

DURHAM ACADEMY

Director of Development
Durham Academy
Durham, North Carolina
<https://www.da.org/>

Send Nominations or Cover Letter and Resume to:

Faith Eutsay

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The Opportunity:

Over the next three years, Durham Academy (DA) will engage in the most ambitious capital campaign in the school's history. Durham Academy's tradition of academic excellence drives its leadership to build campuses worthy of our faculty's talent and students' ambitions promoting and nurturing student interaction and intellectual curiosity. DA's bold commitment to creating spaces "where teachers can build vision inside" (DA alumnus) compels and requires community members to help write the next chapter of DA's story. The new Director of Development (DOD) will play a critical role in the campaign's success and advancing DA's culture of philanthropy.

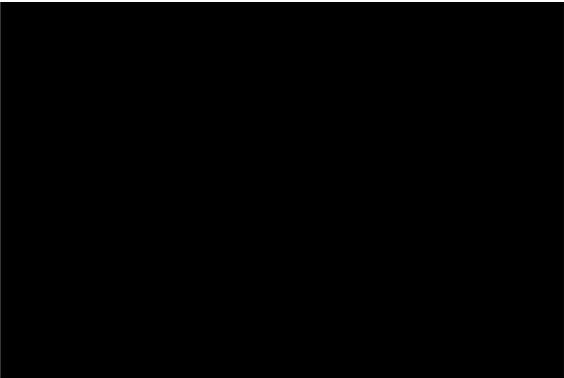


Durham Academy is an extraordinary philanthropic community willing to support dedicated faculty and talented students. Noteworthy philanthropic milestones:

- During FY 2018, Durham Academy collected more than \$6.2 million in annual, capital, endowment and restricted gifts and secured more than \$11.6 million in capital gifts and pledges
- A record-breaking Durham Academy Fund, raising \$1.3 million in 2018-2019.

- Record-high participation rates for parents (86%) and alumni (35%), due in large part to the second-annual DA Giving Day.
- Endowment growth to a historic high of \$13 million.

The DA community holds a proud history of responding with great generosity toward capital and programmatic needs. This tradition, combined with strong fiscal health and continued philanthropic volunteer leadership, provides an outstanding opportunity for the Director of Development to elevate DA's visibility and impact for years to come.



Video: Durham Academy Fund 2018 – 2019

Reporting to the Head of School, leading a team of six direct reports, and overseeing all development functions, the DOD will inspire, motivate, and mentor staff and volunteers to dream big and stretch far in support of DA's mission and vision. The best-matched candidate will demonstrate maturity in the industry through proven campaign experience, strong leadership/management practice, and high-level volunteer engagement.

Overview

The DA Experience:



No matter the age or stage at which a child joins the Durham Academy community, the DA experience is a foundation built not only on academic excellence, but a world view infused with empathy, kindness, integrity, responsibility, and courage; a life filled with curiosity, engagement, authenticity, joy, and balance; and a future forged with creativity, drive, resilience, generosity, and wisdom. That starts at the Preschool and Lower School, where teachers create a warm, welcoming environment that launches a love of learning and a lifetime of intellectual curiosity. In Middle School, students start their path

to maturity, discovering their talents and inspirations and developing the values and habits that help them along their journey. Upper Schoolers immerse themselves in their passions, with a flexible, diverse curriculum and dedicated faculty that challenges and supports them as thinkers and young adults.

Durham Academy provides students from pre-K through 12th grade with an education that will enable them to live moral, happy, and productive lives. The School lives this mission each day through robust educational programs that reach beyond the classroom to nurture the entire student. Children develop values of empathy, kindness, integrity, responsibility, and courage through volunteer work, social entrepreneurship, and classroom discussions about social justice, among other activities. Their happiness is

encouraged through nurturing student-teacher relationships that support a love of learning, authenticity, and school-life balance. The School also facilitates experiential learning opportunities, supporting their curiosity, and offering high-quality college counseling and guidance.

The School educates 1,228 students and is organized into four divisions, the Preschool (pre-K and kindergarten), the Lower School (grades one through four), the Middle School (grades five through eight), and the Upper School (grades nine through 12), each with its own director. Durham Academy's partner school, Hill Learning Center, offers specialized half-day classes for students with learning differences in all grade levels. Each division of Durham Academy provides students with [learning environments](#), [curricula](#), and [signature programs](#) designed to facilitate their growth as well-rounded individuals.



The Role

Reporting to the Head of School, the Director of Development provides visionary leadership, day-to-day management, and active execution for Durham Academy's comprehensive fundraising program, including annual giving, major gifts, capital campaigns, planned-giving, and alumni/parent relations. This frontline fundraiser will manage a portfolio of high-level prospects and donors and lead a team of six colleagues. The Director is responsible for integrating the school's mission — to prepare students for moral, happy, productive lives — into all parts of the development program.

The ideal candidate has the following qualifications:

- Ten or more years of successful fundraising experience, preferably in independent schools.
- Substantive experience in development leadership and management of teams.
- Capital campaign experience.
- Excellent internal and external communication skills/comfort.
- A proven track record as an effective strategic thinker.
- Commitment to the mission of Durham Academy.
- Collaborative work style — particularly with the Office of Communications.
- Experience engaging with a diverse community of faculty, staff, students, parents, and alumni.
- The ability to catalyze change and innovation while retaining the core values and relationships of an institution.
- Excellent listening skills, growth mindset, warmth, and good humor. Detail-oriented and capable manager of programs and budgets.
- Technology savvy, including Google Apps for Education, the Microsoft Office suite, and the Veracross donor database.

Key Responsibilities:

- Setting goals, determining strategy, establishing plans, and managing staff and relationships with various constituencies.
- Implementing best practices in data recording and management, gift acknowledgment and reporting, donor relations, giving policies, and confidentiality of information.
- Attending all Board of Trustees meetings and serving as a staff member on board committees.
- Maintaining a portfolio of major gift prospects and cultivating, soliciting, closing, and stewarding these gifts.
- Working with the Director of the Durham Academy Fund to create a plan of operation, annual goals, and tactical fundraising materials, as well as the organization of the campaign, volunteers, and all related communications.
- Managing all parts of Durham Academy's campaigns, including working with the Trustee Development Committee and Campaign Steering Committee to set goals and strategy.
- Collaborating with the Director of Alumni Engagement to strengthen programming, relationships, engagement, and philanthropic results.
- Collaborating with colleagues to plan and implement events and activities to engage and build greater affinity for Durham Academy among all stakeholders.
- Serving as a liaison to the Parents Council, comprising 50-plus leaders who organize events and initiatives to further the mission of the school, build community, and generate philanthropic spirit.

The Director of Development serves on Durham Academy's Administrative Team, which aspires to the following core habits:

- Serve humbly, remembering that teacher-student interactions remain the heart of our school.
- Be honest and courageous in addressing issues directly — recognizing that conflict and its resolution can be healthy for the group.
- Strengthen our team with mutual vulnerability, diverse perspectives, and disciplined confidentiality.
- Balance
 - transparency and trust;
 - patient reflection with the responsibility to make timely decisions;
 - active representation of our specific constituencies with the responsibility to serve Durham Academy as a whole school and community;
 - the daily work of the school with our long-range goals and large-scale purpose; and
 - service to our many constituents and respect for personal time.
- Inspire, communicate, and collaborate.
- Work hard — with dedication, optimism, generosity, and joy.

Benefits:

Durham Academy offers a dynamic and supportive work environment, competitive salaries, and a generous benefits package including a 403(b) plan with employer-matching, a full array of insurance options, tuition benefit for employee children and generous support for professional growth. Durham Academy is an Equal Opportunity Employer. We seek candidates who will add to the diversity of the school community and deepen our commitment to inclusion.

Leadership



Michael Ulku-Steiner
Head of School

Michael Ulku-Steiner serves as Head of School at Durham Academy, where he began in 1992 as an English and Spanish teacher, advisor, basketball coach, baseball coach, bus driver, and lunch duty specialist. He earned a B.A. in Interdisciplinary Studies (English, Spanish, and Art History) from the University of North Carolina at Chapel Hill, an M.A. in Liberal Studies from Duke University, and an M.A. in Educational Administration from Teachers College, Columbia University.

He has taught a variety of subjects, including 20th Century Poetry, IB Theory of Knowledge, a service-learning course in Advanced Spanish, and The Mission-Driven Life, an interdisciplinary course exploring the three targets of Durham Academy's mission statement: morality, happiness, and productivity.

Michael served as Dean of Students at The American School in Switzerland (TASIS Lugano) from 2000 – 2003, as Upper School Director at Durham Academy from 2003 – 2008, and as Headmaster at TASIS Lugano from 2008 – 2013. He currently serves on the Board of Directors of Hill Learning Center in Durham and the TASIS Foundation Board, which governs TASIS schools and summer programs in England, Switzerland, France, Spain, and Puerto Rico. He also serves as a Field Instructor for the M.A. program in Private School Leadership at the Klingenstein Center at Teachers College, Columbia University.

One burning question has motivated Michael's work for three decades: How can schools and communities best help children grow into their most compassionate, capable, and courageous selves? Michael's son (a sophomore at Middlebury College), daughter (a junior at Durham Academy), and wife, Dr. Beril Ulku-Steiner (a developmental psychologist) have offered some of the most interesting answers so far.



Karen M. Rabenau
Chair, Durham Academy Board of Trustees

Karen M. Rabenau serves as counsel to Stevens Martin, PLLC in Raleigh, NC, concentrating her practice in civil litigation. She previously practiced for 26 years and was a partner at Twiggs Strickland & Rabenau, PA in Research Triangle Park. She is recognized in *Best Lawyers in America* as well as *North Carolina Superlawyers*. Karen earned her undergraduate degree from Hollins College, where she was a Hollins Scholar and elected to Phi Beta Kappa, and her law degree from The University of North Carolina School of Law, where she was a member of the Holderness Moot Court National Team. Karen serves on the board of governors for the North Carolina Bar Association, as a member of its audit and finance committee, and as liaison to its paralegals division. Before election to the NCBA's board of governors, Karen chaired its litigation section as well as its medico-legal liaison committee. In the community, Karen serves as chair of the Durham Academy Board of Trustees, having previously served as board secretary and chair of the board's learning environment committee. She also serves as a member of the Friends Board of the Nasher Museum of Art at Duke University. Karen and her husband, David H. Harpole, M.D., are parents of four children, three currently attending Durham Academy in the classes of 2020, 2020, and 2024, and a 2019 graduate currently a sophomore at Cornell University.

Development/Advancement Overview

In 2015, Durham Academy announced its Campus Plan, which involves the construction of [STEM and humanities wings](#) for the Upper School and [extensive renovations and additions](#) to the Middle School, including classroom, laboratory, library, office, performance, indoor and outdoor gathering, gymnasium and extended day program spaces. The project is currently being funded by a [financing plan](#) that combines leveraging debt with operational investments and philanthropic giving. There is \$23 million in bond financing dedicated to the plan.

Durham Academy began the leadership phase of a capital campaign in 2018. After exceeding philanthropic milestones during the first year of this phase, the Board of Trustees approved a \$27 million goal for a comprehensive campaign slated to last until the spring of 2022.

The capital improvements are part of the School's overarching [strategic plan](#), which aims to expand the school's academic foundation and strengthen connections within the Durham Academy community and beyond. To this end, the School intends to strengthen faculty recruiting and mentorship, ensure a cohesive, connected and collaborative learning experience for students, evaluate and broaden diversity and accessibility initiatives, establish new



ways for families and alumni to connect to the school, and develop an integrated pre-K through 12 service-learning and community engagement curriculum, among other goals. Growing the School's endowment and enhancing DA's culture of philanthropy will provide key support for the strategic plan.

Background Checks:

Prior to submitting your resume for this position, please read it over for accuracy. Lindauer does verify academic credentials for its candidates, and our clients frequently conduct background checks prior to finalizing an offer.

**To learn more, call
Faith Eutsay, Senior Consultant at
617-262-1102
or send nominations or cover letter and resume to
feutsay@LindauerGlobal.com.
All inquiries will be held in confidence.**



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