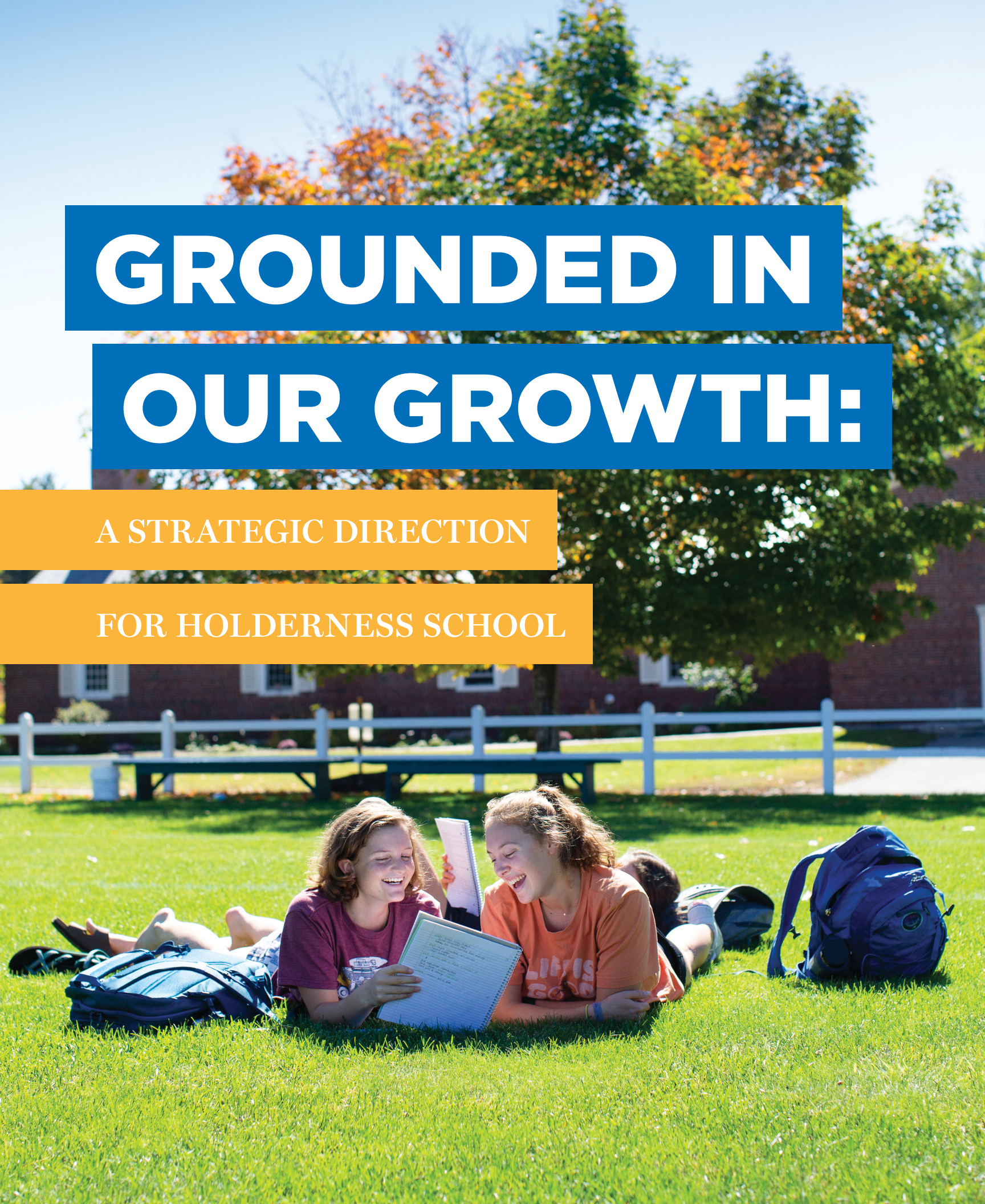


# GROUNDLED IN OUR GROWTH:

A STRATEGIC DIRECTION

FOR HOLDERNESS SCHOOL





If the last year has taught us anything, it's that uncertainty abounds and accountable flexibility is key to good planning. And while our strategic planning process began well before phrases like social distancing became part of our vocabulary, we had the foresight to explore a new way of strategic thinking. Holderness calls it *strategic wayfinding*, and it provides a unique framework. It has community, character, and curiosity at its core. Instead of bold declarations that are fixed in time, strategic wayfinding leads with aspirational and adaptive questions. This framework takes a people-focused, inquiry-driven approach that compels critical thinking and draws out the best possible answers for Holderness School. We do not seek to predict the future, rather we desire the flexibility and the ability to understand our environment and consider opportunities as they approach in real time.

At its heart, this framework preserves and amplifies what is absolute to Holderness — the deep relationships, the culture of curiosity and real-world learning, and the possibility of personal growth and lifelong transformation of the Holderness experience. This is about empowering the people of this community to think collaboratively, creatively, and in the service of others.

What is included in the succeeding pages is a map that sets a strategic direction. Our compass—what we hold to be true as a school—allows us to find our north while this map gives us the flexibility to navigate the pitfalls and challenges that lie ahead.

Our course is set by a refreshed vision statement that aligns with the high calling of our motto—*For God and Humankind*—and an empathy-focused mission statement gives us the strength to press forward. We take solace in the elegant structure of this work that allows Holderness School to actively engage with and overcome the many variables and uncertainties of an unknown future.

Challenges provide opportunity, and Holderness loves a good challenge.

**OUR JOURNEY BEGINS NOW.**

# MOTTO, MISSION, VISION AND VALUES

*PRO DEO ET GENERE HUMANO*

*FOR GOD AND HUMANKIND*

## MISSION

Holderness School fosters equally in each individual the resources of the mind, body, and spirit in the creation of an empathetic community, inspiring all to work for the betterment of humankind and God's creation.

## VISION

Holderness School strives to develop people the world most needs.

## CORE VALUES

**Community:** We cultivate the bonds that unite us and the role that those relationships play in elevating learning and how we live.

**Character:** We believe that growth is rooted in the initiative, dependability, and fairness in a person's readiness to embrace new challenges.

**Curiosity:** We match academic rigor with a commitment to inquiry as a means of forging a life-long pursuit of learning.



## WHERE WE'VE BEEN

Since its founding in 1879, Holderness School has been committed to the important work of educating young minds, bodies, and spirits for the betterment of humankind and God's creation. The story of Holderness has been one of positive change grounded in meaningful tradition. Our roots are set deep but only to sustain our growth. And this growth has seen the evolution of Holderness School as a thoughtful, resilient, and mission-driven community. Here is a snapshot of a few such growth moments from the last decade:

- Constructed Pichette and Woodward Faculty dormitories and renovated Rathbun and Hoit dormitories in order to realize our vision for residential life.
- Adapted Senior Thesis to a full-year learning experience where all seniors explore and share an intellectual passion in-depth and beyond the classroom.
- Connected all campus buildings to an on-campus locally-sourced biomass heating system that reduced the school's reliance on heating oil.
- Built a state-of-the-art outdoor ice rink with removable turf panels to allow for multi-season training; all energy needs offset by co-located solar array.
- Designed an academic schedule to support the cognitive and developmental needs of adolescents as well as affording the ability to gather regularly as a full school community.
- Created the Office of Equity & Inclusion in order to support inclusive education and focus deliberately on support connected to race and ethnicity, gender and sexuality, privilege and socio-economic status, and ability.
- Embarked on bold snow sports initiatives, including the resurrection of Mittersill Slopes at Cannon Mountain, the construction of the Mittersill Performance Center, the homologation of on-campus nordic trails, and the creation of both a freeski trampoline and airbag.
- Established the Director of Teaching and Learning position, an administrative role, to support ongoing academic initiatives and ensure the ongoing learning of Holderness School educators.
- Completed the Elevating Academics Campaign, Holderness School's largest fundraising initiative to realize the construction of the Davis Center—the school's new math and science facility—as well significant upgrades to Hagerman Auditorium.



# HOW WE GOT HERE

Following a comprehensive and critically reflective 18-month accreditation process that yielded hundreds of pages of survey data and actionable recommendations, Holderness used these insights and findings to consider its future. Almost two years later, we are ready to take our first steps along this new strategic wayfinding journey. Here are the numbers that brought us to this point.

**164** Page Accreditation Report (**7** Constituent Surveys + **900+** Respondents)  
**55** Recommendations + **4** Major Recommendations

**12** Steering Committee Meetings + **6** Administrative Team Planning Sessions + **3** Full-Day Administrative Team Retreats

**1** All-School Strategic Planning Assembly (**350** Participants + **10,000** Post-It Notes + **100s** of insights and common themes)

**5** Primary Essential Questions + **15** Supporting Essential Questions

## ADMINISTRATIVE TEAM

Phil Peck <i>Head of School</i>	Rev. Josh Hill <i>Chaplain</i>
Tobi Pfenninger <i>Associate Head of School</i>	John Lin <i>Dean of Students</i>
Bruce Barton <i>Director of College Counseling</i>	Dr. Maggie Mumford <i>Sustainability Coordinator</i>
Kelsey Berry <i>Director of Teaching &amp; Learning</i>	Margot Riley <i>Chief Operating Officer</i>
Tyler Cabot <i>Assistant Dean of Students</i>	Paulette Ryan <i>Assistant to the Head of School</i>
Carol Dopp <i>School Counselor</i>	Walt Schaeffler <i>Chief Financial Officer</i>
Rick Eccleston '92 <i>Athletic Director</i>	Jenna Simon <i>Associate Athletic Director</i>
David Flynn '96 <i>Director of Admission</i>	Jini Rae Sparkman <i>Director of Equity &amp; Inclusion</i>
Kristen Fischer <i>Dean of Faculty</i>	Mark Sturgeon <i>Executive Director of Advancement</i>
Andy Herring <i>Director of Strategic Marketing &amp; Communications</i>	

## STRATEGIC PLANNING STEERING COMMITTEE

Phil Peck <i>Head of School</i>	Will Northrop '88 <i>Strategic Planning Consultant</i>
Nell Reynolds P '18 '20 '22 <i>Board Chair</i>	Tobi Pfenninger <i>Associate Head of School</i>
Karyn Campbell P '17 <i>Trustee</i>	Paulette Ryan <i>Assistant to the Head of School</i>
Bob Cunha P '16 '19 <i>Trustee</i>	
Andy Herring <i>Director of Strategic Marketing &amp; Communications</i>	



# WHERE WE ARE GOING

## 1. ■ OUTDOORS & ATHLETICS

How might Holderness amplify its remarkable athletic legacy and location by incorporating leading practices and competitiveness in all of our athletic offerings?

- » How might all of our programs better incorporate our location in the White Mountains?
- » What are the programs that would allow us to be a leader in secondary school athletics, particularly when viewed through the lens of strength and conditioning, sports psychology, nutrition, professional development for coaches, and character and leadership development?
- » What facilities are needed to support preeminent programming for secondary school athletics in America?

## 2. ■ CULTURE OF INCLUSION

How might Holderness be a more inclusive community that champions social justice?

- » How might we support comprehensive access to equity, inclusion, and anti-racist education and professional development for all?
- » How might we better attract and support students and adults in order to create a more inclusive, diverse, and vibrant community?
- » How might we cultivate a community where all members of our school grow, thrive, and belong?
- » To work “for the betterment of humankind and God’s creation,” how might we promote an awareness, a responsibility, and a willingness to act on global issues and be more empathetic citizens?

## 3. ■ HEALTH AND WELLNESS

How might we best embrace lifelong habits of health and wellness to build a thriving and dynamic community?

- » How do we deliberately use new and existing programs to support healthy, resilient, and other-centered individuals?
- » How might we better support each person’s spiritual journey to embrace joy and wonder?
- » How might we better create a balanced schedule to support our program and community wellness?





## 4 ■ A COMMUNITY OF LEARNERS

**How might we create a culture of critical reflection to support feedback, learning, and growth?**

- » How might we measure our students' progress through all of their Holderness experiences?
- » How might our adults gather and act on professional feedback in every aspect of their work in our community?
- » How are we consistently assessing programs so that we are delivering the best possible Holderness experience?

## 5 ■ FINANCIAL ACCESSIBILITY

**How might we lead by maximizing our resources to achieve the spirit of the founding principles of Holderness to be more accessible?**

- » How might we be more disciplined and intentional with our spending?
- » How might we enhance our financial aid programs to work toward being fully-funded need-blind in order to create a more dynamic and diverse community?