

# Lighting the Way:

Defining Excellence in Girls' Education

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HATHAWAY BROWN STRATEGIC PLAN



Adopted by the Board of Trustees, October 3, 2014



# The Mission of Hathaway Brown School

**Hathaway Brown is a dynamic and compassionate community dedicated to excellence in the education of girls.**

For us, educational excellence includes, but reaches well beyond, superb preparation for college. The true mission of the School, as reflected in our motto, "*Non scholae sed vitae discimus*," is preparation for life. We strive to foster in the minds of our students an abiding passion for learning and in their hearts a constant devotion to strong character and public service.

At this moment in history, there is great need for women of vision and courage who are empowered for leadership in a multicultural and globalized society. We seek to answer that need by inspiring our students to achieve their utmost potential, and to rise boldly to the challenges of their times.

While transforming the lives of the girls in our care is our primary calling, Hathaway Brown embraces broader aspirations as well: to help shape a future of unbounded possibility for women; to stand among the country's leading schools in educational innovation; and to be such a force for the common good beyond our campus that we are respected as a civic treasure.



# Lighting the Way: Defining Excellence in Girls' Education

**The lamp of learning has been burning luminously at Hathaway Brown since 1876.**

In three different centuries, its flame has been fueled by the insights and idealism of our extraordinary students and their gifted, impassioned faculty. Today Hathaway Brown has won national regard as the defining voice of 21st century girls' education, even as it sets the standard for educational excellence and innovation among the schools in Northeast Ohio. Its mission of educating *not for school but for life* continues to be an inspiring call to action, particularly at a time when the talents and leadership of women matter more than ever.

Hathaway Brown has measurably succeeded in its goal of reinventing girls' education through such breakthroughs for learning as the Institute for 21st Century Education and the Discovery Learning model for our youngest students. In the process, an even more connected and vibrant school community and culture have taken root, enhanced by the embrace of our beautiful campus gathering all Blazers together, from the precocious minds of our Infant and Toddler Center to the wise and worthy women of the senior year.

So as we take the measure of our School at this moment, there is much to be grateful for and to celebrate.

As the saying goes, however, it is tough to make predictions, especially about the future. But it is easy enough to see that we live in complex, even volatile times, with unprecedented speed of change, a still recovering national and global economy, and a turbulent climate in every sense of the word. Equally clear is the incredible trajectory of women as leaders, problem solvers, and resources for the betterment of the planet. So while the future, as always, poses complications, it also beckons to an even more vital role for our School.

It is therefore our collective responsibility to make sure that the virtues of a Hathaway Brown education are passed on to future generations of girls, along with the values that define us:

- Our unwavering faith in the unbounded capabilities of girls and women;
- Our conviction that character matters most of all, that the potential for leadership dwells in everyone, and that there are myriad pathways to success;
- Our fascination with excellence and, beyond excellence, with imagination;
- Our insistence on educating and valuing the whole child, mind, body, and spirit, each girl each day;

- Our belief that we are responsible for the welfare of the community beyond our campus, and that we must share our knowledge and gifts and touch the lives of others who need support, especially girls, in Greater Cleveland and around the world; and
- Our emphasis on endless learning and the power of ideas to change the world.

This requires wise strategic choices in those areas that contribute to the School's immediate and long-term excellence — from financial sustainability and fresh sources of revenue to how we develop the curriculum; from the faculty we hire to the students we enroll; from optimizing our physical plant to shaping culture and community.

This Strategic Plan creates a blueprint that will give us safe passage through the uncertainties ahead. Our strategic planning process began in the fall of 2012 with an in-depth assessment of the School's strengths and challenges, and it continued through the winter and spring of 2013, when the Strategic Plan Steering Committee created 12 Task Forces and special Board Committees to explore the topics mentioned above, among others (*see page 23*). More than 150 trustees, administrators, faculty, and staff contributed to the creative work of the Task Forces, which issued more than 50 thoughtfully targeted, imaginative recommendations. These recommendations, after being reviewed and prioritized by the Board and administration, form the core of this Strategic Plan.

This is an exciting moment for Hathaway Brown, and an urgent one. Together we have the chance to create a future even more glorious than our past. We are well positioned to continue to light the way, *Defining Excellence in Girls' Education* even more boldly than before.



## Strategy #1:

# Cultivate a Student Body of Extraordinary Promise

### Overview:

We will continue to make Hathaway Brown an irresistibly compelling destination for Greater Cleveland's most promising girls and young women. In the process, we will shape a student body that exemplifies our mission and values; displays excellence and diversity in myriad ways; is prepared to seize the extraordinary opportunities the School provides for creativity and self-development; and is committed to making a difference for the better in the world.

Hathaway Brown has been in a place of strength in recent years with consistent inquiries, applications, matriculations, and retention. Enrolling more girls than any other independent or parochial school in Northeast Ohio, HB succeeds in attracting students who achieve in ways that distinguish them from students at other schools, including the most widely accepted quantitative measures of performance and the area's most outstanding college admissions list.

In addition to their widely recognized academic prowess, HB students possess an earned confidence and are able to apply what they've learned in the classroom to their lives. They know how to test theories, hold authority accountable, find beauty in overlooked places, implement creative solutions, and lend a hand when needed. They are the School's most impressive innovations and our best assets for marketing – and they are endlessly rewarding to know and to teach.

We want to fill the School with these remarkable girls, but the Northeast Ohio admissions landscape is increasingly competitive, with some 80 independent and parochial schools. While Greater Cleveland has many assets, its economy has not fully rebounded from the recession, and its demographics are not as robust as one might wish. To fully enroll the School going forward with a student body of outstanding talent, we will need to excel at all aspects of enrollment management, deploy our resources intelligently, and be inventive and unrelenting in our efforts.

### Goals and Implementation:

1. Maintain and enhance excellence and diversity in the student body while also building financial strength by attaining full enrollment in each division, EC-12.

Ensure that yearly total school enrollment meets or exceeds the agreed-upon budgetary goals, and that divisional enrollments are as close to full as possible while also fulfilling our high admissions standards. Track student performance across the School on key measurables to make sure we are meeting or exceeding the trend lines that have made HB the academic leader in Greater Cleveland, while also attaining or surpassing the diversity percentages of peer schools locally and NAIS schools nationally. We continue to see positive

results in admissions, with HB as one of the few Cleveland independent schools to gain enrollment in 2013-14, and opening 2014-15 with a total enrollment of 851, our largest since 2008. (Admissions and Communications Staff; Senior Administrative Team; Faculty. Timeframe: Ongoing, with a new Enrollment Management Plan implemented each year mapping out the next steps toward accomplishing this goal.)

2. With the Upper School already fully enrolled, focus on attaining full enrollment in EC-Middle School by emphasizing the critical value and long-term intellectual and developmental payback of investing in excellence during the foundational early learning years. Full pre-school and pre-kindergarten classes lead to a full kindergarten, which is the springboard for optimal enrollment in the Primary and Middle Schools, and therefore for full EC-12 enrollment. Toward that end, continue to leverage the educational and enrollment advantage of our Infant and Toddler Center, a unique asset in the Cleveland marketplace.

We have made solid progress toward this goal. In 2013-14, we created a third pre-k section and filled it, and filled it once again for 2014-15. We now have three preschool sections flowing toward three pre-k sections, which provides us with a sufficient pool of girls to fill our two kindergarten sections. As a result in 2014-15, for the first time in several years, we achieved a full kindergarten. We will continue to build on this success, emphasizing that a good beginning never ends in our admissions and marketing material and in special events like this year's Family Food Fest and Parenting in the Middle initiative. (Admissions and Communications Staff, Division Directors and Faculty. Timeframe: Ongoing, with yearly updates of strategies and marketing material.)

3. Use financial aid (merit- and need-based) in strategic, disciplined fashion to help achieve the goals of excellence, diversity, full enrollment, and maximum net tuition revenue.

The Admission Office will manage financial aid and merit resources strategically to achieve the targeted results, hewing to budget parameters and reasonable grade-by-grade allotments of FA/merit resources. The goal will be to produce measurable progress toward increasing net tuition revenue targets while continuing to accomplish our academic excellence and diversity priorities. (Admissions Staff and Finance Office. Timeframe: Ongoing, updated yearly.)

4. Intensify marketing around our 9th grade merit program to increase applications from a wider spectrum of communities while also increasing outreach to feeder schools.

The Admission Office will develop material and strategies to highlight the ninth grade merit program, transmit that message in our overall marketing information more broadly, and zone in specifically on key feeder schools beginning with the fall of 2014. (New merit material was produced for the 2013-14 admissions season, and will be reviewed and updated continuously.)

5. Enhance marketing effectiveness through tighter definition of the HB advantage; by building “brand” awareness; and by more purposefully managing word-of-mouth promotion.

**While the Admissions Office reports that the HB brand right now is stronger than ever, we will continue to pursue strategies designed to enhance its magnetism and highlight the educational advantages we offer to our students, division by division. We will also introduce special events specifically designed to showcase strengths, promote foot traffic to campus, and feature our faculty and staff as experts. (Admissions and Communications Offices. Timeframe: Reviewed and updated yearly.)**

6. Explore the feasibility of forming a partnership with ASSIST and/or the Cleveland Council on World Affairs KYEP to recruit top notch international students to HB for: (1) a summer residential program focusing on the arts, writing, college counseling, or science; (2) a school year homestay program with HB families who would be compensated for hosting students.

**HB formed a partnership with ASSIST in the winter of 2014 and we have enrolled an ASSIST student from Australia for the 2014-2015 year. Building upon this new collaboration, we will strive to bring as many as 7 international students to HB over the next three years. We will continue to explore the possibility of a summer residential program, and of compensating families if demand for the homestay experience expands. (Admissions Staff, Center for Global Citizenship.)**



## Strategy #2:

# Attract and Retain Uncommonly Gifted Educators

### Overview:

It is essential that Hathaway Brown attracts, retains, and continuously develops new generations of creative, diverse, uncommonly gifted teachers and administrators who have the attributes needed to thrive at HB and contribute to the exciting learning environment we provide for both students and faculty. In the same vein, we must also cultivate a dedicated team of administrators and staff who energetically support the School's educational mission.

The excellence and passion of HB faculty, administrators, and staff are keys to our future. Collectively, these individuals generate the transformational learning experience our mission calls for, keep us at the forefront of a competitive independent school market, and advance our national and international standing as a thought leader in girls' education.

After a succession of excellent recruiting classes of new teachers, it is the consensus of the administration that the quality of the faculty overall is at an all-time high. Whole departments and divisions have been reinvented and rejuvenated with fresh talent and new ideas. This is a tremendous accomplishment and a great opportunity to leverage our success and make HB even more attractive to world-class educators.

### Goals and Implementation:

1. Define what is distinctive about the experience of teaching at Hathaway Brown and what qualities, skills, knowledge, and experience are most highly correlated with success in the School community. At the same time, inventory the factors that have enabled us to attract game-changing teachers in such impressive numbers. Which aspects in the hiring process have been decisive in this regard? Which can still be improved? What strengths in the teaching culture at HB can be embellished and enhanced for the future?

**Convene the faculty's Culture and Community Committee to carry out this study. In the process, make use of the very positive results of the 2014 Workplace Dynamics survey on faculty and staff engagement to help chronicle trends we should build upon and amplify. Also interview new faculty about what drew them to HB. (Head of School, Division Directors, CCC. Timeframe: Complete before the 2015 hiring season commences in December of 2014.)**

2. Strengthen our recruiting process online and streamline the website to make it easier for potential candidates to find job postings, descriptions of the mission and culture of the School, information about professional development opportunities, the advantages of living

in Greater Cleveland, and other incentives to encourage talented educators to explore employment at HB.

**Review the current state of the employment website as well as the online application process. Is the website clear, up to date, and captivating? Is the online application process user-friendly for both applicants and HB personnel running job searches? Change as needed. (Division Directors, Human Resources, Communications. Timeframe: Complete review by December 15, 2014)**

3. Through discussions among the administration, faculty, and human resources, develop more clarity and cohesion around the timing and management of the hiring process, particularly in the structuring of interviews and the observation and analysis of a candidate's teaching audition.

**Review the efficiency and overall management of the hiring process and how effectively it meets the needs of HB recruits and faculty/staff candidates. Develop recommendations for improvement. (Senior Administrators, Human Resources, recently hired Faculty and Staff. Timeframe: Complete review by December 15, 2014)**

4. Regularly visit and establish ongoing relationships with top college and university schools of education in the U.S. to ensure that their placement officers understand the uniqueness and quality of HB and the rewards of teaching here so that they will send promising candidates our way.

**Contact and schedule visits with placement officers at selected local and out of state schools of education to establish relationships and determine how to heighten our visibility to top candidates. (Associate Head of School and Department Chairs. Timeframe: Pilot with three schools of education, establish contacts and visit in the 2014-15 school year.)**

5. Continue to review compensation and benefits to ensure they are as competitive, sustainable, and as compelling as possible.

**Update benchmarking information from NAIS, OAIS, CCIS and other relevant sources for independent school compensation and benefit planning. Use this information to gauge HB's competitiveness amongst our local, regional, and national peers as well as the appropriateness of salary targets in our 2014 compensation paradigm and five year financial projections. Where do we stand, where do we need to go, how can we get there sustainably? (Head of School, Associate Head, Associate Head for Finance and Administration. Timeframe: Update benchmarking information and assessment of our competitiveness prior to 2015-16 budgetary process and contract season.)**

6. Revisit the management and distribution of professional development funding to make certain it is sufficient for our needs, aligns with our strategic priorities, and is targeted to accentuate the growth path of individual faculty and staff.

The process of distributing professional development funds is now much more efficient and strategically managed than in the past. But this is such a key resource and of such importance to faculty that it would be wise to reassess the effectiveness of the process and how it aligns with strategic goals. As part of this study, determine the best way to use PD funds generated by the “HB Rocks” benefit. (Division Directors, Department Heads, Faculty. Timeframe: the 2014-15 school year.)

7. Consider affiliating with a college or university to create a degree or certificate-granting teacher training/internship program based on the latest research and the time-tested “HB Way” of shaping great teachers.

This has long been an aspiration and an exciting one, and given the quality of our faculty today and our internal teacher-training processes, the time is right to further explore its feasibility. A good start would be to connect with independent schools that currently have such programs, find out what models are out there, reflect on their fit for HB, and what our own version might look like. (Head of School, Associate Head, Division Directors, Faculty. Timeframe: 2014-2016.)



## Strategy #3:

# Continue to Create a Transformative Curriculum

### Overview:

Hathaway Brown is renowned for its forward-leaning curriculum, a unique fusion of classical excellence and experiential learning — all designed to unleash the full potential and creative capabilities of girls and prepare them, in the words of our mission, “to rise boldly to the challenges of their times.” Reflecting the best research on teaching and learning, we will: persist in catalyzing innovative thinking; prepare the girls to thrive and lead in the world they will be inheriting; broaden experiential learning in both the Core Curriculum and the Centers of the Institute for 21<sup>st</sup> Century Education; build platforms for cross-disciplinary instruction; and leverage technology to enhance the full educational experience.

At HB, our oldest tradition is innovation, dating back to our creation as a school founded by its students to claim a wider world for women. The past 15 years in particular have brought forth path-breaking, results-oriented strategies that have enabled HB girls in all divisions to flourish and excel, while also giving HB a position of distinction nationally and within our region. We need to build on this momentum and continue to shape strategies that make HB’s learning environment even more dynamic, empowering, and transformational. In doing so, we will deepen the “HB Effect” that generates such advantages for our girls in college and beyond and separates us from our competitors.

### Goals and Implementation:

1. Continue to support and develop an entrepreneurial culture amongst our students and faculty. The ability to be nimble has allowed us to react quickly to pressures, create innovative responses, keep the curriculum fresh and relevant for today’s girls, and stay ahead of our competition. We have already built an imaginative, unique architecture for learning (the Institute for 21<sup>st</sup> Century Education, Strnad and W.E.S.T. Fellowships, Storyline, Discovery Learning, etc.) that gets amazing results and is passionately embraced by our students. We must ensure that HB’s creative platforms for learning, which have become the very essence of the School, persist into the future with the financial support they need to continue their powerful impact on HB students and faculty.

Securing both endowment and restricted annual funding for the support of HB’s signature innovation, the Institute for 21<sup>st</sup> Century Education, as well as other vehicles for expanding the imagination, is already a priority of the Advancement Office and will continue to be so. We will persist in making creativity a defining trait of school culture, for both students and faculty, through the many vessels that already exist and new ventures such as the proposed Fab Lab and the 2014-15 “Makers” theme (“HB Girls Making the Future”). Already planned

for our January 5, 2015 in-service is a conference on interdisciplinary and groundbreaking teaching orchestrated by HB faculty members for their colleagues. And we will employ our professional development funds to fire up the minds of teachers and launch teams of faculty on “search and discover” missions at other top independent schools around the country to hunt for fresh and exciting ideas. (Head of School, Division Directors, Advancement Office, Faculty. Timeframe: Ongoing.)

2. Formally establish the elements of an effective 21<sup>st</sup> century education — critical thinking, creativity, collaboration, communication, character, and cross-cultural competencies — as goals of our curriculum and pedagogy. We will take steps to ensure that programmatic design and learning through both the Institute and Core classrooms are oriented toward shaping these skills and qualities. Faculty will carry out an audit of the ways in which we currently address these overarching goals, across subject areas, and recommend ways to enhance strategies for bringing them to fruition through our teaching.

**A task force of Division Directors and Department Heads will convene to engage faculty on this topic and produce an HB Way of defining key 21<sup>st</sup> century skills and attributes. (Timeframe: 2014-15 school year.)**

3. Deepen and enrich both the student and faculty experience by building bridges between academic departments, especially in the Upper School, to facilitate robust interdisciplinary programming. We will retain the various academic domains, but blend them into four “Unities of Learning”: (1) Art and Design; (2) Science, Technology, Engineering, and Math; (3) the Humanities; and (4) Athletics, Physical Education, and Well-Being. Different departments will be charged with creating interdisciplinary ventures within their Unity, but also with other Unities. The goal: to leverage the combined talents and knowledge of teachers to better instruct and inspire one another; and to enable students to encounter ideas as they exist in the world — interconnected and mutually influential.

**In September of 2014 a cross-divisional team of faculty began to explore the Unities concept and to define the most effective ways of advancing interdisciplinary collaborations throughout the School. Its first task will be to create an audit of interdisciplinary programming that already exists. The committee will issue a report on the current state of interdisciplinary learning, and recommend new strategies to amplify it. (Head of School, Division Directors, Interdisciplinary Task Force members and other faculty. Timeframe: The 2014-15 school year.)**

4. Reinvent our Invention Lab (the existing woodshop) as a “Fab Lab” (digital fabrication laboratory) for students K-12. Our Fab Lab will function as an incubator of creativity, integrating design, engineering, computer science, problem solving, art, video and media production, product creation, and 3-D printing — everything needed for a “dream factory.” It will also serve as home base for our burgeoning robotics program, headquarters of our

Center for Technology & Invention, and a launching pad for an intensified effort to open up careers in technology for HB students.

**During the spring and summer of 2013-14, we launched an initiative to secure funding for the Fab Lab. Our efforts have received an encouraging response and we are hopeful that funding (\$250,000) will materialize in 2014-15 to support the development of this facility. (Head of School, Director of Advancement, Director of the Center for Computer Science and Invention.)**

5. Convene a task force to review the way we use time in the daily schedule and how effectively the schedule serves our current needs and aspirations for faculty and students.

**Over the course of the 2014-15 school year we will begin an assessment of the schedule in the various divisions to determine strengths and weaknesses, particularly in terms of ways in which the current schedule enhances or hinders innovative, interdisciplinary teaching and learning. We will also interview potential scheduling consultants and explore whether special scheduling structures as a “Maymester” in the Upper School might be desirable to unleash innovative programming. Once we complete the self-assessment of our needs we will establish a timeline for potential schedule changes. (Division Directors, Faculty.)**

6. Building on the success of our recent one-to-one technological upgrade, define the next generation of priorities for enriching learning through technology at Hathaway Brown. We will pilot and then expand online blended learning opportunities that can extend the scope of the curriculum and enable teachers to expand the content and modes of instruction. We should also define what the technological requirements are for the classroom of the future. We should also consider including Computer Science among our requirements for graduation.

**The Information Technology Department will prepare a new 3 year plan for the development of educational technology and the technological infrastructure at HB. A sophomore class in Computer Science was added as a graduation requirement in 2014-15, making HB one of the few schools in the area with a requirement in programming and software design. This course and the Fab Lab (once completed) will enhance skills, knowledge, and creative thinking, and should also broaden awareness among students of the many opportunities for women in technological careers. (The Information Technology Department, the Center for Technology and Invention, Division Directors. Timeframe: The 2014-15 school year.)**



## Strategy #4:

# Optimize Our Campus for 21st-Century Learning

### Overview:

HB will update and modernize the campus to ensure that the School's physical spaces optimally support its educational mission and programs while also providing a comfortable and inspiring setting that enables faculty and students to perform at their best. Our facilities should enhance our effort to maximize interdisciplinary collaboration among departments and divisions, and energize and showcase the spirit of innovation for which HB is known. Our campus should also demonstrate our commitment to sustainability and energy conservation, functioning as laboratories that help us educate girls to be prudent stewards of the global ecosystem.

Hathaway Brown's campus ranks among the most attractive and architecturally distinctive environments for learning among day schools in the United States. There are strong benefits – not only educationally and economically but also in terms of school culture and community – to having all students and faculty from Early Childhood through the Upper School on a single campus. Some of our facilities, such as the Jewett-Brown Academic Center and the Carol and John Butler Aquatic Center, rival the best architecture to be found in the college setting.

However, other parts of the campus, particularly the Early Childhood and Primary School buildings, need both rejuvenation and expansion. The Upper School is facing significant space shortages and lacks distinctive architecture that mirrors and facilitates its innovative program and ethos. Throughout the School there are significant issues with climate control (especially in EC and Prime), and many classrooms need to be modernized for 21<sup>st</sup> century teaching and learning. Limitations in facilities for athletics and arts are also impinging on the quality of those programs. Lastly, the size of our “landlocked” campus – providing 5 to 10 percent of the acreage of local independent school competitors – makes it challenging to respond flexibly to the present and future needs of students, faculty, and the curriculum.

### Goals and Implementation:

1. The improvement of campus facilities emerged as the leading priority of the June 2013 Board Retreat. To define our best options for developing our campus in support of world-class teaching and learning for the 21st century, it was decided that the School needed to undertake a comprehensive master planning process. This will include:
  - A space-planning study to help determine the most effective use of all current space as we address our strategic needs and opportunities.
  - The analysis of short- and long-term options for climate control as well as an evaluation and plan for improving on mechanical systems and energy efficiency. We must ensure

that the Early Childhood and Primary School divisions, in particular, are appropriately heated, cooled, and ventilated.

- Determining priorities for renovation and new construction and identifying the building project most capable of delivering the same “wow factor” the Atrium did more than a decade ago, which energized the entire institution and separated us from our peers.
- Assessing the possibilities for expanding our campus footprint through the acquisition of adjacent property or additional acreage elsewhere.
- Planning for the continuous upgrading and enhancement of the School’s security environment.

**In 2013, the School commissioned the Gund Partnership to create a comprehensive new Campus Master Plan to address the goals above. The Plan was presented to the Board of Trustees in January of 2014. A bold and sweeping reimagination of the campus, it provides a blueprint for an effort that will clearly need to be developed in phases over time.**

2. While the Master Plan will articulate priorities for the enhancement of facilities and possible sequencing plans, we must give immediate attention to the needs and opportunities of the portion of campus devoted to the Early Childhood program and Primary School so that our facilities (and not only our programming and teachers) are assets in the admissions process.

**At the May 2 and 3, 2014 Board Meeting, the Board and administration reviewed the many components of the Plan and sorted them into levels of priority. (The full priority listings are available in the Board minutes.) It was the unanimous consensus of the Board that the initial phase of campus development should address the rejuvenation and expansion of the Primary School and Early Childhood wings. The modernization and upgrading of the HVAC and mechanical systems in those buildings was given the top level of urgency.**

3. As further facilities planning proceeds, identify the most economical short-term steps we can take to improve the overall appearance and functionality of our physical plant.

**In the summer of 2014, major steps in this regard occurred with installation of new light systems in the Gymnasium and Aquatic Center, along with the refinishing of the gym floor. Early Childhood classrooms were renovated in 2013, when a third Pre-K classroom was also created along with a First Steps (older toddler) classroom. It is clear that the Upper School with its burgeoning enrollment needs increased classroom space. In 2014-15, we will need to determine the next points of focus in short-term steps to improve and enhance the existing facilities on campus. (Head of School, Associate Head of Finance and Administration, Director of Campus Operations, Division Directors, Buildings and Grounds Committee.)**

4. Develop a plan to augment the School’s PPRRSM account for the ongoing maintenance and improvement of facilities.

**A five year plan for addressing the School's shorter term facilities improvement priorities and maintenance needs will be developed in 2014-15. Those needs and opportunities will be costed out and will guide budgetary planning for the PPRRSM account. In 2013-14, the PPRRSM budget was expanded from \$300,000 to \$350,000. (Head of School, Associate Head for Finance and Administration, Director of Plan Operations.)**



## Strategy #5: Promote Lives of Balance and Well-Being

### Overview:

Respond proactively to the new demands on teaching, learning, and living in today's world by attending to the well-being of our community – students, employees, families, and alumnae. Make HB a source of expertise and support in the pursuit of work-life and school-life balance and in successfully navigating the pressures on the 21<sup>st</sup> century family. In particular, stay tuned in to the lives of girls and women – what it means to grow up girl and thrive as a woman and a leader in our times. Through our physical education and wellness program, emphasize physical fitness, nutrition, social/emotional strength and other components of a healthy lifestyle. At the same time, leverage the educational benefits of competitive athletics which research has shown are especially beneficial to the development of strong, confident, leaderly and resilient girls and women.

Our world is hyper-connected, increasingly globalized, and media saturated. Life moves fast as families juggle jobs, child-rearing, education, and more. Nobody seems to have enough downtime. The economy is uncertain and only 30 percent of Americans say they feel pleasure in the careers they have chosen. Women are working hard and feeling pulled in many directions.

Today's girls, while achieving success on many different fronts, are also leading complicated, fast-paced lives. As part of its mandate to educate *not for school but for life*, Hathaway Brown is committed to developing new educational frameworks that help our girls become healthy, complete, resilient young women who know how to be leaders in their own lives – and to be sources of leadership for others.

### Goals and Implementation:

1. Employ the successful 2013-14 school year theme of “Be Well, Lead Well” to catalyze an ongoing, comprehensive campaign for leadership and wellness education that permeates the curriculum for lasting change. Tend to the socio-emotional lives of girls, and instill in them enduring habits that will allow them to make healthy decisions throughout their lives and reach their potential in whatever endeavors they pursue.

Use our Center for Leadership and Wellbeing to build on the “Be Well, Lead Well” theme and ensure that it persists as a distinctive feature of educating in the HB Way. The Center will serve as a hub and diffusion point for multidisciplinary strategies in all divisions designed to bring leadership and wellness together not only for the students but also for faculty, parents and the whole HB community. To further this effort, unite the various offices and individuals charged throughout the School with shaping wellbeing and nurturing

**leadership into common cause and cohesive action, turning them into a “Wellness and Leadership Team” that works in concert. (Center for Leadership and Wellbeing, Upper School wellbeing coach, divisional health instructors and counselors, physical education and athletics departments, Dean of Students, Division Directors. Timeframe: Explore feasibility, carry out planning and begin implementation in the 2014-15 school year.)**

2. Ensure that our programming is infused with the latest research on how girls flourish, counterbalancing any trends that threaten to disempower or disenfranchise them. Help each girl develop a strong inner voice, resistant to fear of failure or self-doubt. As a School make every effort to have each girl feel valued for her contributions to our community.

**The “Wellbeing/Leadership Team” will review the content of our program to make sure that we are focusing on the key traits and skills. Enrich our instruction where needed. Track the results of our methods to document our progress and create a base for potentially publishable research. (The Leadership/Wellbeing Team. Timeframe: Complete review of current programming, make recommendations for change over the 2014-15 school year.)**

3. The School has a storied athletic tradition and currently implements one of the most outstanding athletic programs for girls in the state of Ohio. In order to ensure that our program is functioning at the highest level, continues to exemplify the School’s educational mission, and provides optimal learning experiences for HB student athletes, produce the School’s first-ever Athletic Strategic Plan to map out priorities for improvement and to enhance excellence for the future.

**Athletics offers a powerful opportunity to develop confidence, communication, sportsmanship and leadership. Hathaway Brown’s athletic tradition has long instilled qualities of personal strength and fair play, and continues to be one of the most powerful tools for self-actualization and lifelong learning. In order to ensure that our athletics program runs with the same deliberate attention to detail and dedication to the mission that our academic program does, develop and implement the School’s first-ever Athletic Strategic Plan. (The Athletic Department completed the Strategic Plan for Athletics in the summer of 2014. It will be accessible on the Board Portal following the October 3 Board Meeting.)**

4. Support our families with the latest research on raising healthy daughters (and young sons) through focused parent education and by transforming the Center for Family Support from a promising idea into a value-added reality. Use our wealth of knowledge gained through 139 years of educating powerful women to help families position their daughters for success and satisfaction, unleashing the power of an all-girls’ education.

**Since the Center for Family Support was always conceived of as a whole-school resource, integrate it within the fabric of the Center for Leadership and Wellbeing, so that it has a firmer homebase and platform for its programming and special events. Such currently scheduled Family Support events as the Family Food Festival, “Parenting in the Middle”**

(fall of 2014), and the Amy Speidel ongoing parent coaching initiatives are natural extensions of the Center for Leadership and Wellbeing, which embraces adult and family wellbeing as part of its mission. (CLW, Division Directors, Leadership/Wellness Team. Timeframe: Explore the feasibility of this merger and if practicable begin to implement in the 2014-15 school year.)

5. Emphasize and extend the powerful bonds of sisterhood that unite all HB students and alumnae. Connect girls in a disconnected world, foster collaboration with a powerful set of mentors, arm them with an extended family to support and challenge, and propel them forward in the world.

In recent years, many initiatives have been put in place to deepen sisterhood throughout the School. Legacy Days reinforce and energize sisterly connections. Upper School girls who work in the ITC tend to our youngest sisters (and brothers). The Valentine's Day "Show the Love" Assembly strums the heartstrings of sisterhood amongst grades 9 – 12. The HB Alumnae Association nurtures relationships among and between alumnae classes, including our 50<sup>th</sup> reunion classes and our current third grade girls. Our Regional Advancement Representative in the Northeast Corridor reinforces community among alums in that region, and connects alumnae to current Middle Schoolers on their Cape Cod and Washington, D.C. trips, carrying sisterhood across the generations. So through purposeful planning and the seizing of spontaneous opportunities, sisterhood is flourishing. With all these successful ventures, this would be a ripe moment to take stock of what we have accomplished and plan for the next steps in the cultivation of this vital dimension of the HB experience. (Division Directors, Deans, Athletic Department, Office of Alumnae Affairs. Timeframe: review the current state and outline next steps. 2014-15 school year and ongoing.)



## Strategy #6:

# Secure Sustainable Financial Strength

### Overview:

HB must employ astute, proactive fiscal management to strengthen and sustain the financial foundation required for us to thrive and to define educational excellence for girls in an economically challenging future. While continuing to maximize traditional strategies for financial health — cost containment, full enrollment, and increased philanthropy — we also need to find lucrative, mission-centered auxiliary revenue streams that reduce tuition dependence and open up new sectors of financial resources for the School.

Hathaway Brown has a long record of strong financial management and has shown budget surpluses through 16 of the last 17 years, the only exception being the financial collapse of 2008. Despite Cleveland's sluggish economy and stagnant demographics, demand for places in the School is strong with 851 students EC-12 enrolled for 2014-15, our highest total since 2008. The Annual Fund set records in 2012-13 and again in 2013-14, when for the first time we surpassed \$2 million, a figure rarely attained by girls' schools outside of New York or Boston. Our endowment is now over \$53 million, giving us the largest endowment among girls' schools in Ohio and fourth largest among all independent schools in the state. After several years of double-digit growth, financial aid has stabilized with increases of less than 3% in the past two years. At the same time, HB has worked to contain costs and will continue to do so.

Despite this encouraging record, we are mindful of the challenges of running a world-class institution in a region such as Cleveland, which is rife with competition among public, independent, and parochial schools; where overall population is declining and the number of school-age girls projected to decrease until 2018; and where the economy has been slow to rebound.

To ensure that we can flourish in the present day and convey the extraordinary benefits of an HB education to oncoming generations of girls and young women, we must intensify our efforts to implement a sustainable financial model for the future. This begins with an understanding that the foundation of financial strength is full enrollment.

### Goals and Implementation:

1. Enhance our admissions and marketing strategies to maximize enrollment, including: offering an educational "product" of higher quality than our competition; making strategic use of financial aid and merit aid; emphasizing student retention; and expanding our admissions efforts to attract prospective students from communities further afield.

**Attaining full enrollment in each division, while also meeting the School's academic standards and diversity goals, is the job of every single faculty and staff member. The**

Admissions Team is particularly focused (see Strategy #1 above) on enhancing enrollment in EC-8, while preserving a full Upper School. (Admissions and Communications Staff, Senior Administration, the entire Faculty. Timeframe: Ongoing, with planning updated yearly.)

2. Now, more than ever, a strategic and systemic approach to fundraising is necessary to maintain and build upon Hathaway Brown's position as an innovator and a leader in the education of girls – the women and visionaries of tomorrow. Therefore, we will:

- a. Improve Advancement Department operations to maximize revenue projections and position the department for future revenue growth.

Job descriptions will be updated and performance reviews completed of current staff. Department structure will be reviewed with an eye to possible realignment or expansion to reflect the needs of the School and to facilitate higher fundraising performance. Prepare a business case for budget approval to sufficiently grow and staff the Advancement Department, allowing for effective Annual Giving and Major Gift attainments with a 10 year rollout. (Director of Advancement, Head of School. Timeframe: 2014-15 school year and ongoing.)

- b. Develop a systematic Major Gift program and foundation support to sustain long-term revenue growth and develop the donor pipeline.

Implement a “Moves Management” approach to donor identification and stewardship, engaging “natural partners” to help move prospects through the discovery, cultivation, and solicitation phases. In the process, identify 50 prospects who are ready to be put into the Moves Management system, and establish a small ad hoc committee to identify future donors for cultivation. (Advancement Staff, Head of School, Board of Trustees. Timeframe: 2014-2016.)

- c. Improve Board of Trustee, alumnae, and parent engagement to achieve more active participation in Advancement efforts.

Encourage Trustees to make the School a top personal philanthropic priority, to consider an early gift and pledge to the Annual Fund, and a planned gift to the Mary E. Raymond Society. Trustees can also show support for Advancement efforts in many other ways as well, such as hosting a stewardship/cultivation event; making sunshine calls to welcome new families to the HB community; introducing HB to likely donors in their networks: foundations, corporate sectors, and privately. Advancement has an ample list of ways to get involved tailored to every taste. (Advancement Staff, Board Development Committee, the Board as a whole. Timeframe: Kick-off in the 2014-15 school year, and ongoing.)

- d. Assess and identify strengths and weaknesses of organizational-wide development aptitude and capacity.

Engage an outside consultant to meet with invested constituents and advise means to strengthen current and long-term Advancement goals. Prepare an RFP and arrange for preferred candidate to present and interview at the October Board Meeting. (Director of Advancement. Timeframe: Summer 2014.)

3. Continue to assess and ensure the financial sustainability of our business model. We will:

- a. Regularly examine our tuition-setting and financial aid policies.

The Associate Head for Finance and Administration, the Head of School, the Associate Head for Enrollment Management along with the Board's Finance Committee carefully review tuition levels to make sure they provide adequate revenue while not outpricing the School within the marketplace and potentially blunting demand. We strive as well to think and act strategically about financial need based and merit aid in order to enhance affordability, support economic diversity, attract academic quality, drive full enrollment, and maximize net tuition revenue as outlined in Strategy #1. (Timeframe: Ongoing)

- b. In order to help ensure financial sustainability, develop a plan to reduce our cost structure without compromising core excellence.

The Associate Head of School for Finance, the Director of the Center for Sustainability, the Aquatics Center Director, and the Director of Plant Operations have made a conscious effort over the past year to review and renegotiate all current contractual obligations (e.g. utilities, clean, trash, etc.) to reduce daily operating costs. Central purchases handled through the Business Office, especially standard office and classroom products, are also reviewed for best pricing. During the summer of 2014, the Senior Administration began a new round of budgetary analysis in search of other opportunities to further reduce costs, including a review of staffing, benefits, and programmatic vitality. This will be an ongoing effort.

- c. Develop a financial contingency plan to cut expenses by 5-10% in the event of a market downturn or severe enrollment reversal.

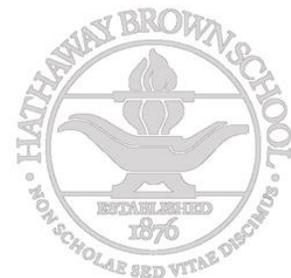
The Senior Administrative Team is preparing a contingency plan to significantly reduce expenses (in the range of 5-10 percent) in the event of a financial emergency. A draft of the contingency plan will be completed by December 1, 2014.

- d. Review potential opportunities for reducing debt service costs through refinancing and/or additional principal payments, if funds are available.

The Associate Head for Finance and Administration, the Finance Committee and Head of School will continue to work with Wye River, or other external consultants, to help identify market conditions that may be favorable to refinancing the current debt or to identify potential options for additional principal payments without compromising the School's current debt service covenants. In addition, the School will continue to follow the recommendations approved by the Board previously to allocate surplus funds, if any, at the end of each fiscal year, as well as unrestricted bequests received during the year, to debt service. (Associate Head for Finance and Administration, Finance Committee, Head of School. Timeframe: Fall semester, 2014, and ongoing.)

4. Design ways to generate significant auxiliary revenue sources.

The Strategic Planning process in 2013 explored this topic in depth and surfaced many potentially lucrative strategies. Currently the School's summer programming is far and away its most productive source of auxiliary funding, generating over \$225,000 of net revenue per year, among the highest figures among independent schools statewide. While continuing to maximize summer income, the auxiliary revenue task forces recommend that we also: consider hiring a business development manager to prospect for new revenue streams; expand the rental of our facilities; strive to monetize HB's educational innovations; develop profitable online ventures; run money-making educational conferences, capitalizing on the HB brand; expand enrollment in the Infant and Toddler Center; cultivate an international student cliental – among other ideas. In order to explore auxiliary revenue opportunities in greater detail, we should reconvene the leadership of the various auxiliary revenue task forces and have them function as an "incubator" of new revenue sources for the School, assessing the feasibility of initiatives already recommended, while also exploring successful non-tuition revenue schemes currently in place at other independent schools. Prepare a feasibility study of supplemental revenue ventures which show promise for HB. (Head of School; Associate Head of Finance and Administration; auxiliary revenue task force members. Timeframe: 2014-2016, and ongoing.)



## STRATEGIC PLANNING STEERING COMMITTEE

Ginger Van Wagenen '74  
President, Board of Trustees

Bill Christ  
Head of School

Don Bullock, Trustee  
Binney Fouts '69, Trustee  
Val Hughes, Associate Head for Finance and Administration  
Sarah Johnston, Associate Head for Enrollment Management  
Clarke Leslie '80, Director of Advancement  
Terry McCue, Assistant Head of School and Director of College Counseling  
Sue Sadler, Associate Head of School and Director of Upper School  
John Warner, Trustee

## STRATEGIC PLANNING TASK FORCES

### CONTINUOUS IMPROVEMENT TASK FORCES

Who We Are and Should Be (Faculty) - 12 people

**Co-Chairs:** Nancy Gladstone, Sheri Homany and Emily Wanders

**Committee:** Helen Butler '87 (Trustee), Stephanie Hiedemann, Ron Hovan, Barry Kallmeyer, Carole Lechleitner, Susan Levitan, Amanda Morris '44 (Trustee), Mary-Scott Pietrafese, Camille Seals '02

What It Feels Like (Culture and Community) - 13 people

**Co-Chairs:** Hallie Godshall, Julie Harris and Scott Parsons

**Committee:** Elizabeth Click (Trustee), Toni Cross, Patty Hunt, Lisa Jahnke, Jamie Morse, Lisa Mortimer '88 (Trustee), Liz Patterson, Linda Simon-Mietus, Colleen Sommerfeld, Tori Weisberg

What and How We Teach (Curriculum and Pedagogy) - 15 people

**Co-Chairs:** Bill Christ, Terry McCue and Kathy Zopatti

**Committee:** Bill Adler, Hedy Adler '78 (Trustee), Joy Barton, Caroline Borrow, Olivia Geaghan, Denise Keary, Natalie Manzanares, Brenda May, Kevin Purpura, Jen Rice, Rick Vance, Laura Webster '91

Where We Work (Optimizing the Campus for 21<sup>st</sup> Century Learning) - 15 people

**Co-Chairs:** Val Hughes, Michael Buescher and Mary Boutton

**Committee:** Connie Abbey '70 (Trustee), Sheri Buford, Gail Fisher, Binney Fouts '69 (Trustee), Lisa Lurie, Merry McCreary '70 (Trustee), Mary Kay Patton, Judy Silverstein, Linda Simon-Mietus, Irene Strachan, Eric Wonderly, Laura Zappas

## HB VENTURES TASK FORCES

Infant Toddler Center - 11 people

**Co-Chairs:** Dawn Keske, Jane Brown, Kristen Wise

**Committee:** Hedy Adler '78 (Trustee), Vanessa Butler, Sandrine Lhomet-Schmitz, Diana McBeath, Carmen Ptacek , Erin Reid , Joe Vogel, Ginger Van Wagenen '74 (Trustee)

Summer/After and Before School Programming - 10 people

**Co-Chairs:** Jason Habig, Kelly Stepnowsky, Jan Carr '64

**Committee:** Hedy Adler '78 (Trustee), Jenny Burnett, Siva Grossman, Kathy O'Neill '67 (Trustee), Louise Scott, Libby Seidel '03, Megan Ullom

Monetizing Intellectual Assets - 17 people

**Co-Chairs:** Sue Sadler and Bridgette Nadzam-Kasubick

**Committee:** Louise Clemens (Trustee), Terry Dubow, Denise Farkas (Trustee), Chris Franc, Meg Fulton-Mueller '79 (Trustee), Patricia Gefert , Becky Kline, Chelsea McCallum, Laura McKenna '84 (Trustee), Mary Rainsberger, Bill Rice, Michele Rogers '75 (Trustee), Jen Stevenson, Sandip Vasavada (Trustee), John Warner (Trustee)

Auxiliary Revenue from Physical Assets - 15 people

**Co-Chairs:** Julie Kerrigan-Ettorre and Kathleen Osborne

**Committee:** Beth Burtch, Tina Cirincione, Louise Clemens (Trustee), Megan Dea, Julie Grazia, Martha Harding '61 (Trustee), Clyde Henry, Gerri Jeffrey, Karen Oberholtz, Manisha Sethi '94 (Trustee), Don Southard, Jill Spano, Nichole Trebec

HB Online - 13 people

**Co-Chairs:** Terry Dubow, Sharon Baker and Barry Kallmeyer

**Committee:** James Allen, Helen Butler '87 (Trustee), Bob Conrad (Trustee), Jody Duecker, Jenna Gordon, Torrey McMillan '90, Lisa Mortimer '88 (Trustee), Sandip Vasavada (Trustee), Marie Walsh, Kelly Wilson

Boarding and International - 30 people

**Co-Chairs:** Joe Vogel and Sarah Johnston

**Committee:** Nancy Anthony '71 (Trustee), Don Bullock (Trustee), Helen Butler '87 (Trustee), Dana Capers '86, LaVona Carpenter, Molly Cornwell, Cindy Crotty (Trustee), Lise deConingh, Andrea Fleming, Meg Fulton-Mueller '79 (Trustee), Lori Harris, Sally Hollington '50 (Trustee), Jane Horvitz '70 (Trustee), Elaine Hu, Molly Krist, Kate LaMantia '00, Clarke Leslie '80, Taylor Marcus '04, Paul Matsen (Trustee), Merry McCreary '70 (Trustee), Lisa Mortimer '88 (Trustee), Kathy O'Neill '67 (Trustee), Ella Quintrell '45 (Trustee), Michele Rogers '75 (Trustee), Sarah Schwab, Deb Southard, Ginger Van Wagenen '74 (Trustee), Nancy Wolf '73 (Trustee)

## HB BOARD COMMITTEES

Financial Sustainability - 11 people

**Members:** Nancy Anthony '71, Bill Christ, Elizabeth Click, Jane Horvitz '70, Val Hughes, Bassem Mansour, Paul Matsen, Merry McCreary '70, Barb Mixon '58, Ed Pentecost, Ginger Van Wagenen '74

Enrollment Management - 8 people

**Members:** Bill Christ, Binney Fouts '69, Val Hughes, Sarah Johnston, Bassem Mansour, Paul Matsen, Ed Pentecost, Ginger Van Wagenen '74