



OPPORTUNITY PROFILE

DIRECTOR OF ADVANCEMENT

TRINITY SCHOOL OF DURHAM AND CHAPEL HILL

Durham, North Carolina





Dear Prospective Advancement Candidate,

Thank you for your interest in Trinity School and in the search for our next Director of Advancement.

At Trinity School we are convinced that a vibrant Christian faith draws forth a rich and deep education. The Christian education we offer here involves the education of



the whole person, created in God's image. We honor the life of the mind through the pursuit of deep understandings. We practice good habits and give students a moral framework for their lives. And we seek to awaken the imagination of students, so that their lives are full of wonder and awe at the works of God and the glories of human culture. Such a Christian school is well-poised to sustain an education in truth, goodness, and beauty.

Our purpose is captured by Psalm 115: "Not to us, Lord, not to us, but to your name be the glory." Trinity is a place where we teach our children and remind ourselves constantly that we are not the most important, that the purpose of education and of life is to give ourselves wholly to the One who is worthy. This is the mission of Trinity School, the greater enterprise in which we are engaged. This is also a mission that people can get excited about and invest in, and we seek a strong Advancement Director to move Trinity forward, enabling even more families to experience the benefits of a Trinity education. Our Board-endorsed Master Plan guides our vision, and in this our 20th year, we are on the cusp of an exciting new chapter for the school. Our Advancement Director is key to our faithful response to God's call to build a school that will serve Christ for generations in Durham and Chapel Hill.

I encourage you to read through this Opportunity Profile and to explore our website for additional information. If you are interested in pursuing this opportunity, please reference the Process of Candidacy page to begin the application process. If you have questions, please contact Laura Coverstone (615-261-4623) or Ed Poff (860-983-0367), the JobfitMatters Consultants who are assisting Trinity School in this search.

Sincerely,

Chip Denton
Headmaster

OVERVIEW



Trinity is an independent Christian school in Durham, North Carolina that welcomes 524 students in grades TK–12 and their families. Our campus includes classroom buildings, gymnasiums, athletic fields, a fitness center, and a master plan that includes additional spaces for classrooms, the arts, and a larger library media center. Founded in 1995 by parents seeking an excellent Christian school that integrated faith and learning, Trinity’s faculty, administration, and families embrace the unique mission of Trinity:

The mission of Trinity School is to educate students in transitional kindergarten to grade twelve within the framework of Christian faith and conviction—teaching the classical tools of learning; providing a rich yet unhurried curriculum; and communicating truth, goodness, and beauty.

The pillars of Trinity’s distinctive mission are our Christian commitment, classical pedagogy, rich curriculum, and unhurried ethos. In line with the classical tradition, Trinity aims to teach students to value and appreciate truth, goodness, and beauty. In our short twenty-year history, the results and blessings of many prayers and strong leadership by founding

headmaster Dr. Chip Denton are numerous: consistent enrollment growth, careful facility expansion, and stellar achievements by Trinity students. From among Trinity’s first five graduating classes (126 alumni), seven seniors have received full tuition, room, and board scholarships: three Morehead-Cain Scholarships at the University of North Carolina; a Teaching Fellows Scholarship; a Faculty Scholarship at Whitworth University; a David Bittle Scholarship at Roanoke College; and an ROTC Scholarship (Davidson College). Other accolades include four Division I athletic scholarships; six Governor’s School placements; National Merit commended, semi-finalist, and finalist scholarships; and over \$6 million in merit awards. Ninety-eight percent of our graduates matriculated to a four-year college or university.

As the school continues to grow, Trinity is looking for a strategic partner on the administrative team to champion our mission and encourage continued investment in the school. The Director of Advancement will be a significant member of the senior staff and a key contributor to the fulfillment of the mission.

TRINITY'S DOCTRINAL COMMITMENTS

Trinity School is a Christian school, dedicated to a vision of education that is rooted in the Triune God. As an independent school, without institutional ties to any church or denomination, we remain committed to what C.S. Lewis called “mere Christianity”: “no insipid interdenominational transparency, but something positive, self-consistent, and inexhaustible.” We hold to those truths that have united Christians through the ages, across the boundaries of time, place, race, denomination, and tradition:

- The only true God, the almighty Creator of all things, existing eternally in three persons—Father, Son, and Holy Spirit—full of love and glory.
- The unique divine inspiration, entire trustworthiness, and authority of the Bible.
- The value and dignity of all people: created in God’s image to live in love and holiness, but alienated from God and each other

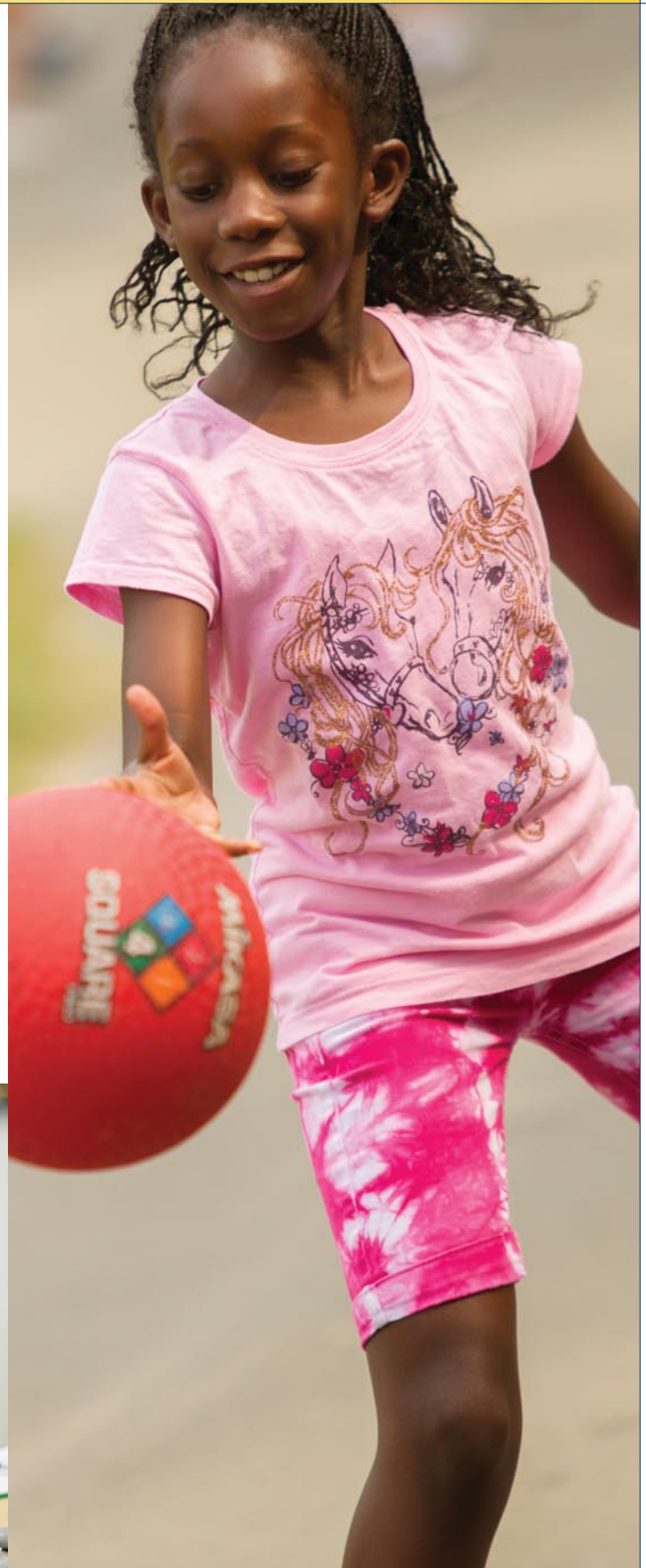
because of our sin and guilt, and justly subject to God’s wrath.

- Jesus Christ, fully human and fully divine, who lived as a perfect example, who assumed the judgment due sinners by dying in our place, and who was bodily raised from the dead and ascended as Savior and Lord.
- Justification by God’s grace to all who repent and put their faith in Jesus Christ alone for salvation.
- The indwelling presence and transforming power of the Holy Spirit, who gives to all believers a new life and new calling to obedient service.
- The unity of all believers in Jesus Christ, manifest in worshiping and witnessing churches making disciples throughout the world.
- The victorious reign and future personal return of Jesus Christ, who will judge all people with justice and mercy, giving over the unrepentant to eternal condemnation but receiving the redeemed into eternal life.



DEFINING QUALITIES OF TRINITY SCHOOL

- **The Framework of Christian Faith and Conviction:** Trinity School is a Christian school. Trinity aspires to be a place where children learn that God is at the heart of all that we are and do, that we do not belong to ourselves but to God, that the chief purpose of our lives is to glorify God and enjoy him forever. While acknowledging the existence of denominational differences in theology and practice, we emphasize those truths that Christians have believed in common for centuries, across boundaries of time, place, race, and culture.
- **The Classical Tools of Learning:** Trinity believes that its students should be steeped in the letters, history, arts, sciences, technology, and mathematics of this Great Tradition. Such study helps them to understand their full humanness and to be informed participants in their own world's conversation... We believe that a solid classical curriculum augmented by modern, contemporary, and post-modern works will help our students to live as salt and light in the world, to delight in learning, and to exercise a faithful presence as educated citizens in their culture.



DEFINING QUALITIES OF TRINITY SCHOOL

- **A Rich Curriculum:** Trinity’s emphasis on a rich curriculum derives from the belief that children are created in the image of God. As such, they have the ability to experience and reflect on God’s world, the capacity to know truth, do good, and appreciate beauty, and the potential to be changed by their experiences...They are inquisitive, active learners—not empty vessels needing to be filled full of facts, but persons brimming with potential, ready to be formed. For this kind of learning, the teacher’s job is to bring the student into direct contact with the book, the idea, or the thing to be studied. Trinity’s intellectual focus, then, is on living ideas: ideas that stimulate thought, inquiry, and inference, and lead students to acquire not merely information but knowledge.
- **An Unhurried Curriculum:** We believe that an unhurried education fits learners who have been created in the image of God. In the Genesis story we read how God brought forth his good creation through the rhythm of patterned speaking and acting to bring order out of chaos. At the culmination of his creation, we see God’s rest. An unhurried education is rich and intellectually deep. It is challenging and interesting, and it is properly rigorous. It makes room for a certain kind of excellence that is not possible when learning is rushed. It slows down and pauses, when doing so fosters reflection, creativity, and higher-order thinking.
- **Communicating Truth, Goodness, and Beauty:** Truth, goodness, and beauty are the great transcendentals of the classical tradition. At Trinity, these are interpreted through a specifically Christian vision: We believe their source and medium is the Triune God—Father, Son, and Holy Spirit. Trinity School welcomes all **truth** as God’s truth. Trinity seeks to provide an education in **goodness**, one that develops the conscience and teaches virtuous habits. Most importantly, we hope to plant and tend the seed of faith in Jesus Christ, without which true goodness is impossible, and to help shape that faith into deep spirituality and Christian character. Trinity also nurtures an appreciation for reflections of God’s glory and **beauty** in nature, in the arts, in culture, and in human relationships.



Excerpted from Who We Are: Explaining the Mission Statement of Trinity School. [Please see full document here.](#)

THE HISTORY OF TRINITY SCHOOL



In the early 1990s, a group of Christians from different churches began to dream of a new school for Durham and Chapel Hill. Some were parents with children in public schools, some had homeschooling experience, and some had backgrounds in independent schools. Some were visionaries without school-age children. All shared a vision for education that integrated thoroughgoing Christian faith with the best teaching and learning.

In the winter of 1995, a group began meeting to craft a vision and explore the logistics of a new school. Trinity School was incorporated in the spring of 1995, and shortly after Labor Day of that same year, the school opened its doors for the first time to 39 students in three classes covering five grades, K–4.

In its early years, the school met at Hope Creek Church on Erwin Road in Durham. The school expanded upward to sixth grade, and then later up to eighth grade—growth that was made possible by the purchase of 22 acres of land on Pickett Road. In the summer of 2000, the school broke ground for its first permanent facilities, funded by Trinity’s first

\$5 million capital campaign. The new buildings included an academic building and a gymnasium, both of which were completed in 2001. In the spring of that year Trinity graduated its first class of eighth graders.

The ensuing years brought significant growth to Trinity School. Lower School grades doubled in size as the school expanded to two sections in each grade, and the Middle School emerged as a distinctive division within the school. The school’s infrastructure was expanded significantly during these years, and a number of full-time senior staff were added. A task force worked hard to plan for the launch of the Upper School, which was funded by our second major capital campaign, the \$8.4 million “Growing Up” campaign. After years of planning, the Upper School began in the fall of 2006. In the second year of the Upper School, a new academic building, the South Building, was completed. During this time the school also established a \$1 million endowment for scholarships. The school saw the graduation of its first class of seniors in the spring of 2010.

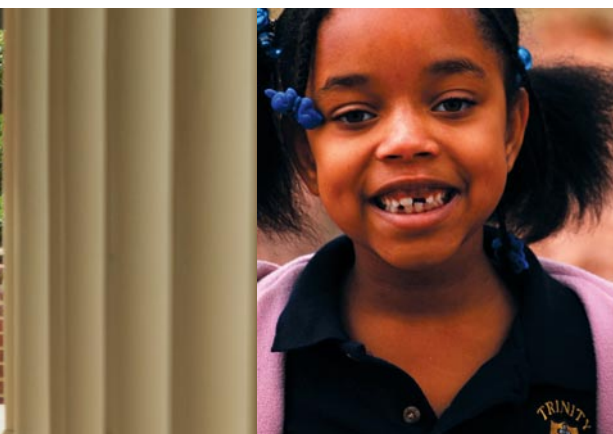
In the last four years Trinity School has grown both in enrollment and in the richness of its programs. Space has been converted and

THE HISTORY OF TRINITY SCHOOL

expanded for additional classrooms, and the staff has grown to more than 110 full- and part-time employees. Trinity's Service Learning and Leadership program has grown from its Upper School beginnings into a school-wide initiative, with international service trips to China, Haiti, South Africa, and the Dominican Republic and also local service in our own area. Robotics has burgeoned from two small teams into a program that is consistently recognized at state and national competitions, and the school has seen an explosion of interest in strings, band, drama, and the visual arts. In 2014 Trinity welcomed its first Diversity Coordinator, whose open-armed work is enlightening the students, families, and staff to the increasing richness of our community. The very active Trinity Parent Organization coordinates a wide variety of opportunities for service that support our students, teachers, and administrators throughout the year.

Trinity was rocked by the tragic loss of ninth grader Blake Hubbard in the winter of 2012. Blake was an extraordinary young man who was

greatly loved by all, and he has left a powerful legacy of faith, friendship, and playfulness of spirit. To honor his memory, the Board of Trustees of Trinity School approved the design and building of the Blake Hubbard Commons, a space that will foster collaborative learning and study, relationships and fellowship, play and shared activities. Trinity is moving forward with a plan to break ground for this commons during the 2014–2015 school year. 2015 will also see the launch of the Digital Learning Initiative, providing students in grades 6–12 with digital devices offering new opportunities for learning, study, research, collaboration, and production. This combination of powerful learning tools and creative spaces promises fruitful learning opportunities for all Trinity students. The board, faculty, and administration looks toward the future with great anticipation of the learning and growth that will take place on Trinity's campus, and they are excited about the possibilities for sharing Trinity's distinctive mission and vision with many other families in the community.



TRINITY SCHOOL AT A GLANCE

Trinity School is an independent, coeducational day school that educates students in grades TK–12 within the framework of Christian faith and conviction—teaching the classical tools of learning; providing a rich yet unhurried curriculum; and communicating truth, goodness, and beauty.

Enrollment

- 524 students
- 284 Lower School (grades TK–6)
- 85 Middle School (grades 7–8)
- 155 Upper School (grades 9–12)
- 17% students of color

Classes of 2010–2014

- 126 graduates from 2010–2014
- 119 went to four-year colleges
- 2 students took a gap year
- 5 students attended a 2-year college

Class of 2014

- 2014: ACT Average: 26 composite
- 2014: SAT Average for 2014:
CR/WR/Math - 1764
- CR/Math: 1180

Faculty and Educational Staff

- 73 full-time, 12 part-time
- 41 hold masters degrees, 8 have doctorates
- Maximum class size Grades 1–6: 18 students
- Faculty/student ratio: Lower School 10:1, Middle School 7:1, Upper School 8:1

Financial

- Annual budget 2014–2015: \$7.1 million
- Giving for FY2013: \$770,000
- Total current debt: \$5.2 million
- Blake Hubbard Commons costs (anticipated): \$2.9 million

Tuition

- Transitional Kindergarten and Kindergarten* – \$9,930
- Grades 1–5 – \$13,560
- Grades 6–8 – \$14,760
- Grades 9–12 – \$17,970

For more information, see [Trinity School Tuition Info](#)

Financial Aid

- 28% of the student body receives need-based financial aid
- More than \$765,000 was awarded in need-based financial aid for the 2013–2014 school year

Accreditation and Membership

Trinity is accredited as a TK–12 institution by [Christian Schools International](#) and the [Southern Association of Colleges and Schools](#). Trinity School is a member of the [North Carolina Association of Independent Schools](#). Trinity is scheduled to be accredited by the [Southern Association of Independent Schools](#) in March 2015.

THE MASTER PLAN

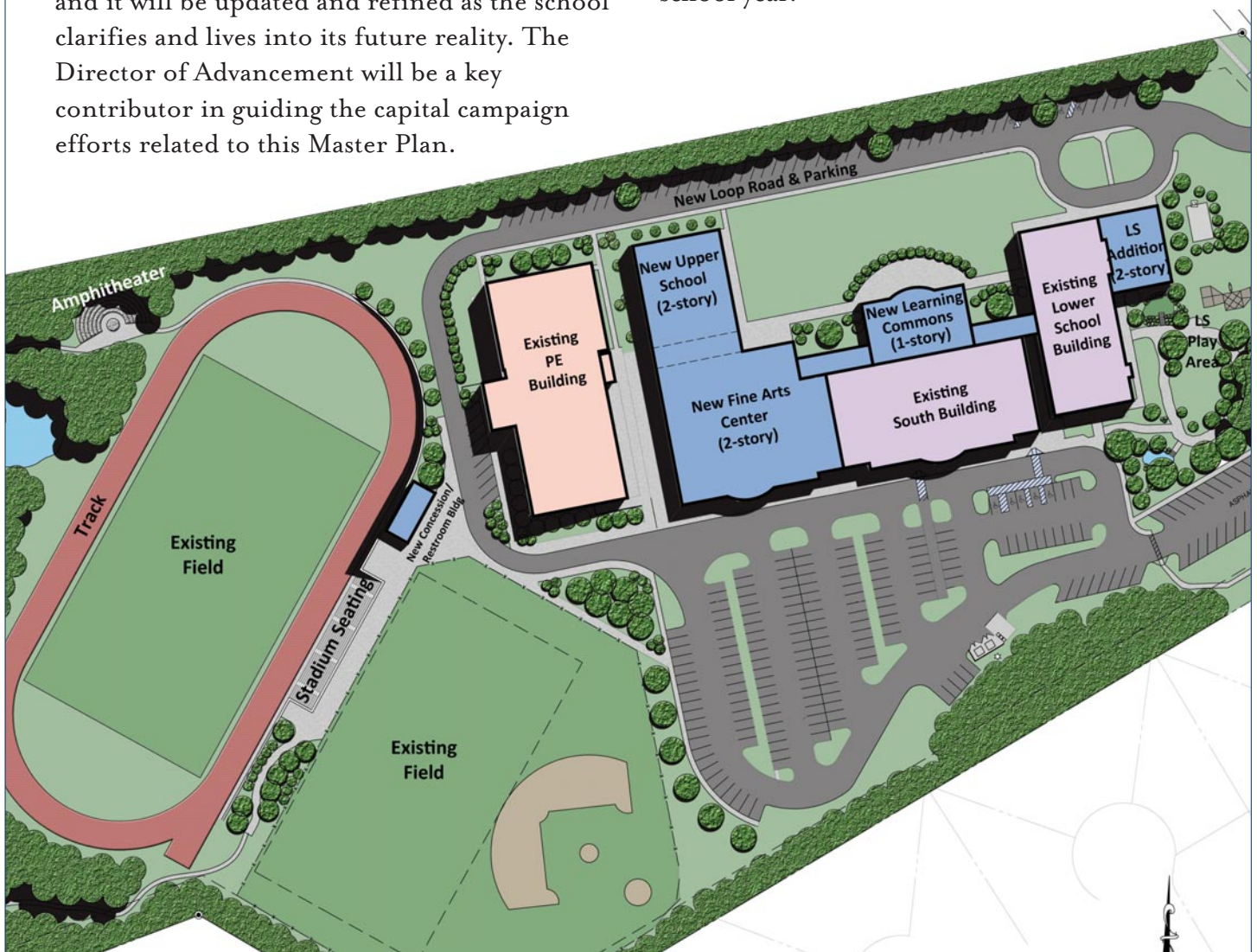
In March 2013, Trinity School contracted with Boomerang Design MBAJ Architecture to provide a facility utilization study and campus master plan. This study verified the use of current campus facilities; determined and quantified needs for additional space; determined a plan for the best use of the current facilities; determined needs for future space; and created a campus master plan for facility development.

This master plan will guide Trinity School in meeting its immediate and projected needs, and it will be updated and refined as the school clarifies and lives into its future reality. The Director of Advancement will be a key contributor in guiding the capital campaign efforts related to this Master Plan.

The master plan includes new construction and renovation in four phases of development.

Phase I

- Construction of a new Student Learning Commons, including a new Learning Resource Center for the Middle and Upper School divisions.
- Renovation of the existing library space for use as Upper School classrooms and small-group instruction spaces.
- This phase is well underway, and the school hopes to break ground on the new Blake Hubbard Commons during the 2014–2015 school year.



THE MASTER PLAN

Phase 2

- Construction of a new Fine Arts Center to house the visual arts, dramatic arts, music instructional spaces, and a black box theater.
- Construction of a new connections between the Lower School, the Fine Arts Center, and the Learning Commons.
- Construction of new angled parking spaces along the existing entry drive.
- Renovation of the existing Upper School art room for use as an Upper School classroom.

Phase 3

- Construction of a new two-story Lower School addition to create a new Lower School entry and house the Lower School administration and new Lower School classrooms.
- Construction of a new loop road around the campus, including new parking and a Lower School drop-off area.
- Renovation of the existing Lower School Building to enlarge the existing classrooms and expand the Lower School library.
- Elimination of the existing north entry drive and construction of a new expanded Lower School play area.

Phase 4

- Construction of a new Upper School Building.
- Renovation of the existing South Building to consolidate the campus.
- Relocation of the administration, admissions, advancement, and business offices to the first floor of the South Building and the Middle School to the second floor.

For more information on the Master Plan, see [Dr. Denton's blog post](#)

DIRECTOR OF ADVANCEMENT PROFILE

Trinity is looking for a key member of the administrative team to partner with the headmaster in championing the Trinity mission and encouraging continued investment in the school. The Director of Advancement will be a strategic team leader and a key contributor to the fulfillment of this mission.

The Director of Advancement bears overall leadership responsibility for the school's advancement program as adopted by the Board of Trustees and directed by the headmaster. Responsible for all internal and external relations programs of Trinity, the Director of Advancement directly oversees Trinity School's development and fundraising and supervises a team that coordinates all development, admission, and marketing/communications efforts. Partnering with the headmaster and working with and through the Advancement Team, the Director of Advancement has responsibilities that include the following:

Overall Advancement Leadership

- Oversee all development and fundraising activities, including annual giving, major/planned giving, capital and/or endowment campaigns, special projects, and other school-related solicitations. In this capacity, serve as chief development officer working with a nucleus of top prospects.

- Provide leadership for internal and external marketing, communications, and public relations activities related to development and enrollment, as well as other programs important to the maintenance of positive constituent relationships with Trinity, in cooperation with the Director of Marketing and Communications.
- Cooperate with the Director of Admission, who oversees student and family recruitment, re-recruitment, re-enrollment, and the fulfillment of enrollment goals.
- Create and administer the school's advancement plan and budget, including generation of annual department goals aligned with Trinity's strategic planning documents, ensuring that the budget is directly linked with the priorities of the department and the school.
- Participate in the policy making of the school as a member of the senior administrative team. The Director of Advancement will ideally be an individual with a substantial background in school administration, with the experience and gravitas to be able to sit in for the headmaster in his absence and to accompany the headmaster and volunteer leadership in the cultivation, solicitation, and stewardship of major donors and prospects. The Director of Advancement communicates a broad understanding and awareness of Trinity's mission and programs.

DIRECTOR OF ADVANCEMENT PROFILE

Development and Fundraising

- Ensure that Trinity's development efforts are directed at increasing donor support and advancing the school.
- Review annually the funds raised and develop strategies for increasing annual fundraising goals.
- Recommend funding goals for the fiscal year to the Development Committee.
- Oversee the annual fund planning and yearly solicitation strategies among various constituencies.
- Lead major gift strategies and coordinate the identification, cultivation, solicitation, recognition, and stewardship of nucleus fund (top 50) prospects, many of whom will be giving to the Leadership Division of the annual fund.
- Bring donations to Trinity either through direct solicitation or by working with the headmaster, Board members, and volunteers as they reach out to prospective donors.
- Develop an effective planned giving program, creating a legacy program. Oversee gift reporting, acknowledgments, accounting, and data management in cooperation with the Director of Database Services.
- Oversee events (e.g., parent receptions, recognition events, special celebrations, alumni and friend receptions) that promote the connection of individuals to Trinity, in cooperation with the Director of Constituent Relations and the Special Events Coordinator.
- Write grant applications and reports as appropriate. Steward endowment gifts, with data provided by the Business Office.

Communications and Admission

- In coordination with the Director of Marketing and Communications, plan and implement a comprehensive marketing/communications plan, with annual review and evaluation.
- With the Admission Director, determine the plan, focus, and potential markets for admission, with annual review.
- Oversee all electronic constituent and school-wide communications and the maintenance of the school's web presence. Supervise the planning and production of all internal and external school publications/digital communications.

Senior Staff Responsibilities

- Attend all Board meetings and serve as a member of the Advancement, Building and Grounds, Finance, Investments Committees.
- Prepare Board reports and oversee the writing of individual reports that are prepared by other members of the Advancement Team.
- Work with the chair of the Advancement Committee to set agendas, provide data, and coordinate all fundraising efforts.
- Attend, when appropriate, meetings of the Trustees Committee, providing all research and data needed for the recruitment and training of new Board members.
- Support the headmaster in casting vision, telling powerful stories, connecting the hearts of donors and prospects with the school's mission and core values, and cultivating and stewarding long-term relationships in all areas of advancement.
- Work with the headmaster and the other members of the senior staff to develop

DIRECTOR OF ADVANCEMENT PROFILE

priorities and strategies for the school and to implement Trinity's goals and vision.

- Provide research, background information, appropriate materials, and recommended strategies for dealing with specific constituents and donors.

Supervisory Responsibilities

- Supervise the Advancement Office staff, including the Director of Annual Giving, Director of Constituent Relations, Director of Marketing and Communications, Director of Database Services, and Special Events Coordinator. (The Director of Admission and the Admission Office staff are part of the Advancement Team, but the Director of Admission reports to the headmaster.)
- Recruit, train, direct, supervise, and evaluate Advancement Office staff.
- Supervise, set direction, and support the goals for each member of the Advancement Office. Ensure that job descriptions are clear and that annual reviews take place for the benefit of the staff members and the department as a whole.
- Supervise Advancement Office staff to maximize individual talents and encourage professional growth and renewal.

Background

The ideal candidate will possess the following qualifications:

- Has a bachelor's degree plus 10 years of development experience, preferably in an independent school or small liberal arts college. A master's degree is a plus.
- Is equally experienced and capable across all areas of advancement, including significant prior involvement in capital campaigns; major gift programs; annual funds and other fundraising efforts; marketing/communications plans and initiatives; and admission/enrollment management programs.
- Understands the intersection among admission, development, and marketing/communications, and their role in cultivating donors and in the recruiting and re-recruiting of mission-appropriate families.
- Understands how internal and external marketing/communications and public relations relate to the advancement efforts of the school.
- Has a track record of moving easily among people of wealth and influence, soliciting gifts directly from high-net-worth individuals, foundations, and other giving sources.
- Is well versed in strategic planning, including creative thinking, data gathering, research and analysis, critical reflection, tough-mindedness, and practical execution.
- As a plus, has database experience.

DIRECTOR OF ADVANCEMENT PROFILE

Performance Characteristics

The ideal candidate will possess the following characteristics:

- Is imbued with a deep sense of Trinity’s mission and culture.
- Is committed to the integration of all related functions within the advancement effort, using Trinity’s mission as the balance and reference point of all actions.
- Is committed to recruiting and re-recruiting mission-appropriate students and families.
- Has an inherent zeal for exceeding goals.
- Displays a proper sense of humility (e.g., feeling honored to invite donors to make a gift to Trinity).
- Is a natural “networker,” adept at developing and maintaining relationships with current and prospective donors.
- Has an innate ability to listen to what people are saying “in the margins” and discern their real concerns—and knows how the school can effectively address their concerns.
- Has the ability to speak truth to power (i.e., gives candid feedback to school leadership, volunteer or professional, in a mature, confidence-building manner).
- Exhibits a passionate belief in the importance of philanthropy and a commitment to the Donor Bill of Rights and the NAIS Principles of Good Practice for Fundraising.
- Has an inherent ability to show respect to and honor the dignity of all donors, regardless of gift level.
- Is committed to his or her own professional growth and the professional growth of the staff.
- Is able to recognize, nurture, and mentor talented staff members to help them succeed in their roles.
- Is known as a person of great integrity who can build trust within the team and the donor base.
- Demonstrates a sense of innovation and entrepreneurship.
- Has a sense of humor, used to maintain personal and team morale in challenging times.
- Exhibits excellent oral and written communication skills.
- The candidate must be able to communicate on a professional level with groups and individuals across the school and with external constituents.
- Has strong interpersonal skills, including the ability to exchange information using tact and confidentiality.
- Has a high level of motivation and a positive attitude. The candidate must be warm and friendly toward all current parents, prospective parents, faculty, staff, students, and other stakeholders.

Expectations

- The Director of Advancement will be expected to lead the fundraising efforts to raise \$500,000+ through the Trinity Fund annually.
- The Director of Advancement will lead a capital campaign for Phase 2 of the master plan for an estimated \$5-\$10 million in 3–5 years.
- The Director of Advancement will increase the number of unique donors to Trinity.

DURHAM, NORTH CAROLINA

Consistently ranked by regional and national media as one of the top places to live and do business in the United States, Durham, North Carolina, is not only a place where great things happen, but also an open and welcoming place to call home. Durham residents are accepting, culturally diverse, community spirited, and passionate. Most telling, opinion polls confirm that nearly 80% of Durhamites are proud of their hometown.

Durham is located halfway between the Blue Ridge Mountains and the pristine beaches of North Carolina's Outer Banks.

Residents and visitors enjoy the many cultural, historical, educational, and natural amenities that Durham offers. The reasonable cost of living, world-class health care, sports teams, arts, entertainment, shopping options, and abundance of the natural beauty typical of the Carolina Piedmont all contribute to the high quality of life that Durham residents enjoy.

Durham is home to the world-renowned Research Triangle Park (RTP), with more than 170 high-tech companies, and welcomes a thriving entrepreneurial community, making it a great place to pursue employment.

Durham offers funky cafes and vibrant local music, touring Broadway shows and a great farmers market, engaging cultural events and a wealth of talented people. Our city was home to Black Wall Street, known for its longstanding financial institutions led by African Americans. Durham residents embrace diverse thought and experience to build a stronger community. Durham has a unique combination of a growing economy, high quality of life, low cost of living, and a community that is physically active, mentally engaged, and tremendously welcoming.

Maybe it's the tradition of Southern hospitality or maybe it's the good weather, but the people of Durham are just plain friendly!

Check out the **Convention and Visitors Bureau** for even more information.



PROCESS OF CANDIDACY

If after reading this Opportunity Profile you sense that the gifts and experience God has given you could be a good match for Trinity School, we invite you to begin the inquiry process. We handle all candidate information and conversations confidentially. Please contact Laura Coverstone at any stage of the process for more information or to ask questions (contact information below).

Please provide the following for review:

- A current resume
- Responses to the following essay questions:
 1. Using what you have learned about Trinity from our website, this Opportunity Profile, and your own research, describe how your life and career have prepared you to lead advancement efforts for Trinity School.
 2. Share your own fundraising results, including specifics regarding your personal efforts in major donor development, event fundraising, capital campaigns, grants, and planned giving.
- Provide the names and contact information (telephone numbers and email addresses) for four references who know you and your career well enough to comment on your suitability for the Director of Advancement position at Trinity School. References will only be contacted after we have requested and received your permission to do so.

Submit this information in **one** Microsoft Word (.doc) document to:

Laura Coverstone
JobfitMatters
resumes@simainternational.com
Phone: 615-261-4623

In the subject line of the email, please write “Director of Advancement–Trinity.”