

Head of School Opportunity

Loomis Chaffee School



Loomis Chaffee's "Island" campus with the Connecticut River and Hartford in the background

Located in Windsor, Connecticut, the Loomis Institute was chartered in 1874 by five siblings who had lost all their children and selflessly determined to establish a school as a gift to the children of others. Since its opening in 1914, the school has offered educational opportunities for students regardless of religious or political beliefs, national origin, or financial resources. Today's school embraces diversity in all its forms and attracts students from around the world, all of whom possess their own unique interests, talents, experiences, and backgrounds, and are eager to pursue excellence in and out of the classroom within a supportive and welcoming community.

The mission of the Loomis Chaffee School is to advance the development of students in mind, body, and spirit through rigorous academic programs, an inclusive community, and an emphasis on engaged citizenship. The school, as its Founders intended, seeks to inspire in its students a commitment to the best self and the common good.

To achieve this mission, Loomis Chaffee augments its excellent, liberal arts-based curriculum with outstanding programs in athletics and the arts as well as other co-curricular and residential programs with a focus on teaching students how to be effective and engaged citizens in their local, national, and international communities.

Young people today want to make a positive difference — they want to solve problems big and small, and they want to do it now. Loomis Chaffee provides its students with the opportunities and tools to take their learning

and put it to immediate use. That is what the school means when it talks about purpose lived. At Loomis Chaffee, students don't just prepare for tomorrow — they make today matter.

Distinctly Loomis Chaffee

A Loomis Chaffee education is built on the pillars of excellence and opportunity. The school's rigorous academic environment and co-curricular programming nurture students' intellectual curiosity in myriad ways. The broad and deep liberal arts curriculum is comprised of approximately 250 courses, including almost 70 courses at the college or advanced level, and prepares students for success in college and beyond while allowing them to pursue academic areas of interest in more depth.



Arabic class



I-Tri students present to Trustees in the PHI.

What helps make the educational experience at Loomis truly distinctive are the abundant opportunities for students to take what they learn in the classroom and apply their knowledge and skills in the real world to make a positive impact in the lives of others in communities near and far. Many of these opportunities are developed in and promoted by the school's centers and in programming that bring faculty and students together from across campus to identify and address issues of common interest.

- The **Norton Family Center for the Common Good** encourages an expanded understanding of students' roles as citizens and leaders in a diverse democracy and fosters an active, engaged approach to citizenship. All ninth grade students participate in the center's Seminar in the Best Self and all 10th grade students in the Seminar in the Common Good, and the Norton Fellows program provides selected students with funding for summer projects that they design and implement in their home communities.
- The **Alvord Center for Global & Environmental Studies** asks students "What will you do with what you know?" The center's Certificate in Global & Environmental Studies, Gilchrist Environmental Fellowships, and International Education Programs provide students with many different ways to play an active role in an interconnected world.
- The **Pearse Hub for Innovation** and its capstone Innovation Trimester (I-Tri) encourage students to "make things and make a difference." Much more than a maker's space, the PHI has its own interdisciplinary curriculum with a focus on problem solving, design thinking, and entrepreneurship. Students in PHI courses identify and design solutions for problems/challenges on campus and within the local community, regularly partnering with businesses and non-profits.
- The **Loomis Chaffee Center for Diversity, Equity & Inclusion** promotes and fosters an inclusive school community through the celebration of the diversity of its members; a sustained examination of privilege and biases; and the evolution of institutional policies, structures, and practices. The center works with students, faculty, staff, and the administration; provides on-going training on DEI issues; helps to support underrepresented students in their transitions to Loomis Chaffee; advises student-run organizations and affinity and ally groups; and sponsors campus-wide social and educational events.

- The **Writing Initiatives Program** continues the long tradition of a focus on writing at Loomis Chaffee and the development of essential writing competencies across the curriculum. Working with faculty in all departments, the program supports the Writing Studio, the year-long Sophomore Writing Workshop, the annual Emerging Writers exhibition, and several writing competitions.



Seminar in the Best Self



English class in Chaffee Hall

One of the most important factors in students' success at Loomis Chaffee is the faculty. Our teachers, coaches, advisors, and mentors model a passion for life-long learning, the power of collaboration, and active engagement with the world, and the school prioritizes their continued professional development. The **Henry R. Kravis '63 Center for Excellence in Teaching**, established in 2010, is an invaluable resource for faculty in these endeavors offering myriad professional development opportunities, new faculty training, and consultations with departments and individual teachers on areas of interest and/or concern. The center also facilitates faculty-wide conversations on issues of pedagogy, including grading, curriculum assessment, academic technology, and the science of learning.

Beyond the academic program, Loomis Chaffee students benefit from a long tradition of championship-level athletics. Since 2016, teams have won more than 35 Founders Leagues championships and more than 10 New England/Western New England championships. Loomis also possesses a rich history of extensive programs in the performing and visual arts and supports more than 50 student clubs and organizations in any given year.



Girls Basketball celebrates a New England Championship, March 2022.



Wind Ensemble rehearses in Hubbard Music Center.

Boarding students live in 13 dormitories which range in size from 10 to 50 students. More than 40 faculty and their families live in the dormitories and, together with faculty affiliates, student prefects, and resident assistants, create a vibrant, welcoming, and safe home away from home for more than 500 residential students.

From its conception by the Founders to today's school, at the heart of the Loomis Chaffee experience is a nurturing community where individuality thrives — students are accepted and celebrated for who they are and who they want to become. As noted by faculty member John Barss in his 1929 essay "After Ten Years," Nathaniel Batchelder, the school's first head of school, emphasized, "If the time comes when you can recognize a Loomis boy by his speech, by his clothes, or, by still more fatally, by a standard attitude of mind, on that day we shall have failed. It is the plan of Loomis that each boy shall continue to be himself, but that shall be his best self, developed in surroundings friendly to such growth." Respect for the individual combined with the commitment to the best self and the common good have created a school culture that is supportive, humble, and welcoming, and generations of students, faculty, and alumni have stewarded these values for more than 100 years.



Commencement

Loomis Chaffee's Second Century

As Loomis Chaffee entered its second century, it completed a long-planned transformation from a school that had an equal ratio of boarding and day students for much of the previous 50 years to one with a student body that is now more than 70 percent residential. That shift was made while reinforcing the school's strong commitment to students from local communities and keeping a Loomis education accessible for families from all socioeconomic backgrounds. Over the past five years, this strategic shift resulted in noteworthy advances in admissions: applications increased by a third, the acceptance rate changed from 28 to 20 percent, and admissions' yield improved from 45 percent to 51 percent.

This past decade also saw the school raise \$131 million for *Our Time Is Now: The Centennial Campaign for Loomis Chaffee*, surpassing the campaign's \$100 million goal; the construction of the Scanlan Campus Center, two new residence halls, and the John D. and Alexander C. Nichols Center for Theater and Dance; renovation of several campus buildings; and the completion of a campus master plan and NEASC self-study for reaccreditation.

With excitement and a strong sense of purpose, the Loomis Chaffee community looks ahead to its continued journey through its second century providing students with an extraordinary and transformative education in an intimate setting, inspiring in them a sense of responsibility for their community and the wider world.

Loomis Chaffee: At A Glance 2021–22

Total Enrollment:	726
Grades:	9–12 and postgraduate
Resident Status:	514 boarding students (71 percent) 212 day students (29 percent)
Students of Color:	238 (33 percent)
International Students:	108 (15 percent)
Geographic Diversity:	Students represent through citizenship and/or residency 44 countries and 31 U.S. states
Students Receiving Financial Aid:	33 percent
Employees:	314
2021–22 Operating Budget:	\$60 million
Endowment (June 30, 2021):	\$255 million

Learn more about Loomis Chaffee at www.loomischaffee.org.

As the intellectual and administrative leader of the Loomis Chaffee School, the next Head of School will provide inspiring leadership to one of the country's most well-regarded independent boarding schools. The Head of School will inherit a highly talented and deeply committed faculty and staff, a dynamic and well-rounded student body and alumni base, a vibrant and warm campus, and a dedicated and empowering Board of Trustees. With a passion for education and a collaborative approach, the next Head of School will embrace the tight-knit school community and the exceptional academic program, fully exemplifying Loomis Chaffee's mission to inspire in its students a commitment to "the best self and the common good."

At Loomis Chaffee, the school's mission is more than just words, it is something each community member is expected to live every day. With this in mind and foremost, the head of school must fully understand and embrace, live and exude each day, and actively inspire the school's broader community to live the school's mission: a commitment to the best self and the common good.

KEY RESPONSIBILITIES

- Serve as the intellectual and community leader of Loomis Chaffee.
- Inspire others to do their best work.
- Build a community where all feel a profound sense of belonging.
- Build upon the academic excellence of the institution by embracing innovation, strengthening the school's programming and curriculum, and determining how best to optimize technology.
- Continue to inculcate the culture of the school with a striving for excellence and continuous improvement.
- Work closely with faculty and staff to continue development of a more cohesive and fully integrated experience for day and boarding students and for the adults on campus. Pursue opportunities to nurture the growth and health of students, faculty, and staff.
- Internally and externally communicate the distinctive vision and values of the school, and ensure the integration of those values into the on-campus experience.
- In partnership with the Board and through engagement with all school constituencies, conceptualize, syndicate, and implement a multi-year strategic plan.
- Promote and foster an inclusive school community through celebration of the diversity of its members, and the evolution of institutional policies, structures, and practices that reflect an unwavering commitment to the values of diversity, equity, and inclusion (DEI).
- Seek ways to support and nurture the physical, mental and emotional health and growth of the students.
- Recruit, empower, and mentor talented cohorts of faculty and staff, and select and lead a senior leadership team to help manage the school and its resources.
- Serve as the spokesperson for the school, helping to inspire and recruit the best students worldwide.
- Manage the school's financial and physical assets wisely, align strategic priorities with resources, and make decisions based on short- and long-term financial forecasts.
- In partnership with a strong and committed Board, identify and develop the next generation of donors and Trustees, ensuring Loomis Chaffee has access to the philanthropic support and expertise it needs to thrive.

CRITICAL LEADERSHIP CAPABILITIES

Community Builder

Given the deep commitment to culture and community across campus, the next Head of School will be a gifted community builder with the ability to:

- Demonstrate an abiding commitment to the Founders' guiding principles that social equality trumps social standing, fairness conquers favoritism, academic and physical rigor invigorate and inspire, and a caring and trusting community breeds in the individual an abiding appreciation of the importance — and the means — of contributing to the needs of the community.
- Be visible and accessible as a genuine presence in the life of Loomis Chaffee; build rapport, trust, and authentic relationships with all members of the community; and build strong ties between and across constituencies on “the Island.”
- Drive systematic and cultural changes to advance DEI efforts; establish protocol and policies in all facets, including ensuring diversity at all levels (in the curriculum, student body, and faculty and staff); build an inclusive community that allows individuals to connect and learn from each other.
- Embrace a civic-minded approach while building partnerships with broader Windsor- and Hartford-area communities.
- Find joy in engagement with faculty, staff, students, alumni, and families.
- Exude compassion, empathy, and kindness in all dealings with the extended Loomis Chaffee community while maintaining the courage to make difficult decisions with deliberateness.



Loomis Chaffee students cheer on the football team against rival Kent, November 2021.

Educational Vision

In a school where intellectual enthusiasm and innovative thinking have framed the academic program, the next Head of School will:

- Continue to support excellence in teaching and learning, ensuring that programs are challenging and engaging, that students are energized and supported, and that faculty growth and development remain a priority.
- Ensure that the program continues to be relevant and robust; create an environment that supports dynamic discussions of curriculum, pedagogy, and technology; encourage debate and experimentation; and be a school where bold questions can be asked and explored.
- Recruit and nurture a talented, diverse faculty; inculcate the culture with the importance of professional development; and hold faculty and staff accountable to the school's ever-higher standards of performance and achievement.

Organizational Leadership

Recognizing the complexity of leading an institution with significant financial, physical, and human resources, the next Head of School will:

- Bring strong business acumen and be a strategic steward of the school's assets, ensuring that priorities reflect the values, ambitions, and resources of the school.
- Create and support a culture of collaboration and transparency. Welcome debate, listen thoughtfully, invite diverse perspectives, and make decisions in the best interest of the students and the school, balancing present-day needs with long-term sustainability.
- Recruit, mentor, and support a strong administrative team by delegating appropriately, ensuring that people feel motivated, empowered, and inspired, and balancing autonomy and accountability.
- Set clear and actionable plans that build upon current strategic initiatives, make critical choices to move the school forward, secure and match resources with program goals, and measure impact to ensure success.
- Foster a culture of philanthropic support from alumni and parents, and communicate the mission and goals of Loomis Chaffee in an inspiring way that encourages giving.
- Partner effectively with members of the school's Board of Trustees and work closely with them on major institutional issues and ensure that the school stays grounded in its mission.

OTHER PERSONAL CHARACTERISTICS

- A strong moral compass
- A dynamic intellect; a curious, courageous leader with good judgement and a strong internal compass
- Exceptional verbal and written communication skills; thoughtful, inspiring, and authentic, possessing the ability to craft tailored messages for a range of audiences or constituency groups
- Patience and the ability to make decisions in the face of imperfect information
- A joyful person who exudes warmth and fun, listens well, and is genuinely curious about and interested in people
- A sense of humor

THE SEARCH PROCESS

The Loomis Chaffee School does not discriminate on the basis of race, color, religion, sex, gender, sexual orientation, national origin, ancestry, age, marital status, disability, or any other characteristic protected by law. This policy applies to, but is not limited to, educational policies, admission, financial aid, hiring and employment practices, use of school facilities, athletics, and other school-administered programs.

The Loomis Chaffee School search committee is being assisted by Spencer Stuart in this search process. The committee welcomes comments, questions, nominations, or expressions of interest. To contact the committee, please send an email with any supporting materials to the email address LoomisHoS@spencerstuart.com. All submissions will be treated confidentially.



Grubbs Quadrangle on a spring day