

## **TABULATED RESPONSE DATA FROM THE NOVEMBER 2021 SURVEY**

### **Resource Group 175 Consultants**

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All surveys provide data and expressions from a particular point of time as made clear by the Chadwick surveys conducted in May and November. In the tables that follow this introduction, we have laid out the percentages by group. There are both convergences and divergences that pose useful food for thought. In some cases, the divergence can be explained by different perspectives from a trustee or a new faculty member or an alumnus from the class of 1980. It is also notable that some items are not priorities for any group. For example, skills that most heads have or will need to have are fundraising (8%) and campus planning (4%), and while there are strong sentiments in the comment section about athletics, only 7% saw this as a priority for Chadwick.

Every school looked forward to the 2021-22 school year as one that would be more “normal,” and instead found the challenges at least equal to those of last year. Nationwide, faculty are fatigued and frustrated, and the overlay of another search at Chadwick has heightened those feelings. In the free response section, comments evidence concerns about the board, the parents, and the administration all straying out of their “lanes,” though the tenor was more measured than in the spring. The improving climate is being attributed to the Interim Head of School whose steady hand, clear communications, and presence have been assuring to all.

On November 3 and 4, the two of us met with faculty, staff, administration, parents, students, and trustees. Prior to our visit, we were provided comprehensive documents regarding the school’s finances, its accreditation, and its current academic program. Based on the information, the interviews and our experience, we developed the published Position Statement which we believe outlines Chadwick’s strong and positive position and which the Search Committee and Board have approved.

Bedrock for Chadwick are its Core Values and Mission Statement. Comment after comment refers to the joy in learning that students demonstrate across the curriculum, with the emphasis placed on the development of students’ character and the need to attend to the wellness of students.

Across all constituencies value is placed on academics, an appreciation for the high-quality faculty, and a shared belief that students are well served by the attention that they receive from faculty and the challenges and opportunities offered to them.

Total Number of Participants	283
Parents	157
Alumni	77
Faculty	51
Administration and Staff	27
Trustees	9

**Which five phrases best describe what you currently value most about Chadwick School?**

**PARENTS** - Committed high-quality faculty and staff (67%), Academic excellence (66%), Close student-teacher relationships (56%), Small class sizes (44%), Commitment to Chadwick's Core Values and Mission (32%), Outdoor education (32%), Strong sense of community (32%)

**FACULTY** - Committed high-quality faculty and staff (67%), Strong sense of community (55%), Commitment to Chadwick's Core Values and Mission (43%), Opportunity for experiential learning (35%), Close student-teacher relationships (33%), Outdoor education (33%), Small class sizes (30%)

**ADMINISTRATION AND STAFF** - Committed high-quality faculty and staff (70%), Strong sense of community (63%), Commitment to Chadwick's Core Values and Mission (48%), Academic excellence (40%), Close student-teacher relationships (37%), Opportunity for experiential learning (33%)

**TRUSTEES** - Committed high-quality faculty and staff (78%), Close student-teacher relationships (67%), Academic excellence (56%), Small class sizes (56%), Outdoor education (44%), Commitment to Chadwick's Core Values and Mission (33%), Strong sense of community (33%)

**ALUMNI** - Academic excellence (62%), Committed high-quality faculty and staff (61%), Close student-teacher relationships (55%), Strong sense of community (51%), Outdoor education (44%), Small class sizes (41%)

## **Which five areas should be priorities for improvement by the Head of School?**

**PARENTS** - Recruiting, retaining and compensating high-quality faculty (72%), Enhancement of the academic program (49%), Building programs aimed at improving student resilience, well-being, and mental health (45%), Hiring, supporting and retaining school leadership (40%), Cultivating an environment that allows for open discourse and acknowledges different perspectives (40%), Renovate/enhance facilities (30%), Expand technology (30%)

**FACULTY** - Recruiting, retaining and compensating high-quality faculty (69%), Building programs aimed at improving student resilience, well-being, and mental health (59%), Deepening the commitment to Diversity, Equity and Inclusion (51%), Cultivating an environment that allows for open discourse and acknowledges different perspectives (47%), Improving communication within the Chadwick community (45%), Renovate/enhance facilities (45%), Hire and support leadership (43%)

**ADMINISTRATION/STAFF** - Improve communication (63%), Cultivating an environment that allows for open discourse and acknowledges different perspectives (59%), Recruit and retain high-quality faculty and staff (52%), Hire and support leadership (52%), Articulate and clarify administrative roles (51%), Deepen commitment to Diversity, Equity and Inclusion (48%), Renovate and enhance facilities (44%)

**TRUSTEES** – Recruit and retain high-quality faculty and staff (67%), Enhancement of academic excellence (56%), Renovate/enhance facilities (56%), Improve marketing (44%), Hire and support leadership (33%), Cultivating an environment that allows for open discourse and acknowledges different perspectives (33%), Deepen commitment to Diversity, Equity and Inclusion (33%)

**ALUMNI** - Recruiting, retaining and compensating high-quality faculty (69%), Enhancement of academic excellence (47%), Building programs aimed at improving student resilience, well-being, and mental health (43%), Cultivating an environment that allows for open discourse and acknowledges different perspectives (43%), Deepening the commitment to Diversity, Equity and Inclusion (36%), Hiring, supporting and retaining school leadership (35%)

## **What are the most important professional qualifications you would like to see in the Head of Chadwick?**

**PARENTS** - Experience in a high-performing independent school (55%), Applicable, successful school leadership experience (54%), Effective communicator (41%), Community builder (37%), Visionary and innovative educator (29%)

**FACULTY** - Community Builder (59%), Effective communicator (49%), Applicable, successful school leadership experience (41%), Visionary and innovative educator (31%), Commitment to and experience with Diversity, Equity and Inclusion (31%)

**ADMINISTRATION/STAFF** - Effective Communicator (52%), Community Builder (52%), Applicable, successful school leadership experience (44%), Commitment to and experience with Diversity, Equity and Inclusion (30%)

**TRUSTEES** - Experience in a high-performing independent school (56%), Community builder (56%) Applicable, successful school leadership experience (44%), Visionary and innovative educator (33%), Effective communicator (33%)

**ALUMNI** – Effective Communicator (49%), Visionary and innovative educator (42%), Community builder (42%), Experience in a high-performing independent school (39%), Applicable, successful school leadership experience (32%), Skilled recruiter (32%)

#### **What are the most important personal qualities for the Head?**

**PARENTS** - Collaborative (46%), Intellectually curious (36%), Warm and empathetic (34%), Responsive communicator (34%), Fair and equitable (33%)

**FACULTY** - Fair and equitable (53%), Collaborative (47%) Warm and empathetic (45%), Intellectually curious (33%), Responsive communicator (33%)

**ADMINISTRATION/STAFF** - Fair and equitable (59%), Responsible communicator (52%), Collaborator (48%), Warm and empathetic (41%)

**TRUSTEES** – Collaborative (56%), Energetic (44%), Optimistic (33%), Responsive communicator (33%), Decisive (33%)

**ALUMNI** - Collaborative (48%), Intellectually curious (38%), Warm and empathetic (36%), Fair and equitable (30%)