for defined medical conditions as determined by a clinician and/or for reasons of religion or creed. Candidates are asked to proactively identify if they require more information about policy-accepted exemptions. A Criminal Records Check and a Vulnerable Sector Check will be required for this position.



Associate Vice-Principal, Advancement

THE OPPORTUNITY

We are seeking an Associate Vice-Principal, Advancement to lead Upper Canada College's fundraising programs and team, overseeing the continued creation, implementation, and management of a strategic approach to donor engagement and stewardship, while engaging a portfolio of top donor prospects in support of the College's priorities. The AVP will be responsible for the planning and execution of UCC's fundraising strategy, giving programs and plans; for increasing donor participation and support; and for establishing and maintaining strong donor relationships.

Leading, coaching, and supporting a team of seven advancement professionals, and working with senior College leadership and a volunteer campaign cabinet, the AVP will have accountability for major, principal, planned, and annual giving activities and results. The AVP will effectively execute a transformational major gifts program and planned gifts program that has well-defined strategic objectives and focuses on relationship building. A key aspect of this role is new donor relationship building, and the AVP will actively develop and manage a portfolio of principal gift prospects (\$1m+) in support of the College's long-term priorities and strategic directions.

Reporting to the Vice-Principal, Advancement, the AVP will work collaboratively as a member of the Advancement leadership team alongside the Executive Director, Marketing and Communications, the Executive Director, Community Relations, and the Director, Advancement Operations, to support the broader strategic priorities of advancement at the College.

ABOUT UPPER CANADA COLLEGE



Upper Canada College's mission to deliver transformational learning experiences is supported by expert faculty, cutting-edge facilities, and wide-ranging co-curricular offerings. UCC is an [IB Continuum World School](#) with 1,200 students in Senior Kindergarten through Year 12, including 88 boarders from around the world.

Located in central Toronto on 35 acres of green space in central Toronto, Upper Canada College was founded in 1829. Our alumni community of more than 12,500 in 80+ countries includes leaders and innovators in politics, finance, arts, athletics, media and beyond. We are proud that approximately 20 per cent of UCC students receive financial assistance from the school's sector-leading program, with \$5 million available annually to Canadian students.

Our Vision: UCC values each boy and inspires him to be his best self. A UCC experience reflects the pluralism and promise of Canada, and identifies the College as a global leader in the education of boys.

Our Mission: Upper Canada College provides transformational learning experiences that foster the development of head, heart, and humanity and inspire each boy to make a lasting and positive impact on his world.

Our Values

Learning - Learning about oneself and the world is at the heart of a UCC education. Through a rigorous liberal education and programs of personal development, each boy gains an understanding of himself, strong and wide-ranging skills, and knowledge that prepares him for success and responsible citizenship. We strive for excellence and celebrate accomplishment, valuing learning as a journey and not a destination. At UCC, learning is an ongoing pursuit marked by curiosity, collaboration, persistence, and openness to feedback. As a community, we model a culture of learning and growth.



Pluralism - A UCC experience is about more than just an appreciation of diversity; it is about celebrating differences, cherishing similarities, and giving voice to multiple perspectives. Through an understanding and appreciation of pluralism we create a more inclusive community, and in turn, create a more just society where we work towards the common good.



Community - UCC's culture is characterized by teamwork, collaboration, mutual respect and a fundamental belief in our Vision and Mission. We appreciate and value each individual, fostering strong and trusting relationships throughout our community. We stand by each other, offering support and care, and we foster in our boys the very best characteristics of brotherhood.

Service - To honour Sir John Colborne's founding commitment to public purpose, UCC inspires boys to become service-oriented leaders who understand their unique qualities in relationship to others, have humility and empathy, and recognize their ability to positively influence change. At UCC we embrace the opportunity and responsibility to make a difference in our local and global communities.

Wellbeing - To foster individual and institutional wellbeing, UCC is committed to a learning and working environment that is safe, healthy, meaningful, engaging, and supportive. A UCC education equips each boy with the capabilities to develop the knowledge, self-awareness and strengths of character that enable lifelong resilience and allow him to flourish.





Strategic Directions: Towards 2029

Strategic Directions: Towards 2029 sets the course for our preferred future, one that is driven by our renewed vision to inspire boys to be their best selves and grounded in our mission to provide transformational learning experiences. Our Strategic Directions reaffirm our foundational focus on educating boys in an exceptional day school and boarding environment, delivering a rigorous liberal education through the International Baccalaureate Programme, and ensuring financial accessibility for boys of the highest potential.

Our history of bold and progressive thinking has inspired UCC's renewed Strategic Directions—developed in extensive collaboration with our community. Three new goal pillars will guide our commitment to these strategic priorities and initiatives. They are Best Self—nurturing the unique combination of head, heart, and humanity in each boy; Flourishing Community—creating a vibrant school that values lifelong engagement; and Bold Future—embracing a culture of courage, striving for excellence, and advancing the common good.

This is a dynamic new agenda for UCC. It bolsters our commitment to deliver innovative teaching practices and learning outcomes, reflects the promise and pluralism of our global society, and supports the wellbeing of our boys, faculty, and staff. Our goals for the future are ambitious and exciting. We look forward to working with all members of the UCC community to achieve them, culminating in the extraordinary milestone of the College's bicentennial.

For more details, please visit: <https://towards2029.ucc.on.ca/>

UCC's Commitment to Pluralism

Education is critical to building an inclusive, just society. When we equip learners to challenge stereotypes, bias, and fear, and to understand their origins — and when we celebrate and support the identities of all in our community and make it safe for them to be themselves — we create true belonging.



To fully realize UCC's vision to reflect the pluralism and promise of Canada, and to fully live our pluralism value, we're implementing a multi-year strategy to foster a transformational learning environment where all students, employees and community members feel valued and that they truly belong.

The course we're charting is grounded in ongoing consultation, which to June 2021 has included more than 25 sessions involving close to 400 community members, as well as continuous dialogue, and the creation of a strategic planning committee with representation from across the College. Responding to our community's needs and to complex global challenges, the strategy aims to remove barriers and biases that impede belonging and inclusion, and to integrate a breadth of voices and experiences.

UCC's pluralism strategy comprises 56 initiatives and 163 related actions to be implemented over at least the next five years. It addresses eight anti-oppression categories: ableism; anti-racism; antisemitism; homophobia and transphobia; Indigenous reconciliation; anti-Muslim discrimination; sexism; and socio-economic discrimination.

Through our wide-ranging initiatives and actions, we're paving the way for positive change in seven specific categories across all aspects of College life: curriculum and pedagogy; students, programs, and support; people, organization, and professional development; admission; community; facilities and learning environments; and monitoring and evaluation.

Advancement @ UCC

The Advancement Team at Upper Canada College is collectively responsible for advancing the mission of the College through meaningful philanthropic relationships, community relations and communications.

Every dollar contributed supports the educational mission of UCC, whether by contributing to our sector-leading financial assistance program that enhances the accessibility, diversity and impact of the UCC experience for all students, and supporting the ongoing development and excellence of our facilities, programs, and faculty, through to the provision of equipment and resources for teaching and learning, athletics, arts and culture.

The Advancement team is currently comprised of 22 staff organized in four units: Marketing & Communications, Community Relations, Advancement Operations, and Development, overseen by this role. We work closely with faculty and staff across the School, and we also work very closely with alumni and parent volunteers.

KEY AREAS OF RESPONSIBILITY FOR THE AVP, ADVANCEMENT

Engage and cultivate a portfolio of major gift and principal gift prospects:

- Develop and strengthen lasting and meaningful relationships between key prospects and the College, with the goal of a successful solicitation and fulfilling stewardship outcomes, involving senior leaders, senior volunteers, and colleagues where appropriate to enhance and deepen the knowledge and investment of prospective donors in support of future generations of UCC students
- Develop individual prospect strategies, in collaboration with members of the advancement team, with the goal of maximizing opportunities to align philanthropic capacity with approved College priorities
- Maintain Raiser's Edge with up-to-date prospect strategies, meeting notes, and action plans for one's portfolio

Lead and manage the funding development and stewardship strategies, programs, and plans:

- Demonstrate visioning, strategy, and creative thinking to maintain and increase funding levels and engagement with the community in support of the College
- Develop fundraising program elements including the Annual Fund, Major & Principal Gifts, and Planned Giving
- Collaborate with senior staff (including the Principal and VP), Campaign Cabinet and Board of Governors to raise awareness and drive relationship development /management to optimize donations
- Develop, manage, coach, and support a team of advancement officers and volunteers to implement and support the program
- Identify and implement best practices for ethical solicitation, follow-through, and evaluation
- Collaborate with Principal and Senior Leadership team to develop relevant cases for support, in order to optimize fundraising efforts and opportunities
- Develop effective donor stewardship and recognition strategies, including personalized experiences and events, recognition, and reports
- Provide advice and guidance to the Leadership Team, Board of Governors and Advancement Committee on fundraising and engagement

Lead identified fundraising campaigns and activities:

- Oversee the development and implementation of fundraising program initiatives, events, and activities, including capital campaigns
- Identify and develop individual prospect relationships
- Manage in-kind donations and determine appropriate receipt level
- Oversee the thanking/recognition of donors and volunteers, and the preparation of corresponding stewardship reports
- Monitor activities to ensure appropriateness and quality

Manage the Fundraising Team:

- Leading and managing the Fundraising team (4+ professionals and support staff), including recruitment, training/development, performance evaluation, and employee engagement
- Set clear expectations, promote high levels of accountability, and support staff in optimal achievement
- Engage campaign cabinet volunteers as needed
- Monitor expenses and manage budget for relevant programs
- Provide training in relationship building/fundraising techniques and best practices
- Foster and support an understanding of philanthropy in the team and across the College
- Establish and monitor performance metrics for the team
- Identify and engage volunteers for ongoing fundraising and special campaign activities

QUALIFICATIONS & COMPETENCIES

Candidates for this position will possess highly developed competencies relating to:

Analyzing/Problem-Solving

- Conceptualize and articulate a creative strategy for fundraising/development for the College, and translate that strategy into successful programs, initiatives, events, and campaigns
- Review and assess fundraising activities to determine if goals are being met, where opportunities might exist, and where improvements are needed
- Identify potential new donors and develop engagement strategies
- Assess changes in donation levels, identify contributing factors, and develop strategies to address changes
- Anticipate community reactions to fundraising campaigns, and develop methodologies to optimize engagement
- Assess and react quickly to feedback from the School community, senior volunteers and colleagues

Interpersonal/Communications

- Develop relationships with and engage stakeholders to foster a culture of philanthropy within and outside the extended College community of current and former employees, current and past parents, students, alumni, and friends of the College, through effective strategies in collaboration with communications and community relations
- Work effectively with colleagues from across the College to support their objectives
- Communicate effectively with senior management and staff on all aspects of the fundraising program, with a wide variety of stakeholders, with philanthropists, and with the public
- Demonstrate flexibility and resilience as a public face for the College, in particular with alumni, parents, and current and potential donors

UCC LEADERSHIP-SPECIFIC COMPETENCIES

Diversity, Equity, and Pluralism Leadership

- Demonstrates the ability to hold conversations about identity and marginalization, while maintaining working relationships
- Demonstrates the ability to hold conversations about bias, power, privilege, and barriers in service to students and families
- Understands the impact of privilege and power in communities and workplace environments
- Able to have conversations about race as it relates to student wellbeing and achievement
- Understands the impact of microaggressions on the wellbeing of marginalized people and works to identify strategies to support them and change inequitable practices.

People Developer / Commitment to Talent

- Attracts, hires, and retains top talent
- Recruits the best team members and applies their talents where they best fit
- Coaches to unleash employee potential and invests in their continuing development
- Continuously elevates performance by leveraging constructive feedback, accurate assessment of individual capabilities, coaching, and development opportunities to improve self and others.

Visionary Leadership / Change Management

- Has the desire, will, curiosity, and imagination to propel necessary change by establishing future direction in accordance with the College's values and ethics
- Drives strategies and inspires people to the achievement of the vision by focusing action, and empowering and supporting individuals to be self-managed leaders and agents of change
- Thinks and acts strategically to determine when to embrace and support change, and when to maintain the status quo
- Displays the ability to think outside of the box and make timely decisions in order to develop creative and new solutions that meet current and future needs.

Mobilizing Teams / Community Builder

- Has the ability to bring people together to play a collaborative leadership role internally and externally
- Maintains a professional and positive manner even under changing or uncertain conditions
- Works well with a wide range of individuals to provide support, coaching, encouragement, and direction
- Engages others in order to accomplish organizational goals and strategies.

Achiever

- Leads and organizes people to achieve goals by providing clear directions and adapting one's leadership style as needed
- Serves as a role model for others by exemplifying the highest standards of professionalism, integrity, ethics, and honesty
- Gets things done by setting clear expectations, promoting high levels of accountability, monitoring performance, and getting directly involved when needed to achieve desired results.

UCC Core Competencies

- Communication, effective team member, modelling behaviour, self-leadership / growth mindset, flexibility / adaptability, influencer and relationship builder
- Uses effective communication skills, influence strategies, and compelling messages to inspire and motivate others to excel
- Fosters trust and empowers people to act
- Purposefully builds positive working relationships internally at all levels as well as alliances and partnerships externally by fostering trust, collaboration, and teamwork
- Demonstrates sensitivity and openness to others' views
- Uses emotional intelligence to adapt interpersonal style to relate well to others.

BIOGRAPHIES

Sam McKinney, Principal



Sam McKinney is the 19th principal of Upper Canada College. Under his leadership, the College has set a course for the next decade — leading to the College’s bicentennial — through its *Strategic Directions: Towards 2029*.

He is passionate about the College’s renewed vision and mission, which hinge on the intention to provide transformational learning experiences and to inspire students to be their best selves. Looking to the future, he is proud of UCC’s dynamic agenda which “bolsters our commitment to deliver innovative teaching practices and learning outcomes, reflects the promise and pluralism of our global society, and supports the wellbeing of our students, faculty and staff”.

Sam’s experience, as an educator and a father, has shown him that students thrive best in a school environment that meets the needs of the whole child, not just needs in the area of academics. He believes that the renowned IB Programmes and UCC’s unique approaches to wellbeing deliver such comprehensive care.

Prior to his arrival at UCC in July 2016, Sam was the Deputy Headmaster and Head of Senior School at St. Peter’s College in Adelaide, Australia. While at Saints, he was instrumental in the development of a Middle Years Programme and the physical construction of a new Middle School. His previous experience includes teaching and additional senior administrative positions at schools in Australia and Canada.

Born and raised in the Niagara region of Ontario, Sam received his Bachelor of Arts from Carleton University, Ottawa. He furthered his education in Australia, receiving a graduate diploma in education from the University of Adelaide and a Master of Education from Edith Cowan University in Western Australia. More recently, he studied at the Harvard University Graduate School of Education Principals’ Centre. Sam and his wife Rosey are the parents of three boys—Jack ‘17, Connor ‘19 and Charles ‘20—who readily embraced life at UCC.

Brendan Dellandrea, Vice-Principal, Advancement

Brendan Dellandrea joined UCC in May 2019 to lead and oversee all fundraising, stewardship, community relations, and internal and external marketing and communications activities on behalf of Upper Canada College and UCC Foundation.

Brendan is an experienced leader in advancement and strategy with a proven ability to foster innovation and excellence in academic environments. Most recently, he served as the Executive Director of Strategic Planning and Development in the Faculty of Communication and Design (FCAD) at Ryerson University, where he led the planning and execution of new academic, research, entrepreneurial and capital initiatives.



In this role, Dellandrea worked closely with the Dean of FCAD to advance Ryerson’s mission and enhance its academic and research capabilities through securing public and private funding and support.

Prior to that, Brendan was Director of Marketing and Communications for Ryerson’s Digital Media Zone (DMZ) and oversaw the transformation of the DMZ into a globally recognized business incubator and entrepreneurship program.

Brendan also brings extensive experience working with the University of Toronto, including directing digital strategy in support of U of T’s successful Boundless campaign and working with alumni and donor communities to increase engagement and online giving.

An alumnus of UCC Class of 2001, Brendan holds an MBA from the Rotman School of Management and an Honours BA from the University of Toronto.

ORGANIZATIONAL CHART

