

Lighting the Way:

Defining Excellence in Girls' Education

HATHAWAY BROWN'S STRATEGIC PLAN



Approved by the Board of Trustees on

October 3, 2014

updated 2018

HathawayBrown 

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 for Girls' Education in an Age of Flux

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 the 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 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.

More than 150 trustees, administrators, faculty, and staff contributed to the creative work of the Task Forces that designed and carry out this strategic plan, 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, published in 2014. We have updated it in 2018 and look forward to publishing another plan at the end of our reaccreditation visits in 2020.

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 for 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. 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 an 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 for. 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 creative and unrelenting in our efforts.

Goals:

1. Maintain and enhance excellence in the student body while also building financial strength through full enrollment, EC-12.
2. In the Early Childhood and Primary School, emphasize 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 platform for optimal enrollment in the Primary and Middle Schools, and therefore for full EC-12 enrollment.

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.
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.
5. Enhance marketing through tighter definition of the HB advantage; by building "brand" awareness; and by more purposefully managing word-of-mouth promoting.
6. Create and execute summer opportunities that enable us to achieve this goal.

Strategy #2:

Attract and Retain Uncommonly Gifted Educators

Overview:

It is essential that Hathaway Brown attracts, retains, and develops a new generation 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.

Continuing to position HB as a beacon for world-class educators — and providing them with all they need to teach and mentor students in the most inspiring fashion — must be among our foremost priorities for the future.

Goals:

1. Engage current faculty in analysis of 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 our community. Such information will sharpen our ability to identify new faculty most likely to flourish here, enable us to better mentor current faculty and administrators, and bring more precision and focus to our hiring process.
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 compel talented educators to explore employment at HB.
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.

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

5. Continue to review compensation and benefits to ensure they are both competitive and sustainable.

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

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

Strategy #3:

Continue to Create a Transformative Curriculum

Overview:

Hathaway Brown is renowned for its forward-thinking 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.” Our programming must continue to reflect best practices in teaching and learning. We will: leverage technology to enhance the full educational experience; broaden experiential learning in both the Core and Centers; catalyze innovative thinking; and build platforms for cross-disciplinary instruction.

At HB, our oldest tradition is innovation, dating back to our founding as a school created 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 thrive and excel, while also giving HB a position of distinction nationally and within the local marketplace. We need to build on this momentum and continue to shape strategies that make HB’s learning environment even more exciting and effective. In doing so, we will deepen the “HB Effect” that generates advantages for our girls in college and beyond and separates us from our competitors.

Goals:

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 and to keep the curriculum fresh and relevant for today’s girls. We have a system in place that fosters a dynamic and imaginative program, and we must continue to have robust financial support to enable us to do this.
2. Formally establish the elements of an effective 21st-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 daily instruction in both the Institute and Core classrooms are oriented toward shaping these skills and qualities in our students. Faculty will carry out an audit of the ways in which HB currently addresses these overarching goals, across subject areas, and recommend ways to enhance strategies for bringing them to fruition through our teaching.

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.

4. Develop and market a comprehensive approach to teaching and learning in the early learning years that is as transformational and differentiating as what we have achieved with the reinvention of high school through the Institute for 21st Century Education. Each day brings new discoveries in cognitive science and the fields of social and emotional learning that provide more insight into the critical importance of education for young children — from infant and toddler stages through pre-school and pre-kindergarten and the Primary grades. HB has long been a leader in these areas of education. The time is ripe for us to seize this opportunity to build on our strengths.

5. Leveraging 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. Given the tremendous opportunities now available to women in technologically-driven fields, we will develop a blueprint for exemplary technological education for girls and women.

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 facilities 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 on a college campus.

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 signature spaces that mirror and facilitate its innovative program and ethos. Throughout the School there are major issues with climate control. 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:

1. To define our best options for developing our campus in support of world-class teaching and learning for the 21st century, we need to undertake a comprehensive master planning process. This will include:

- A thorough space-planning study to help determine the most effective use of all current space as we address our strategic needs and opportunities.
- Analyzing 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.

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.

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

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

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 21st 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 the times we live in.

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:

1. Employ a 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.
2. Use our Center for Leadership and Well-Being as the schoolwide hub and diffusion point for interdisciplinary programming designed to nurture fresh approaches to leadership and strategies to promote wellness — physical, intellectual, emotional — not only for our students but also for faculty, parents, and alumnae. The skills that foster success in wellbeing, such as grit, resilience, confidence, creativity, risk-taking, and optimism, are clearly the same skill set strong leaders exude.

3. Ensure that our programming is infused with the latest research on how girls flourish, counterbalancing any trends that threaten to disempower or disenfranchise girls. Help each girl develop a strong inner voice, resistant to fear of failure or self-doubt.
4. Harness excellence in the athletics program as an essential component of a balanced, 21st-century education for girls and a core strategy of educating “not for school but for life.”
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.
6. Bring our families into the balance/well-being/leadership loop 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 142 years of educating powerful women to help families position their daughters for success and satisfaction, unleashing the power of an all-girls’ education.

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 history of strong financial management and has shown budget surpluses throughout much of its recent history. Despite the sluggish Cleveland economy and stagnant demographics, enrollment remains strong. The Annual Fund broke \$2 million in 2017-2018, a figure rarely attained by girls' schools outside of New York or Boston. The endowment recently passed \$52 million, giving us the largest endowment among girls' schools in Ohio and the fourth largest among all independent schools in the state. After several years of double-digit growth, financial aid has stabilized with increases 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 is projected to decrease until 2018; and where the economy continues to struggle.

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:

1. Enhance our admissions and marketing strategies, 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.

- Build alumnae engagement; network our alumnae to the School and to one another; broadcast the power of the HB story; and clearly articulate our true financial needs.
- Capitalize on the recent trend of increased giving and participation from parents and set targets and plans for the increase of both.
- Capitalize on the excellence of our Center for Global Citizenship to make the School attractive to HB-caliber international students.
 - Explore the income-generating possibilities of online learning through a subscription-based Online Writing Center and Online College Counseling Program for international students.
 - Expand the rental potential of HB facilities.
- Continue to capitalize on and expand our summer program possibilities, with Summer Storyline Camps, more internal marketing of summer programs, and added options for Middle School students.
- Explore ways to increase the size and profitability of the Infant and Toddler Center.

4. Continue to assess the financial sustainability of our business model. We will:

- Regularly examine our tuition-setting and financial aid policies.
- Assess staffing levels in the academic and non-academic areas of the School and measure the impact and cost-effectiveness of innovative programs.
- Explore ways of reducing fixed costs in major spend areas such as transportation, food service, and cleaning through outsourcing or consulting with expense reduction experts.
- Develop a financial contingency plan to cut expenses by 5-10% in the event of a market downturn or other severe financial challenge.
- Review potential opportunities for reducing debt service costs through refinancing and/or additional principal payments, if funds are available.

2018 Addenda

Hathaway Brown Community Agreement

To create a community of trust, respect, and partnership in fulfilling our mission of educating girls for an honorable life, we expect all students, parents, faculty, staff, administrators and trustees to honor these commitments to our core values.

Responsibilities of Hathaway Brown School:

- Fulfill the mission and instill our core values
- Represent oneself and Hathaway Brown by acting kindly, ethically, and with integrity, knowing that character matters most
- Support and abide by the school's policies and procedures, imposing fair and appropriate consequences when standards are not met
- Encourage honest, open, trustworthy and courteous two-way communication toward all members of the community
- Provide a safe and inclusive environment for all, especially the expression of different points of view and the rich cultural diversity of our community
- Provide an environment where girls learn to handle success with grace and acknowledge failure with dignity, enabling them to grow from all their experiences
- Provide a healthy and balanced environment where girls strive to give their best effort without undue stress
- Be professionally accessible and responsive to parents, keeping them well informed through systematic reports, conferences, publications, and informal conversations
- Actively seek the knowledge needed to educate each learner and to work effectively with a diverse parent body
- Provide a safe and secure campus environment for all members of the HB community

Responsibilities of HB Families:

- Promote and support the mission and core values
- Represent oneself and Hathaway Brown by acting kindly, ethically, and with integrity, knowing that character matters most
- Support and abide by the school's policies and procedures, knowing there are fair and appropriate consequences if these standards are not met
- Act in an honest, open, and trustworthy manner toward all members of the community, seeking information directly from the school, consulting with those best able to address the concerns rather than the rumors

- Model inclusive behavior by reaching out to all members of the community
- Respect the professional judgments and decisions made by the faculty, staff, and administration
- Provide a home environment that supports academic achievement, the development of character, and positive learning attitudes
- Take an active interest in the lives of the students, and become appropriately involved in the life of the school community
- Share with the school any religious, cultural, medical, or personal information that the school may need to serve the student best
- Take care and respect the campus environment and follow all campus and security/safety procedures

Responsibilities of HB Students:

- Uphold the honor code and core values
- Represent oneself and Hathaway Brown by acting kindly, ethically, and with integrity, knowing that character matters most
- Abide by the rules of the school, knowing there are fair and appropriate consequences if these standards are not met
- Participate in open and respectful communication with other students, faculty, staff, and parents
- Extend kindness, be inclusive and contribute to the success of the whole sisterhood
- Learn to handle success with grace and acknowledge failure with dignity, appreciating the many challenges and opportunities provided
- Commit to achieving one's utmost potential as a student in her pursuit of learning not for school, but for life
- Possess a positive attitude, knowing best efforts for continuous improvement will build competence and confidence
- Work to strengthen skills through dedication and diligent preparation, seeking support and input when needed
- Take care and respect the campus environment and follow all campus security/safety procedures

Blazer Covenant

In order to participate in any organized athletics team competition, all Hathaway Brown scholar-athletes must sign the Blazer Covenant, indicating their intent to exemplify the Core Values listed below and to abide by the Code of Ethics.

CORE VALUES

- **Character:** Character matters most, both on and off the field. We are committed to the development of ethical behavior, integrity, and kindness.
- **Sportsmanship:** We are committed to an atmosphere of honorable competition and respectful communication. We learn to handle success with grace and acknowledge failure with dignity, appreciating the challenge the opponent provides.
- **Excellence:** We are committed to achieving our utmost potential in our pursuit of learning, not for school but for life.
- **Teamwork:** We are committed to strengthening individual skills through dedication and diligent preparation to contribute to the success of the team and whole sisterhood.
- **Perseverance:** We are committed to having a positive attitude, knowing our best efforts for continuous improvement will build competence and confidence as we pursue personal and team goals.

CODE OF ETHICS

Athletic competition is an integral part of the Hathaway Brown community and the learning experience for girls. Therefore, the goals of our teachers and coaches are the same: to develop the mind, body and spirit of each girl, each day. We expect our community, parents, coaches, and student-athletes to put character first, both on and off the field, always representing the best of yourself and Hathaway Brown. Along with strong character, our community, parents, coaches and student-athletes will strive to exemplify sportsmanship, excellence, teamwork and perseverance, following our motto, "Non scholae sed vitae discimus," we learn not for school but for life.

Approved by the Hathaway Brown Board of Trustees, July 2017.

Diversity, Equity, and Inclusion Values Statement

Hathaway Brown is committed to building a diverse, equitable, and inclusive learning community through our admission policies, hiring practices, professional development, curricular and extracurricular programming, and school culture. **The representation and full engagement of the diverse points of view of individuals with varied life experiences is a source of strength and wisdom that enriches the learning environment and fuels innovation and growth**, particularly as students are prepared for lives of strong character, public service, and leadership.

Hathaway Brown respects and affirms the dignity and worth of each member of our community. These values of diversity, equity, and inclusion are rooted in our mission; our motto, *We Learn Not For School But For Life*; and our Community Agreement, and it is our expectation that all those affiliated with the institution uphold and demonstrate these shared values both in spirit and in practice at all times.