Haverford College
Associate Director of Development for Annual Giving
Position Profile

Executive Search Partner: Triad Academic Search
9/21/22
Haverford College is consistently ranked among the top 20 undergraduate liberal arts colleges in the United States. Located outside Philadelphia, it is highly regarded for its rigorous and intensely personal undergraduate education, which is delivered in a beautiful arboretum setting and anchored in its Honor Code. The vast majority of students live on campus and are active in athletics, student clubs, internships, service activities and self-governance. Haverford was founded by Quakers in 1833, who believed that academic excellence, offered in a setting of tolerance and mutual respect, would serve a larger goal of "educating the whole person." While Haverford is nonsectarian today, those same values continue to inspire and distinguish its students and alumni.
Haverford’s intentionally diverse curricular requirements ensure that students are well-rounded, expansive thinkers. Students take courses in each of three major academic divisions for a variety of ideas, concepts, and intellectual approaches. Featuring 56 individual programs focused on individual growth, Haverford offers specialized majors, minors, and concentrations. 54% of the student population has a minor or a concentration. Additionally, Haverford’s unique four-college exchange program with Bryn Mawr, Swarthmore, and the University of Pennsylvania allows them to retain the strengths of the small college experience, while offering the expanded resources and opportunities usually found at a larger university. Haverford students can take a staggering array of classes at any of these Quaker Consortium schools.

Haverford has chosen to remain small and to foster close student/faculty relationships as a commitment to excellence and a concern for individual growth. 98% of Haverford’s 1,435 students live on campus, the student-to-faculty ratio is 9:1, and they were listed #25 in Forbes’ top liberal arts colleges. Additionally, they have a 92%
graduation rate, and all students complete a senior thesis. Haverford’s faculty is noted for its strength in both scholarship and teaching, and its members expect to transmit to students their enthusiasm and high standards. The faculty members are teaching at an undergraduate college of arts and sciences by choice and they expect to learn, as well as to teach, in this close relationship with undergraduates.

Haverford students and graduates are extremely successful. They are regularly recognized for scholarly achievement through awards and fellowships such as Fulbright, Watson, Guggenheim, and the Nobel Prize. Of Haverford’s students and graduates, 4 are Nobel Prize winners, 85 are Fulbright Scholars, 5 are MacArthur Fellows, 28 are Goldwater Scholars, 69 are Watson Fellows, 20 are Rhodes Scholars, 27 are Guggenheim Scholars, and 6 received the Pulitzer Prize.

Haverford students are admitted to medical school, law school, and other professional schools at rates that are significantly higher than the national average. Recent graduates have gone to programs at the University of Chicago, Duke, Johns Hopkins, Harvard, MIT, UCLA, Cambridge, and the University of Pennsylvania, to name a few. Alumni pursue careers ranging from business and finance (22%), to healthcare (17%), to public service and government (9%), to law and legal services (8%), to science and technology (13%), to education (19%), to communications, leisure, and tourism (7%), and architecture, arts, and museums (5%). Wherever Haverford graduates go, they achieve great things.
In his 1918 book about Haverford College, its then President Isaac Sharpless described its unique standing among higher education institutions: “The purpose is to make the whole Haverford family, managers, alumni, faculty, and undergraduates, a loyal and interested democracy. It is on such a platform that our small college has been standing...and it has no intention of following the well-meant advice of its larger brethren to close its doors or change its general policy.”

A century-plus later, those ideals still hold true and the Haverford educational experience leaves a lasting influence on its graduates. No matter their career paths, no matter their expertise, Haverford alumni are recognizable as sophisticated and compassionate actors and thinkers, who care deeply about the communities they serve and are distinguished by their leadership. Chief among the College’s distinctive features is the high-degree of responsibility and independence that its students are afforded in governing their own activities and as active stakeholders in Haverford’s institutional governance and operations.
The Institutional Advancement Division propels Haverford’s mission and values through inspired engagement and philanthropy. We support the strengthening of the College’s values-based liberal arts education through its relationships with alumni, parents/families and friends, and by building Haverford’s reputation as a remarkable institution of higher learning. Particularly in the case of Haverford alumni, we view their relationships with the College and their fellow alumni as lifelong and strive to enrich them through different engagement and volunteer opportunities.

At Haverford, this is an exciting time. We are in the midst of developing a new strategic plan that will position the College for its next decade and lead up to its 200th anniversary (Haverford was founded in 1833). Expecting to conclude in the next six months, this collaborative community-wide effort will set the institutional aspirations and priorities that will inform our next comprehensive campaign. In tandem with the development of Haverford’s new strategic plan, Institutional Advancement has created a data-informed multi-year and multifaceted plan that undergirds growing the Division, recalibrating several departments, adding new functions, and preparing for a robust campaign. Over the next two years, Institutional Advancement will expand its staffing between 25-40%, across multiple areas (Philanthropy, Alumni and Constituent Engagement, Advancement Operations, and Charitable Gift Planning), and at all levels of its operations, such as Advancement Communications, Volunteer Recruitment and Development, Principal Gifts, and Analytics and Predictive Modeling. We seek enthusiastic, high-caliber professionals to join our existing team of excellent colleagues and help propel Haverford forward through the launch of our comprehensive campaign and fulfillment of Institutional Advancement’s multi-year and multifaceted plan.
Institutional Advancement is being led by Ara Serjoie who has served as Vice President since August 2021. His 28-year career has spanned higher education, youth development, and health care. Ara lived in Tehran, West Berlin, and London before moving to the United States to pursue a bachelor’s degree in liberal arts and sciences from Utah State University. He holds a master’s in public administration from the University of Utah with an emphasis in nonprofit leadership and earned his Ph.D. in higher education leadership and human resource studies at Colorado State University.
Reporting to the Director of Development for Annual Giving, the Associate Director of Development for Annual Giving is responsible for a portfolio of assigned prospects and benefactors, overseeing a comprehensive Reunion Giving Program and Affinity Giving Program, strategically aligned with efforts to grow the Annual Giving program, to retain, reactivate, and acquire new and increased alumni donors. The Associate Director serves as second in command for the Annual Giving Unit, a major and key component of the Philanthropy Department. As such, the Associate Director in tandem with the Director of Development for Annual Giving and the Assistant Vice President for Philanthropy, ensures that all aspects of the Annual Giving program are managed with care, efficiency, and attention to detail to ensure optimal outcomes.

**JOB TITLE:** Associate Director of Development for Annual Giving

**DEPARTMENT:** Institutional Advancement

**REPORTS TO:** Director of Development for Annual Giving

**FLSA STATUS:** HR will determine  Exempt ☐ or Non-exempt ☐

**BENEFITS:** Full-time comprehensive benefit eligible

**LAST REVISED DATE:** 6/23/22

**CUPA BENCHMARK:** HR will provide (low) (mid) (high)
Job Summary

The Associate Director of Development for Annual Giving’s responsibilities include serving as the second in command for Annual Giving, and as such, collaborating closely with the Director of Development for Annual Giving in the planning, implementing and managing Haverford College’s Annual Giving programs. Primary program responsibilities include but are not limited to managing and/or advising all reunion fundraising activities by partnering with volunteer leadership on setting and executing ambitious dollar and participation goals and coordinating closely with Philanthropy and Gift Planning on engaging and soliciting prospects during their reunion cycle. The Associate Director will be responsible for moving individuals from one giving level to the next within the annual giving range, increasing the number of donors in the 1,833 society and those who can make one-time or multiyear gifts up to $25,000. Additionally, the Associate Director will supervise the Jill Sherman Advancement Coordinator.

The majority of the Associate Director’s responsibilities can be managed remotely, but may require time on-campus for College events.

Major Primary Responsibilities

- Working with the Director of Development for Annual Giving and the entire Annual Giving team, to help create alumni, parent, and friend fundraising
strategies aimed to raise $5.75+ million for the Annual Giving Program in FY23 and grow our donor count across all constituencies. Special attention will be paid to attracting donors from underrepresented constituent segments (e.g., alumni of color, women, LGBTQIA+).

- Manage the Reunion Giving Program by translating the overall reunion giving Annual Giving goals (1.27M-1.44M/year and 50%-55% Reunion Class participation) into individual class goals and successfully reaching goals.
  - In tandem with the Director of Development for Annual Giving, as well as the Assistant Vice President for Philanthropy, explore the options for conceptualizing and creating a class agent program that will deliberately and systematically increase the # of donors and dollars raised from alumni on an annual basis instead of just during reunion years.

- Maintain primary responsibility for the Affinity Fundraising program, including a comprehensive staff and faculty giving program and campus partner campaign.
  - In tandem with the Director of Development for Annual Giving, as well as the Assistant Vice President for Philanthropy, and in collaboration with the Alumni and Family Engagement colleagues, develop strategies for optimizing the College’s various affinity groups (AAEC, MAAG, YAAG, HAL, FiF, etc) for making annual gifts to the College.

- Supervise the Jill Sherman Advancement Coordinator and oversees the strategy of the Undergraduate Student Education Program.
• Manage the Reunion Giving Program by translating the overall reunion giving Annual Giving goals (1.27M-1.44M/year) into individual class goals and successfully reaching goals by:
  o Developing strategies to grow the Reunion Giving Program to include increased emphasis on special project fundraising, multi-year commitments, and peer-to-peer outreach,
  o Managing robust fundraising committees for the 35th, 40th, 45th, and other reunion classes, as assigned.
  o Working in partnership with Relationship Managers, Gift Planning, and Advancement Services to ensure proper prospect strategies are in place for maximum results,
  o Continuing to implement industry best practices, especially by improving staff and alumni awareness of Reunion Gift Counting and managing an increasingly robust volunteer network,
  o Using past giving histories and current year ask amounts/challenge opportunities to establish class-specific reunion year fundraising goals,
  o Supporting Annual Giving and Alumni and Constituent Engagement colleagues in their fundraising volunteer management and/or goal setting as needed,
o Running point, in tandem with assigned ACE colleagues and Philanthropy staff, to recruit, train, and manage fundraising volunteers in order to make direct solicitations to classmates in order to meet class goals, and

o Partnering with ACE and Philanthropy colleagues in determining how best to steward reunion challengers, donors, and volunteers in conjunction with Alumni Weekend.

• Reframing and recalibrating the Affinity Giving program by:
  o Developing strategies to grow the Affinity Giving Program to include increased emphasis on special project fundraising, Staff and Faculty fundraising, and arboretum fundraising
  o Working closely with members of the campus community to design, implement, and educating on a robust Staff and Faculty Giving Campaign,
  o Designing and implementing a Staff and Faculty stewardship program.
  o Working closely with campus partners, including but not limited to the Arboretum, Library, and others to identify special fundraising opportunities throughout the year
  o Develop strategies for optimizing the College’s various affinity groups (AAEC, MAAG, YAAG, HAL, FiF, etc) for making annual gifts to the College.
  o Designing and implementing an Affinity Giving stewardship program.
• Manage an assigned prospective donor portfolio to ensure proper qualification, cultivation, and solicitation of approximately 75-100 prospects at the $1,833-$25,000 level
  o Hold in-person, phone, and Zoom meetings in order to move prospective donors toward making a gift
  o Respond promptly with constituents in a manner reflective of the College’s sense of integrity and purpose.
  o Maintain timely electronic and paper records of contacts with Haverford prospects

• Manage Jill Sherman Advancement Coordinator, monitor their progress against established goals on an ongoing basis, and provide training as needed.
  o Developing and implementing creative and forward-thinking opportunities to educate students about the impact philanthropic support has had on the Haverford community, which should include a student focused educational event in each semester and may be virtual (eg. Thank A Donor Day, Tag a Donor Day, etc.).

• Other duties as assigned, in accordance with the overall goals of the Annual Giving Program.
The Associate Director, Annual Giving reports to the Director of Development: Annual Giving.

The following positions, and their reports where applicable, report to the Associate Director of Development: Annual Giving:

- Jill Sherman Advancement Coordinator

Education, Training, & Experience

- Bachelor’s degree required
- Three to Five years of development experience and/or direct solicitation experience required
- Volunteer management experience is required
- Knowledge of fundraising and annual giving necessary
- Travel required and possession of a valid U.S. driver’s license required
- Night and weekend work required
- Excellent management, organization, communication, and interpersonal skills required
- Familiarity with a liberal arts setting, as well as Haverford’s mission and priorities is preferred
All faculty and staff (including contract workers) who are employed or engaged by Haverford College, must be fully vaccinated against COVID-19 (to include a booster dose when eligible), and provide proof of vaccination, unless an exemption from this policy has been granted as an accommodation or otherwise.

### Special Requirements

This status determines for the identification, treatment of time, and use of “Essential Personnel” during campus emergencies, including those that dictate suspension of services and/or closure of operations, i.e. inclement weather. During an emergency, Essential Personnel are required to be on campus in order to provide services that relate directly to the health, safety, and welfare of the College, ensure continuity of key operations, and maintain and protect College’s properties.

☐ This is an Essential employee role

☒ This is a Non-essential employee role
### Physical Demands and Environmental Conditions Required of this Position

*Please check the box that appropriately applies to this position for ADA purposes.*

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<th>PHYSICAL DEMANDS</th>
<th>NEVER 0 Hours</th>
<th>OCCASSIONALLY Up to 3 Hours</th>
<th>FREQUENTLY 3-6 Hours</th>
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| **Lifting**
To exert strength to move objects from one place to another. |               |                             |                      |                       |
  ● Sedentary-Lifting 0 to 10 pounds           |               | X                           |                      |                       |
  ● Light-Lifting 10 to 20 pounds              |               |                             | X                    |                       |
  ● Moderate-Lifting 20 to 50 pounds           |               |                             | X                    |                       |
  ● Heavy-Lifting 50 to 100 pounds             |               |                             | X                    |                       |
| **Pulling**
To exert force upon an object to move or change its direction. |               |                             |                      | X                     |
| **Pushing**
To draw an object toward oneself to move or change its direction. |               |                             |                      | X                     |
| **Carrying**
To hold objects while moving entire body. |               |                             |                      | X                     |
| **Reaching or working above shoulder**
To extend arms upward or outward away from body. |               |                             |                      | X                     |
| **Walking**
To move entire body in erect position.   |               |                             |                      | X                     |
| **Standing**
To maintain body in erect posture in stationary position. |               |                             |                      | X                     |
| **Sitting**
To rest weight on buttocks and back of thighs with legs bent at knees. |               |                             |                      | X                     |
| **Crouching/Stooping**
To bend upper body forward while fully flexing knees. |               |                             |                      | X                     |
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<td>Kneeling</td>
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<td>To maintain upper body in erect position while resting knees on ground.</td>
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<td>Climbing</td>
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<td>To ascend or descend heights using ladders, scaffolding, stairs, poles, inclined surfaces.</td>
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<td>Twisting</td>
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<td>To rotate upper body while feet remain stationary.</td>
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<td>Operating a motor vehicle, crane, tractor, forklift, etc. Specify_________</td>
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<td>Exposure Limitation</td>
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<td>i.e. Cold weather, dust, gas, fumes, etc. Specify_________</td>
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<td>Other:</td>
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* If driving is a job requirement, please re-confirm that the annual certification/verification of DMV records has been completed.
Haverford College has retained Triad Academic Search to assist in this search. All inquiries, nominations, referrals, and applications should be emailed in confidence to:

Dharshan Jayasinghe
Chief Executive Officer
Triad Academic Search
dharshan@triadacademicsearch.com

For additional information, please visit:

https://www.haverford.edu/  https://triadacademicsearch.com/

Haverford College is an Equal Opportunity/Affirmative Action employer committed to diversity, equity, inclusion, social justice, and providing equal opportunities and access to all individuals regardless of race, ethnicity, religion, gender identity, sexual orientation, national origin or ancestry, age, marital status, disability, or veteran status. Women, non-binary and transgender individuals, people of color, Indigenous people, and those with other or multiple historically marginalized and/or underrepresented identities are especially encouraged to apply. Haverford College and our consortial partners are located on Lenape lands.