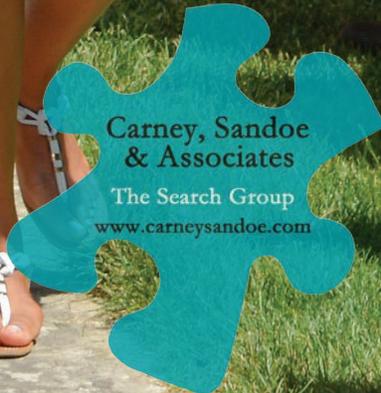


# HATHAWAY BROWN SCHOOL

SHAKER HEIGHTS, OHIO  
HEAD OF SCHOOL  
JULY 2016  
[www.hb.edu](http://www.hb.edu)



Carney, Sandoe  
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### *Mission*

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 our 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.

as can be found in any school, anywhere.

Having built a remarkable school that rests on a solid foundation, the current Head of Hathaway Brown is retiring. The school seeks a visionary and inspiring leader to begin July 1, 2016, who will build on its tradition of excellence and ensure its promising future.

## THE POSITION

Floor-to-ceiling windows. Massive skylights. When visitors walk through the sun-drenched atrium of Hathaway Brown School, they are struck by an abundance of bright, natural light—a physical manifestation of the brightness of Hathaway Brown’s student body and the warmth and spark of its community. One upward glance toward the ceiling of this four-story glass-enclosed central hall lets everyone in this community know that for them, the sky is the limit.

When asked about their school, students and adults alike often lead with the word “energetic.” The joy of learning and discovery is palpable. The intellectual electricity of HB can be found in the faces of girls engaged in countless activities, and in the stimulating discussions that occur in and out of class. An unfettered dynamism, coupled with a dual sense of commitment and freedom, pervades the school. Clearly Hathaway Brown girls take their work seriously, but not at the expense of taking themselves too seriously.

In fact, a defining feature of the school is the oft-cited balance between a challenging, rigorous program and a warm and nurturing environment. The result is a student body of girls defined by their self-confidence, competence, and compassion.

If the Encyclopedia of Cleveland History’s description of “the oldest surviving private girls’ school in the Cleveland area, founded in 1876” suggests to you a traditional, conservative, or stodgy place, think again. Hathaway Brown’s wonderful traditions and impressive longevity have not precluded its becoming an exemplar of innovation in independent schools. Its college-preparatory curriculum, laser-focus on 21st century learning initiatives, and full suite of co-curricular opportunities for its students are as forward-looking

# SCHOOL HISTORY

The bright lamp of learning has been burning luminously at Hathaway Brown since 1876. Over its nearly 150 years, the school has fueled that flame with the insights and ideals of its extraordinary students and gifted, impassioned faculty.

Hathaway Brown was created and nourished by the generosity of Cleveland’s civic leaders of the 19th century, who imagined an institution devoted to the intellectual development of women at a time when few believed that cultivating female minds mattered. Born as an afternoon class for five young women who petitioned for access to Brooks Military School, a private school for boys, the school was originally named the Brooks School for Ladies.

In 1886, Anne Hathaway Brown purchased the school, and its name was later changed to Miss Anne Hathaway Brown’s School for Girls. The oldest college preparatory girls’ school in Ohio, Hathaway Brown moved to its current Shaker Heights location in 1927.

## THE SCHOOL

The values inherent in the school’s mission, and the sentiment vocalized in its motto—we learn not for school, but for life—form a solid core in all aspects of academic and co-curricular programming. Hathaway Brown thus endows students with the skills, interests, and passions they need for matriculation at some of the world’s most prestigious colleges and universities, and for a life of meaning and success in an increasingly global world.

In recent years, Hathaway Brown has won national regard as a defining voice of 21st century girls’ education, and it will be incumbent upon the next Head of School to maintain that excellence and maximize the school’s mission. Hathaway Brown’s Strategic Plan, “Lighting the Way,” focuses on cultivating an extraordinary student body; attracting and retaining gifted educators; continuing to create a transformative curriculum; optimizing the campus for 21st century learning; promoting lives of balance and well-being; and securing sustainable financial strength.



### *Fast Facts*

- Total students: 849
- Faculty members: 123
- Student/teacher ratio: 8:1
- Faculty with advanced degrees: 69%
- Endowment: \$53.5 million
- Annual operating budget: \$22.2 million
- Financial aid awarded: \$4.19 million
- Students receiving financial aid: 32%
- Students of color: 33%
- Co-ed early childhood program; all-girls in Primary, Middle, and Upper Schools

## ACADEMICS

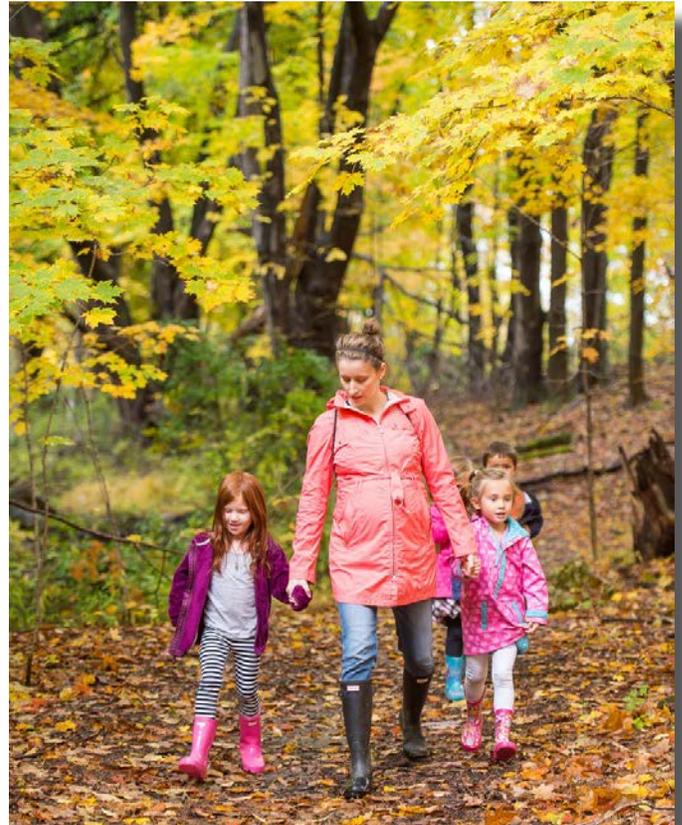
At Hathaway Brown, the core curriculum is the starting point: students in all divisions have myriad opportunities to learn and explore in and outside the classroom. Building blocks of English, math, science, social studies, and world language are enhanced by integrated arts instruction and effective technology use in all aspects of the curriculum.

### Early Childhood

Since 2001, Hathaway Brown's youngest students have joined the school's co-educational Infant & Toddler Center. There, small class sizes allow for low student/teacher ratios, and infants and toddlers learn through music, movement, loving guidance, and conscious discipline. Upper School students have the opportunity to work and volunteer in the center.

The students in the Early Childhood Program are busily engaged in a play-based curriculum that embraces the idea that children learn best when they're having fun. Teachers act as educational architects, building a learning model that supports a full spectrum of development: competence, cognition, and community. The school's innovative Storyline curricular model, which centers upon narrative as a framework for extended theme-based learning, allows students to express themselves through this literacy-based method.

Math, science, and technology are multi-sensory and exploratory, and teachers continually assess students by observing them during free play. Formal assessments target specific skills and areas for development. Older students model good behavior and lifelong learning for their younger peers; through the Early Childhood Global Scholars, older students teach younger ones about various world cultures using interactive storytelling.



### Primary School

The focus on learning through narrative and expression, which taps into girls' natural skills and interests, continues in the Primary School, a magical place to spend childhood. Girls thrive when their learning styles take center stage, and the Storyline method continues, helping girls learn through story-sharing.

In the Primary School, strong academics, experienced faculty, and involved parents work as a team with the goal of keeping girls' social and educational development at the forefront of all work. Students are encouraged to be engaged, inquisitive participants in their own learning, and an integrated curriculum teaches students valuable and connected skills. The rich coursework includes instruction in health, language arts, math, multicultural education, service learning, music and dance, physical education, science, social studies, and technology. Primary School highlights include a pioneer unit in kindergarten, a focus on community in first grade, a world cultural festival in second grade, a pen-pal program with HB alumnae in third grade, and



a study of notable women as makers and role models in fourth grade.

Through frequent classroom conversations as well as division assemblies, students learn to be kind and considerate and exemplify the “three R’s” of respect, responsibility, and resilience. Positive female role models are emphasized, and students develop self-esteem and confidence in their own potential from a young age.

### **Middle School**

Faculty at Hathaway Brown understand that “middle school” is synonymous with “change.” These are critical years in which girls find out who they are, who they want to be, and where they want to go. The school has designed its spaces with the adolescent in mind, featuring neighborhood wings for each grade level. In this division, students develop spatial thinking, reinforce mathematical concepts, enhance their visual and verbal communication abilities, and expand their career awareness. They pursue coursework in English, math, science, social studies, technology, visual arts, wellness, world languages (Spanish and French), physical education, performing arts, and a FabLab is currently under construction. This latter portion of the curriculum is designed to develop 3D conceptual skills, motor dexterity, and creativity in a unique, interdisciplinary way. Core classes are enhanced by strong visual and performing arts, including an Artist in Residence program, international opportunities including Spanish-speaking pen pals, trips to Panama, Quebec, Germany, Austria, France, and the Florida Keys, along with various competitions and contests that allow students to recognize their potential in various areas of interest.

Character education is an important component of Middle School life at Hathaway Brown, and the faculty focus on developing girls with strong moral compasses, who will gain the confidence and compassion to apply their knowledge to better the world. Students gain exposure to leadership through classes, student government offices, focus on diversity and multiculturalism through TRUST (Transforming Relations to Unite Students Together) workshops with Upper School students, and a service-learning program that features a student-run philanthropic and grants-making foundation; and a community-connections academy that links students to service opportunities in the city of Cleveland.

## COLLEGE MATRICULATIONS 2014

- American University
- Ashland University
- Auburn University
- Boston College
- Bowling Green State University
- Bryant University
- Carnegie Mellon University
- Case Western Reserve University
- Colgate University
- College of Saint Rose
- Columbia University
- Cornell University
- Dartmouth College
- Dickinson College
- Elon University
- Emory University
- Georgetown University
- John Carroll University
- Johns Hopkins University
- Kenyon College
- Lehigh University
- Loyola Marymount University
- MIT
- Miami University, Oxford
- New York University
- Newcastle University Med. School
- Northeast Ohio Med. University
- Northeastern University
- Northwestern University
- Pennsylvania State University
- Pitzer College
- Princeton University
- Purdue University
- Rice University
- Saint Louis University
- Southern Methodist University
- Swarthmore College
- The Ohio State University
- Tufts University
- Tulane University
- UC Berkeley
- UCLA
- University of Chicago
- University of Cincinnati
- University of Missouri Columbia
- University of Mount Union
- University of Notre Dame
- University of Pennsylvania
- University of Richmond
- University of Southern California
- University of Saint Andrew's
- Vanderbilt University
- Villanova University
- Wake Forest University
- Washington University in St. Louis
- Wellesley College
- Yale University



### Upper School

The Hathaway Brown Upper School challenges students to be intellectually active, creative, and self-directed. At this stage, teachers become active partners with students, encouraging them to take charge of their own education as they progress toward college and beyond. As a team, the faculty and students collaborate to establish a vibrant educational community that values academic curiosity and fosters both confidence and initiative.

The Upper School curriculum is diverse and flexible. Students may tailor their own experiences, selecting from a wide range of AP and honors classes that best prepare them for the challenges and opportunities of world-class colleges and universities. They study English, world languages, physical education, math, computer science, health, science, visual arts, history, and performing arts. A full suite of high-level electives is designed to help students discover new interests or expand upon the subjects that have already inspired them.

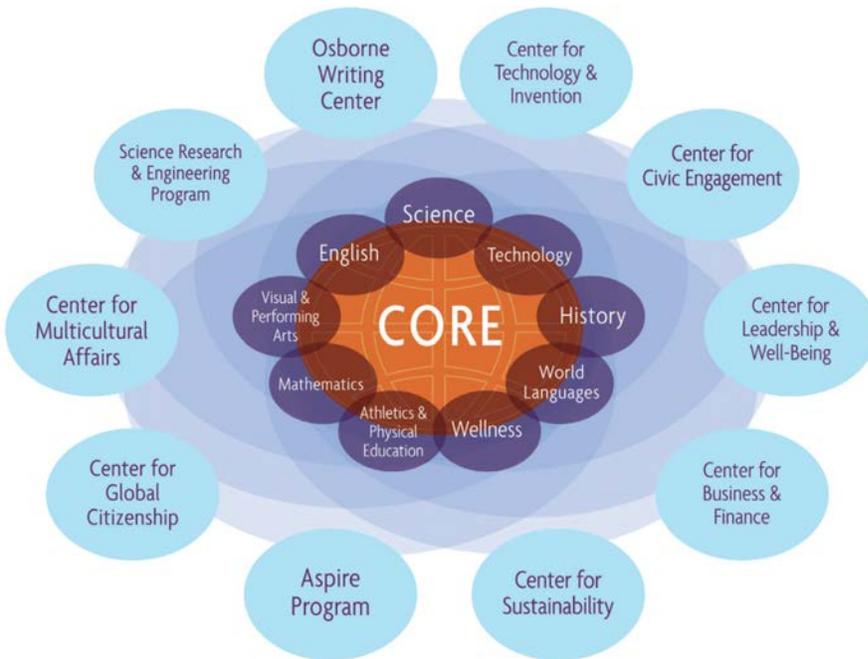
In keeping with its motto to encourage girls to learn “not for school, but for life,” Hathaway Brown strives to develop girls who are not just good students, but good people who will use their talents for the benefit of humanity. The school collectively believes in the great need for women of vision and courage who are prepared to take charge in a multicultural world. Students are involved in diversity, Gold Key, honor council, and service learning, through which they begin to leverage their considerable talents as good stewards and citizens of their communities.

## INSTITUTE FOR 21ST CENTURY EDUCATION

Hathaway Brown's precedent-setting Institute for 21st Century Education is a defining feature of its program. Through its innovative "centers," the Institute prepares students of all ages for success, confidence, and leadership in a modern world. Independence is at the heart of the Institute; Hathaway Brown allows each student to build her own story, and through its varied offerings and opportunities, the school helps each girl understand her value and capabilities.

The Institute is home to 10 centers, each of which has a deliberate focus. The Center for Business & Finance educates future leaders and entrepreneurs, helping them navigate institutional financial management, economics, and professional standards and ethics. The Center for Global Citizenship plays an important role in encouraging critical thinking, fostering an understanding of pressing global issues, and developing global competency through an innovative curriculum and a wide array of thoughtfully developed international travel programs. The Center for Civic Engagement gives students opportunities to connect with the Greater Cleveland community at large on a variety of levels, and to serve those who are less fortunate in communities worldwide. The Center for Leadership & Well-Being encourages girls to consider the complexities of leadership and aims to guide young women to become true leaders of their own lives. The Center for Sustainability offers a full-spectrum approach to sustainability and offers opportunities for involvement in environmental conservation and stewardship through hands-on initiatives including solar-panel projects and the school's community garden. The Osborne Writing Center offers assistance for academic and creative writing and hosts an annual Young Writers and Artists Festival that features workshop presentations by bestselling and award-winning authors in fiction and nonfiction. The Center for Multicultural Affairs provides students with the knowledge, skills, and experiences necessary to foster understanding and respect for multiple backgrounds and perspectives. The Science Research & Engineering Program links students with supervising professionals from premier medical and research institutions for the purpose of conducting graduate-level projects that win national awards and net published papers in respected scientific journals with the students listed as co-authors. The Center for Technology & Invention allows students to be full participants in the burgeoning makers movement, and the Aspire Program is an outreach educational program for girls in under-resourced regional public schools, providing a free six-week summer experience and year-round mentoring to students, and intensive training for faculty entering the profession. Ninety percent of seniors present and defend a thesis paper before graduating as part of their involvement with a number of the Institute's centers and ultimately receive diploma designation as scholars of the respective disciplines.

The influence of the Institute for 21st Century Education infiltrates the curriculum at each grade level. From their earliest years at Hathaway Brown, students gain the core competencies needed for success in an increasingly global, tech-focused, and multicultural world. Whether they are using the school's Worldwide



Communication Center to videoconference with people from around the globe, gaining early exposure to robotics and engineering through FIRST LEGO Leagues, raising money for the student-run GROW (Girls Reaching Others Worldwide) Foundation, or accessing in-school mentors through the WEST (Women Engaged in Scholarly Thought) Fellowship program in Middle School or the Strnad Fellowships in Creativity program in the Upper School, students are fundamentally dialed-in to the issues and tools of today's world.

## STUDENT LIFE

All corners of Hathaway Brown's campus hum with energy and passion. Students have abundant opportunities to pursue their interests at all levels; lower school students are involved with after-school clubs, academic enrichment with robotics, Math Olympiad, and developmental sports clinics. Students can also pursue opportunities in art, drama, science, crafts, and creative movement, and the musical arts program offers lessons in various instruments.

Middle School students begin to be exposed to international opportunities in hands-on ways and can travel to points across the globe for meaningful international educational experiences. They can also join Model United Nations and compete in the Ohio Math League, where they begin to understand their full potential.

Upper School clubs and activities abound, from visual and performing arts groups to world religions clubs, math club, a national award-winning literary magazine, student government, orchestra, debate team, and more. Nearly 70% of



students participate in one or more sports, and Hathaway Brown has acquired numerous district, regional, and state championships over the years. The school's commitment to excellence in girls' athletics is an extension of its larger commitment to excellence in girls' education. Through experiences in Hathaway Brown's programs, girls challenge themselves to attain relevant goals and take their talents to the highest possible level of personal achievement.

## PHYSICAL CAMPUS

Hathaway Brown's stunning 16-acre campus is just minutes from downtown Cleveland and its many cultural attractions. The school's 222,000 square feet of academic space include a fully equipped woodworking/engineering lab now in development, a state-of-the-art TV studio and distance-learning facility (The Worldwide Communications Center), three libraries, a greenhouse, a 400-seat main-stage theater and a 75-seat black-box theater, three art studios and a darkroom, and athletics facilities that include an aquatics center, two-court gym, six tennis courts, and three playing fields.



## CLEVELAND, OHIO

The Greater Cleveland area is a thriving region that is well-served by entertainment, health care, and recreation. This Midwestern city boasts three professional sports teams, a world-class orchestra, a marvelous art museum, the Rock and Roll Hall of Fame, and the renowned Cleveland Clinic. The city is amidst an exciting reinvention, having just hosted the Gay Games and been selected as the site for the 2016 Republican National Convention. The Greater Cleveland community has long had the benefit of a concerned citizenry, actively involved in and supportive of the area's fine cultural institutions. Among them are The Cleveland Playhouse, the revitalized downtown Playhouse Square, the Great Lakes Theater Festival, and Severance Hall, home of the world-class Cleveland Orchestra.

Founded in 1796 by General Moses Cleaveland, the city was originally a frontier village that grew into a manufacturing, business, and medical center for Northern Ohio. Over the course of the last decade, the City of Cleveland has been honored by numerous national and international top 10 rankings. Poised as the leading center of commerce between New York City and Chicago, Cleveland was named the "Most Livable City" in the United States by the Economist Intelligence Unit. From *Fortune* magazine, which identified the city as one of the 10 best for business in North America, to *Travel and Leisure's* naming it one of the top 50 international visitor hotspots (alongside such places as Bali, the Great Barrier Reef, and Milan), Cleveland is a city that has come into its own.

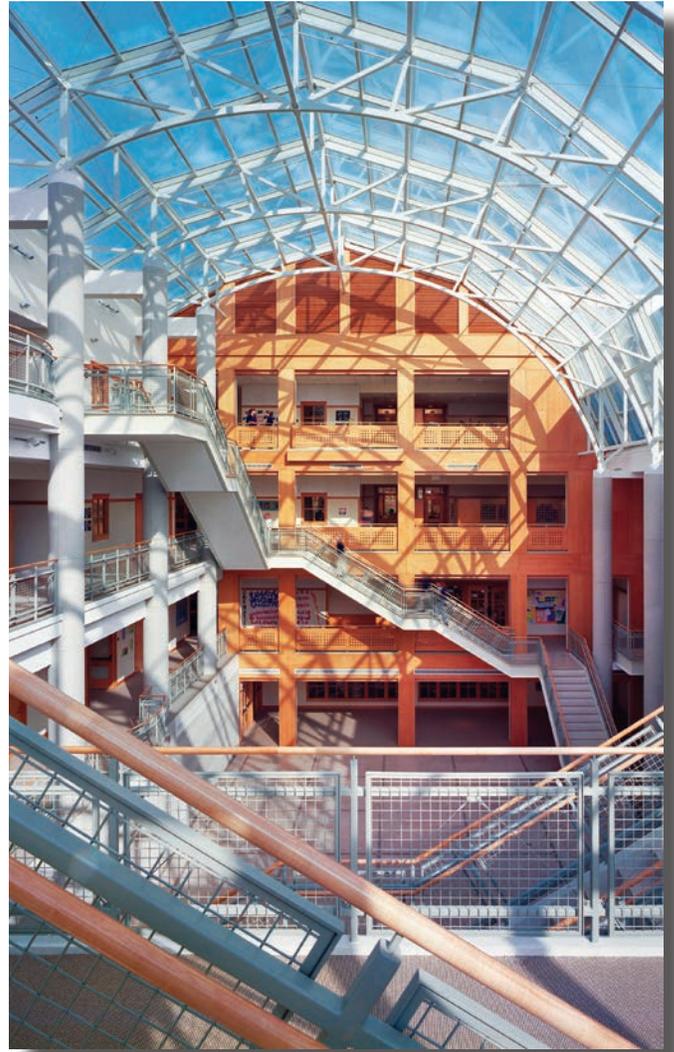


Sports aficionados will appreciate the five Metroparks golf courses and the opportunity to cheer for the city's three major professional sports teams: the Cavaliers, Indians, and Browns. Outdoor enthusiasts can avail themselves of the Lake Erie shoreline, the famed Emerald Necklace—a chain of 22,000 acres of parks and waterways for hiking, biking, fishing, and more, as well as the lush Cuyahoga Valley National Park, which spans the Cuyahoga River from Cleveland to Akron. The Greater Cleveland area is home to 21 colleges and universities, in addition to internationally acclaimed medical and health care institutions, multiple ethnic neighborhoods, a fabulous and ever-growing dining scene, and affordable housing.

## STRENGTHS OF THE SCHOOL

The new Head will find many strengths at the school, including:

- A culture that encourages innovation and thoughtful risk-taking by being flexible, minimizing bureaucratic hurdles, and being genuinely willing to experiment.
- The school demonstrably lives out its mission, as evidenced by the outstanding successes of its students in many endeavors and areas of interest.
- Students are led by, and develop strong relationships with, a highly intelligent and engaged faculty in all four divisions of the school.
- The school has recently completed an inclusively developed and widely accepted strategic plan and campus master plan that the new Head can look forward to implementing and guiding its continued evolution.
- HB is recognized for being on the leading edge of innovative 21st century approaches to educating girls and young women.
- HB enjoys a widespread and well-earned reputation for high achievements among its students and graduates.
- The school has earned national renown for its programming across the board, from its STEM programming to students' creative arts and writing pursuits.
- The school enjoys a handsome physical campus with a variety of special-purpose educational spaces as well as informal collaboration/study area and roomy multi-purpose spaces, which afford opportunities to bring the community into HB. The campus houses a rich variety of summer programs that keep facilities in full use throughout the year.
- The school's commitment to a single-campus setting allows students of all ages and grade levels to learn from and interact with one another.
- The school has a solid core curriculum enhanced, particularly in the Upper School, by an exceptional array of 21st century Centers that are cutting-edge and exemplary.
- The school enjoys a tradition of balanced budgets and conservative fiscal management.



- There is a strong and able team providing a highly effective administrative infrastructure.
- The school has a strong and engaged alumnae network of more than 3,700 women across the world. Alumnae philanthropic support of the school surpasses the norm for all-girls schools.
- The partnership between the school and the involved, active parent body is dynamic, and faculty and administrators constantly work to further engagement.
- The school is led by a board of trustees that understands its role, provides leadership in partnership with the Head, and is deeply committed to the long-term sustainability of the school.

## OPPORTUNITIES AND CHALLENGES

- Demographic changes have been and will continue to challenge the admission funnel of mission-appropriate students and families in Northeast Ohio. The school will need to continually reinforce the value and importance of an HB education in an increasingly competitive independent school environment.
- A combination of greater need for financial aid, along with a thoughtful strategic plan and a facilities master plan, will require the school to undertake significant fundraising efforts in the coming years.
- The differences in age-appropriate programming, as well as the varying degrees of physical proximity of the four divisions of the school to the Head's office, make it continually challenging to devote equal attention and support to all divisions of the school.
- HB aspires to continue to represent the leading edge of girls' education, which requires plugging into thought leadership, continued professional development, innovation, calculated risk-taking, and receptivity to new ideas.
- Fueled by the innate focus on entrepreneurial thinking among faculty and administrators and a belief that nothing is impossible, the school has developed a breadth of programs that now have to be supported, funded, and monitored for ongoing mission-appropriate excellence.
- The more tech-oriented members of the school community express a desire for better technology infrastructure on campus, as well as greater use and integration of educational technology tools, both hardware and software, within the program of the school.
- There is a need to assess the administrative and organizational structures in order to maximize effectiveness as well as intra-administration communication and the development and implementation of innovative cross-curricular and cross-divisional programming.
- Athletics are an important part of the school and would benefit from a program review for both quality and consistency.

## QUALIFICATIONS AND QUALITIES OF THE NEXT HEAD OF SCHOOL

- An energetic, charismatic individual with great bandwidth to be both a visible presence in the school, connecting with the students and faculty, as well as an effective external advocate with alumnae, prospective parents, donors, and the community during and beyond the regular school day.
- The ability to retain and attract high caliber faculty to maintain and enhance the school's academic excellence.
- Understanding, willingness and— ideally—experience to be an eager participant in advancement and fundraising efforts of the school.
- Ability to assemble, empower, and facilitate communications among a team of entrepreneurial and collaborative administrators to run the school efficiently yet remain flexible and responsive to new ideas

and initiatives.

- A leader who is able not only to inspire the school community with a shared vision, but also to lead the school to implement that vision in a timely and cost-effective way.
- A mission-driven individual who clearly articulates the mission, vision, and work of the school, and who is willing to have difficult conversations, if necessary, with those whose views do not necessarily align with the program of the school.
- An understanding of and commitment to the importance of diversity and internationalism in a school.
- Demonstrated financial literacy and an understanding of budgeting processes.
- Personal comfort with and an abiding belief in the importance of technology in modern educational settings.
- Experience with and equal interest in the full range of EC-12 grades in the school.
- A leader with understanding of and passion for girls' education.
- An understanding of and affinity for marketing, branding, and value proposition articulation in a competitive environment.
- Professional development, including classroom teaching experience.
- A long-term leader who will view HB as a destination, and not a career stepping stone.

## To Apply

Interested and qualified candidates should submit the following materials electronically:

- cover letter expressing interest in the Hathaway Brown School position
- current résumé
- statement of educational philosophy
- list of five references with phone numbers and email addresses

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