

Principles and Practices for Governance and Leadership in Sacred Heart Schools



Conference of Sacred Heart Education

First Edition

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October 2017

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Essential Background for Sacred Heart Leaders

Values taken for granted or left unarticulated become inoperative.

- Preamble to the *Goals and Criteria*

Leadership is both an art and a science informed by mission. Specifically, in our case as leaders within the Family of the Sacred Heart, this mission is infused by the values articulated in the *Goals and Criteria*. They capture the principles of Catholic education permeated by Saint Madeleine Sophie's charism and the spirit of the Society of the Sacred Heart.

We live in a moment of complex change and uncertainty in which values and beliefs are constantly challenged. This booklet offers leaders of Sacred Heart schools insight into the underlying vision of Sacred Heart education. In offering communities of boards of trustees and administrators this guide, the Conference of Sacred Heart Education hopes to affirm these essential communities of leaders. Together they seek to ensure the integrity of Sacred Heart education in Canada and the United States well into the future.

Recognizing the unique roles of boards, heads and leadership teams as well as their shared responsibility for mission, we have designed the guide to include both theory and practical application of essential principles of Sacred Heart leadership. The hope is that it serves as a working document with case studies and reflection questions which boards and leadership teams might use in their own on-going professional development as Sacred Heart leaders.

The Vision of Saint Madeleine Sophie Barat

Schools of the Sacred Heart share in the mission of the Society of the Sacred Heart to reveal God's love in the world. This mission finds its source in the vision of Saint Madeleine Sophie Barat who began her work as an educator in 1800 when she founded the Society in France. In a time of complexity, change and uncertainty, Sophie responded from the depths of her relationship with Jesus Christ whose image and love were so deeply a reality to her that the Spirit remained infused in all she did. It is from this love and spirit that she received and developed her vision of education. She believed the service of education was the primary means by which the Society would carry on its mission of communicating the love of the Heart of Jesus. For her, education was never the end in itself. Rather it served as the means for educators and students to come to know and experience God's love.

This mission of Sacred Heart education is rooted in the conviction that grew from this vision. Sophie, her early companions and Sacred Heart educators today believe that in and through the act of educating, one experiences being loved by God and loving God in return. Faithful to her inspiration and like her open to new situations, Sacred Heart educators share Sophie's desire to help people become ever more aware of the truth, of love and of freedom as they discover the significance of their lives, and devote themselves to others.¹ To learn in our school culture means to allow our lives to be shaped by an active faith. Ours is a sacred imperative to educate the whole child and through the dynamic of this education, the students and we come to experience being loved and loving God.

Goals and Criteria

In the *Goals and Criteria*, the Society of the Sacred Heart defines the mission of the school as part of the Society's educational mission in the Catholic Church. From the beginning, the *Goals and Criteria* are the *sine qua non* for every school that belongs to the Sacred Heart Network. This articulation of mission describes the essential framework for Sacred Heart education within which each school is to develop specific objectives appropriate to local situations. The *Goals and Criteria* capture the principles of Catholic education as infused by Saint Madeleine Sophie's charism and the spirit of the Society of the Sacred Heart. The essence of a Sacred Heart school is that it be deeply concerned for each student's total development-- spiritual, intellectual, emotional, physical-- that it emphasizes serious study, educates to social responsibility and lays the foundation of strong faith.

Recognizing the cultural uniqueness of each school, Network of Sacred Heart Schools enjoy a strong bond of union rooted in a shared mission. The *Goals and Criteria* continuously challenge all Sacred Heart educators to deepen their understanding of these timeless principles. "By probing the depths of the *Goals and Criteria* they serve as prophetic orientations in the midst of complexity, leading us to hope, a hope that believes in the goodness of each individual, a hope that believes in the goodness of humanity, a hope that believes in and trusts the love of the Heart of God."²

The Role of the Conference of Sacred Heart Education

Recognizing the growing challenges facing all independent schools as well as those unique to Catholic independent schools, in October 2014, the Membership of the Network of Sacred Heart Schools, including the Provincial Team and 24 heads and chairs, adopted a new structure that included the Conference of Sacred Heart Education. The Conference focuses on three dimensions of mission effectiveness:

- *Governance for mission* to ensure vitality and relevance of mission
- *Education to mission* of boards, chairs, heads and leadership teams to deepen their understanding of mission
- *Accountability for mission* on the part of school communities to embody mission

Acting as a think tank on mission, the Conference hopes to animate fidelity to mission.

Sacred Heart schools have consistently faced complexity and change. The current pace of demographic, social and techno-

¹ Society of the Sacred Heart, *1982 Constitutions of the Society of the Sacred Heart* (Congregation for the Institutes of Consecrated Life and Societies of Apostolic Life, 1987).

² *Goals and Criteria* (St. Louis: Society of the Sacred Heart, 1975, 1990 and 2005).

logical transformation, the information explosion and new forms of competition challenge all schools in ways never before encountered. Sacred Heart schools face the additional challenge to educate to values rooted in faith. The Conference seeks to deepen the Sacred Heart mission through reflection and refocus on attributes that define Sacred Heart culture.

The Role of the Network of Sacred Heart Schools

The Network operates as an association of 24 Catholic independent schools acting in cooperation with the United States - Canada Province of the Society of the Sacred Heart to advance a shared mission. The members (24 schools and the USC Province) elect the board that serves as an executive committee. The Network Board appoints the Director of Program Planning who is responsible to ensure services and programs for students, faculty and staff.

The Role of the Provincial Team

The Provincial and the team must know the resources and needs of the province and give direction to the apostolic service of the province. They foster communion and ensure ongoing formation and maintain communication with the hierarchy of the Church so as to maintain mutual relationships and follow its lawful directives.³

In light of their responsibility within the Church, the Provincial and the team are ultimately responsible to ensure that each school that bears the Society's name is committed to the mission of Sacred Heart education as articulated in the *Goals and Criteria*. To this end the Provincial and her team appoint members to both the Conference of Sacred Heart Education and the Sacred Heart Commission on Goals. The Provincial of the USC Province is responsible to ensure integrity of mission; she appoints the Head of Conference as her delegate in this regard.

The Role of a Board in a Sacred Heart School

The vision of Saint Madeleine Sophie, as embodied in the *Goals and Criteria*, serves as the foundation, context and guiding light for all Sacred Heart schools. While Schools of the Sacred Heart share the same mission and fundamental aspects of culture derived from a shared Catholic identity and mission, each school has its own size, structure, history and culture, challenges and vision for the school's future. It is the duty of the school's board of trustees, working in partnership with school leadership, to serve as stewards, ensuring continuity of Sophie's vision, the Sacred Heart mission, the best educational climate for today's students and the sustainability of the school for future generations.

With rare exception, high performing schools have high performing boards that work in partnership with strong, transformative leaders to create and implement a shared vision for the individual school and to identify strategic opportunities to achieve the vision. "Good governance serves as the foundation for great leadership."⁴ Boards of trustees set the context for leadership through wise policies that establish directions, inform strategic priorities and guide decision-making while also providing some degree of flexibility. School leadership is charged with the implementation of board policy and priorities, designing the procedures and structures to achieve the mission, goals and long-term success of the school. Other primary responsibilities of the board are to oversee the head of school, the board's *only* employee, and the long-term strategic and fiscal viability of the school. In order to maintain this high-level oversight, the board must stay out of operations and the day-to-day work of the head and staff. The *Design of the Board-Head Partnership: Time and Attention* provides an excellent chart demonstrating the difference in the board/head roles.⁵

Just as each Sacred Heart school is distinct from other schools in the Network, boards of trustees vary as well in terms of operations and practices. Yet despite the differences, there are fundamental responsibilities of all boards and identifiable qualities and practices of high performing boards. Drawing on a variety of experts in the governance arena, the purpose of this document is to highlight eight principles and related practices of high performing boards, while providing a Sacred Heart overlay to governance practice that is aligned with the *Goals and Criteria* and reflective of a shared Sacred Heart mission and culture.

³ Society of the Sacred Heart, *1982 Constitutions of the Society of the Sacred Heart* (Congregation for the Institutes of Consecrated Life and Societies of Apostolic Life, 1987), The Spirit of Government, <https://rscj.org/vocations/spirit-government>.

⁴ Donna Orem and Debra P. Wilson, *Trustee Handbook*, 10th ed. (Washington: NAIS, 2015), V.

⁵ Ibid., 25.

Eight Principles and Practices for Governance and Leadership in Sacred Heart Schools

NAIS Principles of Good Practice provide a common perspective for boards of trustees in all independent schools and articulate current best governance practice. The Conference of Sacred Heart Education recommends that Sacred Heart schools provide their trustees with a copy of the current *NAIS Trustee Handbook* and/or other professional guides regarding independent school governance. The Conference has developed the following *Principles and Practices for Governance and Leadership in Sacred Heart Schools*. These principles and practices are intended to help boards and school leaders deepen their understanding of the Sacred Heart mission, provide guidelines that promote a distinct Sacred Heart culture and emphasize tested good practices in eight arenas:

1. Mission
2. Relationships
3. Decision-making
4. Communication
5. Roles and Responsibilities
6. Strategic Focus
7. Board Development and Operations
8. Assessment and Accountability

PRINCIPLE 1: The Mission

The *Goals and Criteria* embody the mission of Sacred Heart education

*We participate in the mission of the Church through the service of education...
Caught up as we are in the desires of His Heart, we want people to grow in dignity,
as human beings and as children of God.*

- Saint Madeleine Sophie Barat, from the 1815 Constitutions

In the *Goals and Criteria*, the Society of the Sacred Heart defines the mission of the school as part of the Society's educational mission within the Catholic Church. The board of trustees holds in trust the Sacred Heart and Catholic identity of the school, and is accountable to the Society through the Sacred Heart Commission on Goals (SHCOG) for adherence to the mission. The board, in partnership with the head of school, establishes and implements policies and plans consistent with the *Goals and Criteria* and the individual school's vision and strategic goals.

The *Goals and Criteria* light our way.

Indicators include:

- The school's clear identity as a Christ-centered, Catholic institution
- A passion on the part of each trustee and each school administrator for Sacred Heart education and values as expressed through the *Goals and Criteria*
- Active participation in the Network of Sacred Heart Schools, including ongoing programs on formation to mission
- A commitment to professional development that includes new trustee orientation, ongoing trustee education and evaluation and board-leadership succession planning
- Professional development, especially for new trustees and administrators, includes focus on the *Goals and Criteria* as well as Sacred Heart values and culture
- A current strategic plan
- A current audit to demonstrate the school's investment in mission

PRINCIPLE 2: Relationships

Sacred Heart culture is relational

We don't live with angels; we have to put up with human nature and forgive it.
- Saint Madeleine Sophie Barat

School leadership (board and head) recognizes that relationships are the means to communicate God's love and are fundamental to the building of community as a Christian value.

Trust is the foundation of great leadership, the glue that binds a community and the single most important quality of any relationship. "When trust is present, developed and leveraged, it is the one thing [with] the potential to create unparalleled success and prosperity in every dimension of life."⁶

The two key components of trust are *competence and character*.⁷ As leaders of Sacred Heart schools, boards and heads have an obligation always to act with integrity and to assure the technical, operational and political knowledge and skills needed to further the mission, the school's vision and deliver an outstanding educational program. The strength of personal and professional relationships must not blind leaders to either declining competence in a member of the organization or a growing misalignment of a trustee's or an employee's competencies and the school's needs or goals. When trusting, open relationships exist throughout the school community, it is significantly easier to inspire and attain the excellence and effectiveness expected of a Sacred Heart education while infusing the spirit and love envisioned by Madeleine Sophie.

Indicators include:

- Promotion of a personal relationship with God and a fostering of the spiritual lives of its members
- Piercing clarity regarding roles and responsibilities, the scope and limitations of areas of influence and authority
- A constructive partnership between the board and head where the board supports, nurtures and evaluates the head, and where the head works for, works with the board⁸
- A continuous attentiveness to building and nurturing of trust in God, each other and among all constituencies
- The strength of personal and professional relationships rooted in the adults' competencies and alignment with mission
- A culture of inquiry that invites, listens and hears different perspectives and points of view

To build trust, competence is key

⁶ Stephen Covey, *The Speed of Trust* (New York: Free Press, 2006), p. 1.

⁷ Linda A. Hill and Kent Lineback, "To Build Trust, Competence is Key," *Harvard Business Review*, March 22, 2012, <https://hbr.org/2012/03/to-build-trust-competence-is-k>.

⁸ Sherill K. Williams and Kathleen McGinnis, *Building the Governance Partnership: The Chief Executive's Guide to Getting the Best from the Board*, 2nd ed. (Washington: BoardSource, 2011).

PRINCIPLE 3: Decision-making

Sacred Heart mission and values guide and inform decision-making

Before making any change, take counsel...prudence and a wise slowness are necessary in the beginning.

- Saint Madeleine Sophie Barat

The health of schools resides in the quality of decisions made by the board of trustees and the school's leadership team and the skill with which those decisions are implemented and communicated.

Even during times of exponential change when quick decisions and decisive action are required, schools deeply steeped in Sacred Heart values and the practice of anticipating before accelerating are more likely to make decisions that reinforce mission and avoid the pitfall of unintended mission-drift.

Mission focused Sacred Heart boards and leadership teams operate from the premise that comprehending the total scope of the school's challenges, possibilities and/or issues necessitates a depth of listening and reflection rooted in silence. Pausing, reflecting, discerning before deciding gives a depth of conviction to the action the board and leaders take. This habit of discernment encourages boards of trustees and leadership teams to analyze and discuss full and detailed information regarding the decision to be made and to generate alternative responses. Taking the time for prayer serves leaders well especially when making a major decision. Pausing before acting enables the board to wonder whether the proposed decision strengthens the mission and benefits the students.

Once confirmed in their course of action, boards and leadership teams need to focus on implementation and communication.

Anticipate before you accelerate

Indicators include:

- Recognition of the centrality of students in Sacred Heart schools, meaning that decisions are driven first by what is best for the education and well-being of the students rather than the self-interests of adults.
- A practice characterized by "Pause, Reflect, Discern, Decide, Act" rather than "React"
- A balance of fiduciary, strategic and generative thinking supported by intentional allocation of time to each
- A board culture of inquiry, mutual respect and constructive debate that leads to sound and shared decision-making⁹

⁹ Board Source, *The Source: Twelve Principles of Governance That Power Exceptional Boards* (BoardSource, 2005).

PRINCIPLE 4: Communication

Communication enables and sustains healthy relationships

They must therefore practice as far as they can this lovable and frank simplicity, which excludes all disguise and dissimulation, keeps at a distance all the silly cunning of self-love, avoids all singularity, chooses always the most straightforward and obvious line of conduct, leads us to treat our neighbor without affectation or constraint, without pretension and without guile, but with unaffected cordiality and a pure and sincere affection.

- Constitutions of 1826, Summary, Part II, paragraph XIX

Sacred Heart culture and education are rooted in a commitment to educate to the building of community as a Christian value. Good communication is fundamental in promoting quality relationships, inspiring good decisions and creating an atmosphere that builds the trust, transparency and integrity that characterize Sacred Heart schools. For example, current research indicates strong school communities within which student/teacher relationships are developed and nurtured create the environment most conducive to student development, effective learning and student performance.

Communication...
To whom?
What?
When?
How?

Indicators include:

- Clarity regarding lines of responsibility and communication
- Ongoing communication and clarity with the school community about strategic objectives and plans
- While transparency regarding decisions is at the heart of good communication, board deliberations that lead to those decisions remain confidential and do not leave the board room
- Once a decision has been made, the board speaks with one voice
- Decisions are communicated to the school community in a timely way, including, as appropriate, the rationale for the decision, various alternatives that were considered, an implementation timeline and a reminder about who is responsible for what in the school so that questions or comments can be directed appropriately. In this process, the board and school leaders act in unison.
- An expectation of timely communication to community members and timely response from community members

PRINCIPLE 5: Clarity and Balance in Roles and Responsibilities

Clarity regarding roles and responsibilities promotes positive relationships, good communication and strong communities

What a misfortune it would be, religiously speaking and educationally speaking, if we could only work happily with those who saw things as we do.

- Janet Erskine Stuart, RSCJ

Schools seek trustees with the expertise, resources and experience to achieve the school's mission and strategic goals. Many trustees come from professional lives and organizations with a command-and-control structure and must adjust to the board/head partnership with its complex balance of responsibilities and expectations. While school boards and corporate boards share similar fiduciary and oversight responsibilities geared to secure the health and longevity of their organizations, the independent school board's primary focus is mission success, a factor that places a premium on child-centered decisions rather than business-centered decisions.

Additionally, Sacred Heart trustees and heads must understand, navigate and balance the complexities inherent in the multiple relationships Sacred Heart schools enjoy as Catholic, independent institutions sponsored by the Society of the Sacred Heart. The board and the head act on behalf of the school in its relationship with the USC Province, the Network and the local Church. Effective boards and heads understand and distinguish between the authority and autonomy of the provincial and local ordinary regarding the school's Catholicity just as successful heads and chairs ensure the school's active participation within the Network of Sacred Heart Schools. Effective boards and heads ensure the school's integrity by attending to mission through sound governance, education to mission and accountability for mission to the provincial team (for further clarification, see Appendix A).

Who is in charge of what?

Indicators include:

- Clear explanations of the relationship between the Society, the Network and the schools
- A committee on trustees that identifies and recruits for nomination to the board potential trustees who can hold in trust the *Goals and Criteria* and further the school's strategic objectives
- An orientation process and ongoing professional development that trains trustees for their responsibilities
- Job descriptions for trustees, chairs, head of school and committee chairs
- Strategic objectives with identified division of responsibilities
- Annual plans/goals for the board and head
- Annual assessment processes for the board, head and school
- Annual discussion and review of board practices

PRINCIPLE 6: A Strategic Focus

Mission oriented boards have a strong sense of vision and direction

If one seeks the timeless element in Sacred Heart education, one must look to that spirit, for externals and customs were always seen as subject to change. Timelessness has never meant rigid adherence to a single program or method.

- Preamble to the *Goals and Criteria*, 1975

In a time of rapid change, a strategic focus is critical. If a school is to survive and thrive, it is because it answers the questions: Who are we? Who do we want to be? How will we get there?

Specifically, strategy is gaining and sustaining a competitive advantage in an era when schools compete for students, teaching and administrative talent, donor dollars, trustees and even real estate. Trustees and school leaders clearly understand and communicate the school's mission and value proposition, which significantly differentiate it from its peer schools in order to attract and retain students, and secure the necessary resources to prepare students for their futures, achieve the school's objectives, and ensure the school's viability for the long-term.

For Sacred Heart schools, our mission is our competitive advantage. Sacred Heart schools hold in balance that mission, along with the realities of each school's individual context, demographics and economic realities. Sacred Heart schools are both mission-driven, keeping the education of children as a central focus, while remaining agile in a time of complexity and change.

Boards of trustees need to plan strategically and also create an environment and culture of thinking strategically. While focused on the horizon to ensure the long-term viability of the school, boards should constantly assess the current environment to ensure that the school is delivering on its promise and core identity. Strategic thinking does not negate the purpose and value of a long-range plan, especially one driven by a vision for where the school wants to go, but engages school leadership in ongoing review of strategies for how to get there in light of progress made, changing circumstances and the emerging realities of education today and into the future.

Agile

Mission-centered

Child-centered

Indicators include:

- Systematic scanning of the landscape to determine demographic, economic, educational, technological and other trends that could impact the school's position and viability
- A board meeting structure that periodically "clears the underbrush" so trustees have the time and space to engage in strategic and generative thinking
- Opportunities for school constituencies to have input into school planning through surveys, focus groups or other community gatherings
- Alignment of mission, values, strategy, policies, procedures and resources that ensure child-centeredness of culture
- An accompanying communication plan that clearly explains the school's current strategic priorities, the rationale and the means for achieving them
- An accompanying financial plan that demonstrates how resources will be raised and allocated to meet strategic objectives that are aligned with sustaining and furthering the mission
- A long-term financial model that addresses strengths, weaknesses, obstacles and threats to mission
- Semi-annual or at least annual review of current strategies and objectives with annual updates to the plan

PRINCIPLE 7: Board Development and Operations

The quality of the board determines the future of the organization

Let us leave acts, not words. Nobody will have time to read us.
- Saint Madeleine Sophie Barat

Responsible to recruit, train and evaluate the performance of individual trustees and the board as a whole, the committee on trustees is the most important committee on the board. The committee proposes the slate of officers and must seek to assure “depth on the bench,” in terms of individuals with the talent to assume future leadership roles on the board and its committees.

Borrowing a leadership principle from Jim Collins in *Good to Great*, the committee strives to ensure that “the right people are on the bus, the wrong people are off the bus, and the right people are in the right seats.”¹⁰ Boards of trustees must guard against bringing to the board or placing in leadership positions individuals who are excited to serve but lack the requisite skills needed to further the school’s strategic objectives. Each candidate for trusteeship should be recruited because s/he brings specific competencies that further the school’s mission and vision.

Effective trustees understand their roles and responsibilities as stewards of mission. Once recruited, new trustees engage in a thorough orientation to the *Goals and Criteria*, the role of trusteeship, the board’s expectations and objectives and the role the new trustees are expected to assume. Responsibility for this orientation belongs to the committee on trustees, the chair of the board and the head of school. Each October the Conference of Sacred Heart Education hosts a training for new trustees; it is expected that each trustee will attend at least once. Ongoing education for all trustees assures that trustees continuously “skill-up” to address the changing nature of education and the legal and fiduciary requirements of boards of trustees.

The committee on trustees oversees efficient board operations, working with the board chair and head to determine the right mix of standing committees and task forces to meet current needs, planning the agenda for board meetings to assure the best use of trustees’ time and expertise and conducting an annual board of trustees evaluation. It also continuously monitors board dynamics to avoid either the appearance or reality of in-groups, out-groups or board-within-a-board situations where influence aggregates in the hands of a few at the expense of full-board engagement.

The membership of the committee on trustees is typically small because its focus and discussions are often sensitive. Composition includes the board chair, vice chair, immediate past chair, head and one other trustee appointed by the chair.

¹⁰ Jim Collins, *Good to Great: Why Some Companies Make the Leap...and Others Don't* (Harper Business, 2011).

Indicators include:

- A matrix or profile of the current board, including each individual's length of terms, skills, and committee assignments, and a profile of skills and expertise needed for the next 3 to 6 years as indicated by the school's strategic priorities
- An identification and recruitment plan for future trustees
- An orientation program for new trustees, including a board book with *Goals and Criteria, Principles and Practices for Governance and Leadership in Sacred Heart Schools*, articles of incorporation, bylaws, organizational chart, board policies, trustee job description, strategic plan, budget, audit, annual calendar and a year's worth of board minutes
- An annual professional development plan for the board including opportunities for trustees to attend professional conferences and/or internal training sessions. (Examples of the latter might include: how to solicit a gift for the annual fund or capital campaign; or how to read a financial statement)
- A board committee and task force structure that is efficient, flexible and aligned with the school's needs and mission
- Board committees have well-articulated charters, which include term-limits
- A meeting structure that respects trustee time commitments, engages trustees in meaningful discussion, and ensures key decision items are front and center with supporting background information provided in advance for trustees to study

“The right people are on the bus, the wrong people are off the bus and the right people are in the right seats.”

-Jim Collins¹¹

¹¹ Ibid.

PRINCIPLE 8: Assessment and Accountability

How are we making a difference?¹²

Setting out is one thing; you also must know where you are going and what you can do when you get there.
- Saint Madeleine Sophie Barat

How does a school know it is what it says it is, or has become what it wants to be, or has arrived where it wants to go?
How does the organization define and measure success?

When Margaret Spellings was Secretary of Education, she borrowed a W. Edwards Deming quote: “In God we trust, all others bring data.” Others quickly challenged Deming’s idea with a quote from William Bruce Cameron, “Not everything that counts can be counted, and not everything that can be counted counts.”¹³

While numbers cannot measure joy or love of God in our communities, creative, non-numerical indicators might help a school know if it is achieving valued intangible aspects of school life. For example, Jim Collins in *Good to Great for the Social Sector* provides the example of the Cleveland Orchestra’s driving focus to achieve status as one of the nation’s top three orchestras. Beyond increased ticket sales and donor dollars, the orchestra used the number of standing ovations and invitations to perform elsewhere as indicators of success.

But hard data has an important place, and analysis of the numbers can tell important stories such as the school’s enrollment and demographic trends, tuition history and impacts related to increases, or standardized test scores over time as indicators of academic strengths or weaknesses.

Schools tend to rely heavily on anecdotal testimonials of the school’s effectiveness. Parents, on the other hand, increasingly demand evidence in terms of hard data. Likewise, trustees from the corporate world believe they need hard data to exercise their fiduciary responsibilities. The challenge is to discern what to count, and if something important cannot be counted, to find ways that those intangibles can be creatively and meaningfully measured.

Trust is the foundation of great leadership and an essential quality to any relationship. As leaders committed to mission, Sacred Heart heads and boards engage in annual evaluation processes that are rooted in the *Goals and Criteria*. Recognizing the absolute need for both competence and character, heads and trustees see these annual moments of reflection and assessment as leaders and stewards of mission as important means to ensure mission effectiveness. The design of both the instruments and the processes used in evaluations need to be rooted in the *Goals and Criteria*, the school’s strategic plan and both the board’s annual objectives and the head’s annual goals.

When trusting, open relationships exist within the leadership teams of a school community, it is significantly easier to inspire and attain the excellence and effectiveness expected of a Sacred Heart education while infusing the spirit and love envisioned by Madeleine Sophie Barat.

¹² Donna Orem, “10 Habits of Highly Effective Boards,” NAIS, June 19, 2017, <https://www.nais.org/learn/independent-ideas/june-2017/10-habits-of-highly-effective-boards/>.
¹³ William Bruce Cameron, *Informal Sociology: A Casual Introduction to Sociological Thinking* (Random House, 1963).

Indicators include:

- A culture of trust, honesty, and open communication that encourages candor, mutual support, problem-solving, and responsiveness
- Assessments to track the progress of the school in achieving the mission, vision and strategic objectives
- Annual evaluation of the board using assessment mechanisms and processes that are clearly understood by the board and include aspects of the principles and good practices as well as board-specific objectives for the year
- Annual evaluation of the head of school using mechanisms and processes that are understood and agreed to in advance that include aspects of the *Principles and Practices for Governance and Leadership in Sacred Heart Schools* as well as specific annual goals and objectives
- Modeling of assessment and accountability to create a culture of reflection, analysis and improvement
- Appropriate transparency with the community regarding board practices and decisions, school challenges, SHCOG and accreditation results and future plans

Assess and Adjust

Dilemmas and Intractable Problems

Dilemmas and intractable problems are by their very nature difficult, often involving “right vs. right” quandaries such as what is the right and moral thing to do when weighing the best interests of an individual versus a stated rule, a precedent or competing needs. When cultures or societies are in a state of flux and rapid change, the number and complexity of these conundrums increase. The following three examples represent some common issues schools are currently facing. Appendix B offers other case studies that can be used with the board to help clarify how the school might approach problems before they arise. In all cases, the board’s toolbox should include deep understanding of the *Goals and Criteria*, including the Foundational Principles and clear policies that guide decision making yet incorporate enough flexibility to allow administrators to approach situations creatively.

1. Catholic Identity and Changing Cultural Norms

A few days before Christmas break in 2013, Eastside Catholic High School near Seattle fired its vice-principal after learning he had married his same-sex partner the previous summer. Eastside Catholic's president consulted with the board, fellow administrators and the Archbishop of Seattle, and after much reflection and prayer, determined the vice-principal had violated his contract and acted in a manner inconsistent with the school's Catholic identity.

Within hours of the vice-principal's dismissal, hundreds of students rallied in support of the popular administrator and coach, staging a sit-in and rally to demand his reinstatement. The news of the firing quickly spread through social media to students in other Seattle area Catholic schools who joined the protest.

As the controversy grew, made headlines, and even was reported globally, the school closed early for the holiday break. Yet the fallout continued. The administrator filed a lawsuit (later dropped), the school's president, a nationally respected school leader, eventually resigned, and the school community was left to repair the cracks and wounds caused by the dissension. Despite a petition signed by more than 20,000 individuals worldwide requesting the reinstatement of the administrator, the Archdiocese of Seattle remained steadfast in its support of Eastside Catholic's board of trustees and president stating, "Catholic schools have a right to expect that school leaders will not only pass on Catholic teaching, but model it for students."

In a different situation in May 2016, the administration and sponsoring religious community of Mercy High School in San Francisco supported the continued employment of an English teacher who had recently come out as a transgender male. In a letter to parents, the regional administrator of Mercy wrote, "We also believe the Sisters of Mercy's statement of Catholic Identity for our schools underscores the importance of quality relationships for everyone associated with the school. And, we strive to witness to Mercy when we honor the dignity of each person in a welcoming culture that pursues integrity of word and deed."

The leadership of the Mercy Sisters had spoken in advance to the Archbishop of San Francisco to explain their reasoning and plan for how to handle the situation.¹⁴ In a May 12 statement, the Archbishop expressed his gratitude to the Mercy sisters for speaking to him in advance and added, "Often in such situations a balance must be struck in a way that distinct values are upheld, such as mercy and truth or institutional integrity and respect for personal decisions affecting one's life. In this personnel matter I am thankful to the sisters for seeking a response consistent with Mercy and Gospel values and the corporate identity of the school as a Catholic institution of secondary education."¹⁵

While Mercy High School and Eastside Catholic are different in that one involves a personnel issue and the other a sacramental issue, they are only two of more than a dozen Catholic schools in the United States that have faced issues resulting from conflicts between Catholic teaching and changing cultural norms, especially in areas of gender identity and same-sex marriage. If or when a Sacred Heart school faces such a dilemma, the *Dialogue Paper* on Catholic Identity (Appendix A) provides guidance for how to handle the situation. In all cases, the school should consult immediately with the Head of Conference and the school's attorney.

¹⁴ Dan Morris-Young, "Catholic School Won't Fire Transgender Teacher," National Catholic Reporter, May 12, 2016, <http://www.ncronline.org/blogs/ncr-today/catholic-school-wont-fire-transgender-teacher/>.

¹⁵ Ibid.

2. Longtime Trustees or Employees and Changing Needs

Most boards at some time or another must face the dilemma of the trustee who either was not properly vetted in the first place or who no longer brings the capacities the board needs to meet its strategic goals. Unfortunately, these individuals are sometimes longtime, loyal friends of the school with deep connections in the community but whose level of engagement has dropped off significantly. Or, the board discovers that a trustee has an inappropriate agenda, such as wanting a certain faculty member fired.

The voluntary nature of trusteeship can make it difficult to “fire” individuals who no longer serve the school’s needs or who are actively sabotaging the board or administration, whether intentionally or not. As most trustees are indeed loyal friends of the school even if their effectiveness on the board has waned, boards walk a fine line between respecting the individual and honoring his or her service and staffing the board with trustees who will move the school’s vision and plans.

The best prescription for such situations is thorough vetting and orientation of new trustees, annual evaluations, and ongoing training of the board regarding roles, responsibilities, goals, and expectations. The board chair must be willing to confront issues with individual trustees, coaching the individual as appropriate, or if necessary, asking the individual to step off the board. As difficult as such confrontations are, if the school’s mission, values and goals are clear and the expectations of trustees are a matter of record, the conversation can be cordial and factual. It is essential to have term-limits for the board and the board committees.

Similarly, heads occasionally face the dilemma of a longtime faculty member who no longer meets the school’s curricular or programmatic needs. Sometimes these individuals are popular and held in deep esteem by many members of the school’s various constituencies. In the case of veteran employees, the dilemma deepens if the individual does not want or is unable to retire. A dismissal risks serious unhappiness in the alumnae/i base, or in the case of faculty, anger and distrust toward the administration. As human and humane institutions, we grapple with how to manage such situations in a way that is perceived as fair to the individual but also right for the institution and the current students it serves.

As with trustees, annual evaluations of faculty and staff members are vital to the school’s well-being. The faculty and staff should know the school’s strategic priorities and hopefully were involved in determining the programmatic and curricular directions designed to help achieve those priorities. Options for professional development should be aligned with the evolving nature of the program. In most cases, educators will welcome the opportunity to gain new skills and competencies. If not, one hopes the faculty or staff member will voluntarily seek a position in a school more aligned with his/her preferred style. If it comes to an unhappy parting of the ways, at least it should not be a surprise.

Trustees need to understand that the process of parting ways with individuals in the school setting can seem lengthy and unwieldy, but the nature of school communities means there is a risk of going too fast because relationships are often deep and extend into several constituencies. What in the corporate world might seem like a quick cut, soon healed, in a school can rend a hole in the fabric of the community that is not easily mended.

3. Financial Realities and Changing Economic Times

The board's primary fiduciary responsibility is to steward the school toward a stable, prosperous, and lasting future. A trustee must ensure that the resources of the institution are sufficient for the school's current needs and are built to sustain the school for the long term.

Prior to the recession of 2008, many schools enjoyed the stability of predictable enrollments and fundraising income. While most independent schools weathered the economic storm, post recession economic challenges remain. Even before the crash, indicators warned of changing economic trends that would surely impact the affordability of independent schools. The *2014-15 NAIS Trendbook* notes the following:

- Enrollment yields for both day and boarding schools are softening
- Day schools are experiencing a tougher time than boarding schools with admission demand, selectivity and enrollment
- Fewer families are applying for financial aid, and fewer are receiving financial aid awards and schools are slowing the growth in financial aid budgets to ease the year-to-year spending spikes the recession years required

The enrollment landscape has changed in substantive ways as families face new economic realities and enjoy new options for quality schooling. The trends of the past decade suggest that independent schools must work harder and differently to find fewer applicants and must develop new value propositions to yield required enrollment. It is within this environment that schools would do well not to forget the lessons in adaptability learned during the recession now past.

- 2014-15 NAIS Trendbook

If necessity is indeed the mother of invention, then the economic changes facing our schools could be a blessing in disguise by forcing schools to examine closely their priorities and to explore opportunities for creative solutions to contain costs and increase revenue. For example, some schools have found larger class sizes, contrary to conventional wisdom, actually improved the learning environment for students while decreasing costs. Others have partnered with nearby schools or online programs in order to increase course offerings with minimal cost increases. Some schools have benefitted from non-related business income generated through use of school facilities or property for other purposes. One school annually generates nearly one million dollars of net revenue through a storage facility and daycare located on school property.

Conclusion

A leadership guide can provide tested principles and good practices that have served organizations well over a significant period of time. But due to the current rate of change facing our world, schools will face challenges and dilemmas for which there are no pre-established blueprints for resolution. Governance must adapt to the changing landscape of schools. While the board's fiduciary responsibilities will remain a priority, governance obligations must go further and include *continuous* attention to strategic issues, mission, assessment, the board/head relationship and ongoing board development. As stated earlier, whenever in doubt regarding any plan of action, immediately consult with the head of Conference and, if appropriate to the situation, the school's attorney.

While blueprints do not exist for resolution of specific challenges, the vision of Saint Madeleine Sophie, as embodied in the *Goals and Criteria*, and a culture of reflection and prayer can inspire the wisdom, foresight and courage needed to guide Sacred Heart schools to strong future.

Appendices

APPENDIX A

Dialogue Paper

APPENDIX B

Case Studies

APPENDIX C

Reflective Questions

Appendix B

Case Studies

The following case studies are based on real events that have happened in a number of schools. The names of the schools and characters have been changed and any resemblance to a specific school or person is entirely coincidental. There are no Sacred Heart schools included in this collection of case studies. The case studies are intended as discussion pieces to help boards of trustees analyze and apply the principles and practices as they apply to the sample situations and to train trustees for their role and responsibilities as members of a Sacred Heart school board. This collection of case studies is by no means exhaustive and additional examples will be added on a periodic basis to reflect new and emerging issues facing schools.

Each case study is followed by some specific questions intended to encourage but not limit discussion.

1. Blaine Academy
2. Changing Demographics
3. The Fence
4. A Five Star Trustee
5. Marie Laville's Dilemma
6. Not So Fast
7. The Pipeline
8. The Strategy Scout
9. The Test
10. Things Ramify
11. The Tuition Time Bomb

Blaine Academy

Shirley Smith is the newly appointed board chair, and she is about to go visit Doug French, the new Head of Blaine Academy. Shirley had been chair of the search committee and learned during the process that the Academy needed some new blood as it had become too set in its ways despite having acceptable enrollment. While she shared this concern with each of the finalists, she also realized that her opinion was not widely held by a number of veteran board members. Some recognized the need for change, but no in-depth discussions had yet been held on this topic. In Shirley's early meetings with Doug, she reinforced the need for change and expected Doug to bring about this change. Doug had indeed brought the energy and enthusiasm the board was seeking, and change had started to take place. However, some of the things being changed were a little surprising to some board members, but the general positive feeling that existed on campus offset their concerns.

Shirley had just returned from a business trip overseas and decided to stop by her office to check email and voice mail before going to school for her weekly meeting with Doug. She saw one email from Doug that had been sent two days earlier. Doug's email was entitled "FYI" and stated that he wanted to bring Shirley up-to-date on the dilemma created by a recent staffing decision, which had not yet been announced to the school community. Doug had informed the much beloved Bob Oldboy that his contract for next year was not going to be renewed. Doug added that his evaluation of Bob reinforced what he had heard from his predecessor, namely that it was time for Bob to move on. It turned out that Bob immediately told Joyce Horikawa, a veteran teacher who was widely respected by board, parents and staff, that his contract was not renewed. Bob complained that Doug had treated him badly and had not given him any reasons for the non-renewal. Joyce, who considered herself the faculty spokesperson, stormed into Doug's office to express her concern about his decision to let Bob go. She threatened that if that if Bob were not rehired, she would resign and make things unpleasant for Doug for the rest of the year. Doug stated that he would not change his decision and that if Joyce wanted to resign, he would gladly accept her resignation. In fact, Joyce could leave right away if she so desired. Joyce stormed back out of the room. Doug was eager to discuss this with Shirley at their upcoming meeting.

Joyce returned home angry and called Frank Smith, a long time board member who was chair of the \$25 million capital campaign and an adamant supporter of the status quo. Joyce had gotten to know Frank quite well over the past few years as she taught each of his three children and had helped Frank and his children through the death of his wife. In fact, Frank had Joyce join him and his family last summer at the family's summer home. Frank was upset to see how angry Joyce was and reassured her that he could do something about Bob's non-renewal.

Frank left a voicemail for Shirley and expressed his concern that Doug was making too many changes and the decision to not renew Bob's contract was too much. Frank stated that Shirley should tell Doug to rehire Bob and make sure that Joyce stayed around, as she was just too important to the school to leave. If Joyce left, Frank knew that many families would not re-enroll their children. Frank added that he would have to rethink his own participation in the school if Joyce were to leave. And if Doug didn't follow these steps, perhaps the board should let Doug go. In fact, Joyce certainly could serve as interim head. Frank concluded by stating that since Shirley had been out of town, he had taken the liberty of calling the executive committee together for a meeting this afternoon just prior to the Parents' Association meeting that evening.

Shirley realized that things were getting out of control and quickly left for the Academy. As she got out of her car, Betty Freedman, the Parents' Association President, approached her and shared the fact that the word has gotten out about Bob's non-renewal. Betty knows people will want to talk about this at tonight's meeting so she has already put the topic on the printed agenda.

Reflection questions:

1. What should Shirley do now?
2. What does the case study indicate about the board's strategic orientation?
3. How does the case study illustrate the dangers of lack of shared vision?
4. Discuss the Frank and Joyce situation. How should he have handled her distress? What specific actions has he taken that violate established good practices?

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Changing Demographics

Pippin School, in the California farming town of Appleborough, has for 65 years served as the region's only independent school option. A K-8 school, it accepts nearly all applicants, except for those with significant learning differences. Its families reflect a range of socioeconomic backgrounds, from small-town business owners and professionals to working farm families. Graduates attend local public schools for the most part, though a few venture to more distant independent high schools.

In recent years, Appleborough has become something of a bedroom community for Big Orchard 60 miles away, due to suburbanization and improved highways, which have brought many more prosperous families to the old farms and ranches. Over the past three or four years, new parents, including some recently appointed to the board, have pointed with alarm to the fact that school test scores consistently fall below the national independent school averages. Demands for "academic excellence" and greater challenge have come from those parents whose children score high and whose ambitions for their children include attendance at the most selective colleges.

At the traditional open board meeting in June, several parents accuse the board of shirking its responsibility to oversee the educational program, and demand that higher academic standards be adopted throughout the school for the coming year. Two board members announce their complete agreement with these parents, and the meeting ends in a mood of distress and unhappiness.

Reflection questions:

1. What are the issues?
2. What should the board do?
3. What should the chair of the board do?
4. What should the head do?

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See more at: <http://www.nais.org/Articles/Pages/Member/Case-Study-22-The-Case-of-the-Pick-of-the-Crop--e2-80-94-A-Shifting-School-Culture.aspx#sthash.FgVu22jj.dpuf>

The Fence

Kurt Dunn, Head of Southbay Country Day School, breathed a quiet sigh of relief as his board chair adjourned the board meeting.

In Kurt's view, this evening's board meeting went well, ending in just under an hour, thanks to low attendance. Both Kurt and Board Chair Keith Overton were relieved because those who didn't attend tonight's meeting are the trustees who often challenge Kurt's decisions. Although Keith has had niggling worries over declining attendance at meetings, Kurt has assured him that it is a lot easier to get things done with fewer people.

For example, the centerpiece of tonight's agenda was Kurt's announcement of his decision to construct a fence around the campus. Recent school shootings around the country caused several vocal parents to raise questions about campus security. Kurt thinks a fence will allay concerns, but when he casually broached the subject of fencing the campus with selected community members, the reaction was cool. People love the open feel of the campus with its unobstructed views of the architecturally significant buildings. But Kurt solved that problem by choosing a gorgeous wrought iron design for the fence. Those attending the meeting this evening agreed it was a beautiful fence. Had Sherry Roberts, a strong-minded member of the finance committee attended this evening, she would have insisted on knowing the price tag, and would have balked over a \$250,000 unbudgeted expense.

If his decision had been challenged on a financial basis, Kurt was prepared. Since the capital campaign for the gym failed due to the economic downturn, many trustees have been nervous about the school's financial stability. Thanks to bank loans, the school finished the gym but in 18 months faces a \$2.5 million balloon payment. Given the business connections of some trustees, Kurt is confident the loan will be successfully renegotiated. Privately, he wishes the trustees would get involved in fundraising. Most trustees believe fundraising is the job of the development director Lynn Lambert. A number of trustees have told Kurt to fire Lynn, as she just can't seem to raise the big bucks.

In terms of fundraising, the fence is a perfect opportunity for the upcoming gala. The school prides itself on being totally tuition-driven, and instead of an annual fund, each year raises money for a capital project chosen by the parent association. Two years ago the gala raised enough money for an Olympic-sized swimming pool! The fence is a win-win opportunity: the campus will be more secure, Kurt's strong action will likely counter the concerns some people have about his leadership, and the parent association will be delighted that they don't have to come up with yet another capital project as a focus for the gala!

As Kurt leaves for the evening, his cell phone rings. Caller ID show that the call is coming from Ted Smith, chair of the finance committee, who due to an unexpected client crisis was also unable to attend the board meeting tonight. Ted is furious that he was never consulted and only found out about the fence when Keith delivered the bid, design, and signed contract a few hours before the board meeting. His anxiety spikes as Kurt explains his plan to use the fence as the gala fundraising project.

"But, Kurt, we know people don't want the campus enclosed! I showed the design to my third grade son and he said what everyone else would say: all those bars will make the school feel like a prison and to no purpose because a shooter can just stick his gun through the bars and shoot! I seriously doubt the community is going to pony up at the gala to cover this expense. I refuse to support a terrible decision and feel I must resign from the board, effective immediately."

Reflection questions:

1. What are some red flags regarding board operations? The board/head relationship?
2. What specific examples of mistakes do you see in the division of board/head authority and responsibility?
3. Describe a decision-making process that might have avoided the situation the school now faces.
4. Consider Goal IV.2. Other than a fence, how can the school create a safe and welcoming environment?

A Five Star Trustee

Lee Academy is a well-established, college preparatory school. Sydney Matthews has been head of school for 20 years and is highly respected by the board for her thoughtful leadership and decision-making. The board trusts and respects her. One trustee is quoted as saying, “I would follow her into the trenches, knowing she’d get us out.” Another said of the board, “What Sydney wants, Sydney gets.”

Alex Linscott, a long-time trustee and major donor, served 5 years as board chair during a major capital campaign. The quintessential, soft-spoken “Southern gentleman,” Alex carries himself with a quiet dignity. After two full terms on the board, Alex rotated off the board for a year but was invited to rejoin after his obligatory “year off.” Although his daughters are now alumnae, he is happy to continue his service as he loves the school, its mission, and thoroughly enjoys working with Sydney. Alex now serves on Lee Academy’s finance and development committees and sits on the board of a prestigious woman’s college.

In the fall, Lee Academy’s building committee announced it would be exploring ways to remodel the administration building to provide much-needed additional office space. Early estimates indicated the renovations would cost about \$250,000.

As the year progressed, a series of unexpected incidents disrupted the normal flow of the year: in November a neighboring organization sued the school for trademark infringement; in January a 6th grade student was killed in a car accident; in March a young alumna with close friendships in the junior and senior classes disappeared during a college spring break trip in the Bahamas; and in April the CFO’s husband was diagnosed with terminal cancer. Sydney’s focus and time were largely devoted to pastoral responsibilities as she guided the community through the emotional shocks while meeting with lawyers and the neighboring organization to resolve the trademark problem. She had little time to attend board committee meetings, and her CFO, who usually staffed the building and finance committees, was on family leave to care for her husband.

During the May Board meeting, the building committee presented its final plans for renovation of administrative space with an updated estimate of \$500,000, twice the original estimate. Sydney listened to the brief discussion of the project with a sinking feeling. She was completely surprised by the price tag, had serious concerns about the design, but was reluctant to question or criticize the committee’s work in an open meeting when she had not attended the committee meetings. During the discussion, Alex asked numerous questions and raised concerns about the cost and whether the project was the best use of school funds. Everyone else seemed happy, or possibly indifferent, to the project. When the board chair called for the vote, all voted in favor with the exception of Alex, who opposed.

Sydney decided to seize the moment and said, “I realize the motion has passed with an overwhelming majority, but I believe we need to hear more closely why Alex disagrees with this decision. Could we reopen discussion?”

Reflection questions:

1. In this case study, the board’s trust in a highly effective head appears to have undermined a culture of inquiry that leads to sound and shared decision-making. How can a board work to ensure many if not all members are a blend of Alex and Sydney, i.e., willing to raise and explore concerns and willing to listen (and hear) opposing points of view?
2. When a school is under stress, what can a board do to support the head and ensure all bases are covered without stepping into operations?
3. What specific qualities of Alex make him “a five star trustee?”

Marie Laville's Dilemma

Marie Laville, the assistant head of Montlake Academy, a large K-12 Sacred Heart school, has recently joined the board of Griffin School, a well-regarded elementary school and a valued feeder school for Montlake.

In the past 7 years, Griffin has had three different heads of schools. And now, current Head of School Mike Swanson has announced he will be leaving at the end of the school year after only two years in the job. Following his surprise announcement, the board went into executive session. Discouraged by the revolving door nature of the school's leadership and exhausted by successive searches, the board chair turned to Marie and asked her directly about the apparent very smooth leadership transition Montlake had experienced with an internal candidate. After Marie concurred that the transition at Montlake had been seamless, the board reached a consensus decision to focus on an internal transition at Griffin.

The board also focused on long-time faculty member Ellen Haas and charged Board Chair Donna McKinney with approaching Ellen to explore her interest in the position, and if Ellen proved open to the suggestion, to make her an offer. Marie was uncomfortable throughout the discussion and with the final decision. Personal experience has taught her that teaching skill does not automatically equate with administrative skill.

The following weekend at a soccer tournament with teams from many different schools, Marie gently probed some teachers and administrators she knew who had worked with Ellen on a citywide school science fair. What she heard was concerning: "Ellen is a wonderful classroom teacher, but she's a bit of a know-it-all-- it's her way or the highway!" "Ellen is a great kid person, but doesn't relate very well to adults." "She didn't follow through on her responsibilities for final presentations."

Marie isn't sure what to do with what she has learned. As a new, first-time trustee, she feels awkward about throwing a wrench into a board decision, particularly when she has no formal role on the transition and no one had asked her to do any homework. She knows it is her duty as a trustee to support a board decision. On the other hand, she also feels a responsibility to the school.

Reflection questions:

1. What advice would you give Marie? In what ways can Marie's Sacred Heart background guide her decision about what to do? Note: Goal IV.3 and Goal V.2
2. If Marie talks to Donna, what advice would you give Donna if she has not yet approached Ellen? If Ellen already has agreed to take the position?
3. Sometimes circumstances require quick decisions. What wisdom or "decision rules" might improve the outcomes in such cases? What kinds of decisions should never get short shrift?
4. If a school experiences significant head turnover, where should the board first look to analyze the underlying problems?

Not So Fast

Madison Valley Academy (MVA) is a college preparatory school serving grades 6-12 and currently is the “hot” school in a dynamic region known for its high-tech industries. After several years of stagnant growth and stiff competition from more established schools with traditional programs, Madison Valley’s progressive mission, entrepreneurial spirit and track record of successful alumnae/i caught the attention of many new families relocating to the region for high paying professional jobs in tech, biotech, medicine and cutting-edge research. The school grew rapidly, added signature programs in STEM and began to receive national attention and awards for innovation.

Outsiders credited the school’s outstanding success to head of school Rob Strong and the partnership with his board chair Mary Ellen Mackey: Rob ran the school; Mary Ellen ran the board. Energetic and charismatic, Rob sought to keep the school on an even keel through this period of rapid growth and change by keeping his hand firmly on the tiller. Similarly, Mary Ellen kept a firm hand on the board.

Recognizing the many demands on trustees and the need to make quick decisions, Rob and Mary Ellen sought to streamline decision-making and minimize the number of meetings required of trustees. Together they surrounded themselves with a small advisory group of trusted board members, known as the “steering committee” that included the chairs of the finance, development and building committees. Rob, Mary Ellen and the steering committee brought fully developed proposals to the board that passed them with minimal, if any, discussion.

At the March board meeting, Rob excitedly announced to the board that the school had once again had a bumper crop of applicants and that he had decided to add additional sections at both the 6th and 9th grades. Converting a section of the middle school library to a classroom and remodeling the theater green room could accommodate the growth.

Suddenly Thomas Kendall, a longtime trustee and major donor, was on his feet, “Not so fast! You expect rubber stamp approval of decisions made by a select few without any input from the rest of us. I have taken it on myself to talk with faculty, staff and other parents. Are you aware, Rob, that the faculty feel they have no voice? Parents like me who had kids here ‘in the old days’ know how much the school has changed, and it isn’t for the better. Yes, MVA gets a lot of awards but has lost its soul. Current students don’t get the attention or mentoring they once enjoyed. All these new teachers don’t really “get” the mission. And to add insult to injury, I donated the funds for green room in my parents’ names, and you haven’t even had the courtesy to call me before planning to dismantle it!”

Reflection questions:

1. Identify potential indicators of mission-drift at Madison Valley Academy.
2. What are the dangers of concentrating board decision-making in the hands of a few?
3. What mistakes has Thomas Kendall made in his role as a trustee? What are his legitimate concerns? How could he have handled his frustrations differently?
4. Based on Mr. Kendall’s outburst, what would you advise Mary Ellen and Rob to do now?

The Pipeline

Kelly Jones rushes through the parking lot to her car, eager to meet her colleagues. At least once per quarter the heads of the independent elementary schools met for dinner, a time to relax over a bottle of wine, tell war stories, and pick up tips from the only people who really understand your job. In her second year as a head of school, Kelly has found the dinners invaluable.

Kelly loves her job as Head of Midtown Country Day School. A school for gifted children, MCDS is held in high regard throughout the metropolitan area. Enrollment has never been a problem as parents scramble to gain entry for their children into the prestigious school. Kelly sometimes admits to herself that the biggest problem in the school is parental egos. They are indeed a demanding lot who won't take "no" for an answer. Yet compared to her colleagues, many who face enrollment and retention issues, she is clearly lucky.

This evening the dinner conversation turns to working with the board. A couple of fellow heads share that they are having difficulty finding qualified trustees.

Eager to provide support for her friends as they have done so many times for her, Kelly empties her second glass of wine and says brightly, "We have a system that guarantees a steady supply of trustees!"

Mark Kimball, Head of St. Benedict's School, looks over his glass at Kelly and says, "Well, Kelly, do tell!"

Kelly elaborates, "Each year the parents vote on the new president of the Parents' Association. He or she sits on the board as the parent representative for one year, and after that year, automatically becomes a trustee and begins a full term. Almost all of our trustees have come on to the board in that way. In fact, we don't really need a committee on trustees. Parents are so eager to serve that they fight for the presidency!"

Mark breaks the polite silence that ensues, "Kelly, we need to talk."

Reflection questions:

1. What are the risks with the Parent Pipeline?
2. Who actually is determining the composition of the board?
3. What are some other types of trustee recruitment practices that can become liabilities?
4. If a school has a system, set of practices, or expectations that are highly valued, possibly political, but not serving the school's long term best interests, how can the school transition to a more professional or effective system with a minimum loss of support?

The Strategy Scout

Like many urban schools, Kennedy School must navigate a tenuous relationship with its neighbors. The small coffee shops, restaurants and boutiques love the additional revenues generated by the school's students, faculty and parents. On the other hand, the residential neighbors hate the additional traffic during drop off/pick up hours, athletic and other events. A very active and organized neighborhood council, led by a retired land use lawyer, keeps a watchful eye on all neighborhood developments and is guaranteed to oppose any construction projects the school undertakes.

Kennedy has worked hard to be a good neighbor and establish good relationships. The students engage in neighborhood beautification projects, neighbors receive free tickets to school lectures, athletic and arts events, and the school has engaged neighbors in design review of proposed buildings even when not required to do so by the land use department. Nevertheless, the pressures of urban living, growth, high-density housing and traffic create endless challenges for the school.

A few years ago, English teacher Tom Haddock opened a wine shop in the neighborhood to supplement his teaching income. His interactions with customers and other small business owners soon generated a flood of "intelligence" regarding community issues, proposed/planned building projects that could impact the school, the ever-changing politics of the city's planning department and the communication problems between city and county offices.

Tom's knowledge and observations proved so valuable that the school changed his role, hiring him full time as "Community Business Liaison Officer." Tom's position requires that he attend all community and neighborhood meetings. His knowledge of available space and soon-to-be-available space has given the school a heads up on opportunities and a leg-up in negotiations. He has spotted proposed changes to city transportation plans that could have had a negative impact on the school's pedestrian and traffic flows and been able to intervene. He gathers statistics on growth rates in various parts of the city that could direct marketing and admissions efforts. He scouts for available space that in the future could translate into athletic fields the school is desperately seeking, and he researches any topic the school requires for its strategic decision-making.

Reflection questions:

1. Kennedy School is unusually fortunate to be in a position to afford a Strategy Scout. What kinds of information does your board need for strategic thinking and planning?
2. Lacking a Strategy Scout, what structures can you put in place to achieve an in-depth environmental scan?
3. What specific actions does your school take to establish and maintain good relationships with the neighborhood? Why is this important?

The Test

In the fall of 2016, a prestigious independent school welcomed its first new head of school in 30 years. Early reports on the new head praised her energy, humor and efforts to establish positive relationships with the community.

In November, the head faced her first major test when six high school seniors stole copies of their trimester history exam and used it to study for the final. The head contacted the board chair to alert her to the situation, gathered her academic leadership team to discuss the incident, learn of any precedents in similar discipline issues, and explain the process she would use to investigate the matter. She began the investigation by conducting a series of interviews with each of the suspected seniors and by calling the students' parents individually to alert them to the problem. The parents were upset and angry – first with their children, then with the school.

One current parent, with two older alumnae children, called the head of the high school, a personal friend, to ask about the potential consequences for the students. The parent was told confidentially that although the investigation of the incident was still underway, the head was considering Fs in the class for the students who cheated. The mother went ballistic. “An F in this class will ruin my daughter’s chances for admittance to Princeton! Doesn’t this new head know that we are in the middle of college admissions? She’s not only ruining the lives of these kids, she’s tarnishing the reputation of the school. Besides, this would not have happened if that teacher were competent and had locked her file cabinet. *She’s* the one who should be punished, not the students!”

The parent then called the parents of the other students to let them know the likely consequences for their children. Two extremely powerful and wealthy parents agreed they would call friends on the board of trustees and, if necessary, threaten to sue the school if any grade appeared on the transcript other than the one each student had earned going into the final. They assured the other parents they would also demand the “incompetent” teacher be fired immediately.

As word spread in the parent body, several parents of the students who were not involved in the cheating incident contacted the head and various trustees to protest the light punishment of the cheaters. “Our children work hard for their grades! It’s a disgrace to allow those who cheat to remain in the community. They should not only receive Fs for the class, they should be expelled immediately!”

Reflection questions:

1. What are the good decisions in this case study?
2. What mistakes have been made?
3. How can the board support the head through this crisis?
4. How can the mission be called upon to support the head’s final decision and calm the community?

Things Ramify

Don Press, the recently elected board chair of Sunnyside School, is finalizing a survey he intends to distribute to the faculty this afternoon. This will be the first time the Sunnyside board has conducted an evaluation of the head of school. During his term, Don plans to improve school governance, starting with evaluations of the head and the board. Don and vice-chair Barbara Watkins have deep reservations about past board practices and are determined to institute more traditional governance.

The school has experienced leadership turmoil since founding head of school Marge Barnard was forced to retire due to health issues. Recognizing her legacy, reputation as an educator, and acknowledging the board had neither paid Marge a competitive salary nor provided for her retirement, the board offered her “a consultancy” to substitute for the non-existent retirement fund. In her role as a consultant, Marge has a small classroom where she tutors students and serves as an ad hoc advisor to teachers and the head.

Despite the best of intentions, the leadership transition proved to be rocky. Marge had told the board to hire the much-respected fifth grade teacher Melody Flowers as her successor. The board complied. Later, the board learned through the faculty grapevine that admission director Rhonda Merrifield had wanted the job. In less than a year, some faculty members and parents approached board members to express their displeasure over Melody’s performance. When eventually Marge called the sitting board chair, a long-time friend of hers, to say Melody had to go, the board fired Melody and appointed Rhonda as acting head.

This time the board conducted an international search for a replacement. Rhonda was incensed that she had neither been invited nor encouraged to apply. After an exhaustive search, the board hired young, charismatic Eric Lundberg. But lately history seems to be repeating itself. Some teachers and parents once again have approached certain trustees to express their concerns that Eric is “not a good fit” and doesn’t understand “the Sunnyside way.”

Don can’t help but think the board made a colossal mistake by firing Melody who is now head of a competitor school where she is considered “a rock star.” In fact, Sunnyside has lost a number of families who are now attending Melody’s school. Don also worries about the perception of Sunnyside in the broader educational community if the board precipitously fires another head within such a short time span.

Eric has convinced Don and Barbara that Rhonda is actively undermining him as she had Melody before him. Knowing how important it is for a board to support the head of school, Don and Barbara agreed that Rhonda has to go. To keep Eric out of the line of fire, Don and Barbara met with Rhonda at noon today to let her know she will not receive a contract for the coming school year. Don grimaced as he recalled the meeting. When informed of the Board’s decision, Rhonda jumped to her feet and hissed, “You will regret this. I AM Sunnyside School. Every child and parent is here because of me; every faculty member trusts me. The board is clueless about who and what this school is.” On her way out, she slammed the door so hard that the windows rattled.

Don sighed—ugly work but it had to be done. At least Eric will now have a chance. As Don gathers up the surveys, the phone rings. Caller ID tells him Barbara is on the line. “Get your flak jacket on, Don,” she says. “A mass email has been sent to the entire school community announcing Rhonda’s firing. The faculty and parents are demanding an explanation and have called a meeting for tonight in the gym.”

Reflection questions:

1. Discuss the “roles and responsibilities” issues at Sunnyside. How have these confusions contributed to problems in leadership transition?
2. Discuss the decision to provide a “consultancy” for Marge. Why is such a decision not good practice? How should individual trustees respond when approached by faculty or parents with concerns or grievances?
3. In retrospect, how should the school have handled Rhonda’s termination? What are potential consequences for Eric given how the board intervened on his behalf? What legitimate role can the board play in such situation?

The Tuition Time Bomb

Ravalli School is a K – 8 independent school in a small city in the mountain west known for its State University, a highly respected regional medical center, and world class skiing. Public schools in the area are very good and the first choice of most families, but Ravalli's reputation for outstanding academics and a language immersion program have drawn the attention of many newcomers relocating to the region for jobs at the university or medical center, the relatively low cost of living, and easy access to outdoor sports.

The Great Recession hit the region hard as traditional local industries such as logging, ranching, and tourism declined, research dollars dwindled and university attendance shrank. Many of Ravalli's families took severe pay cuts or lost their jobs entirely, and stuck with underwater mortgages, could not easily relocate to other parts of the country. The school attempted to maintain enrollment through substantial increases in financial aid allocations, tuition-and-salary freezes and a myriad of cost cutting measures.

As the economic picture began to ease, Ravalli's teachers, who had not seen a pay increase in several years, requested raises, maintenance projects that had been on hold could no longer be ignored and instructional materials and equipment were in serious need of updates. A tuition increase was inevitable.

To provide teachers with a fair salary increase, cover the cost of the most pressing maintenance needs, and update instructional materials, tuition would need to increase by 18%. The finance committee and board debated for several weeks over how best to handle the increase: incrementally over a period 4 or 5 years? Or one hard hit? Reasoning that there was no easy way to incrementally erase the situation created by the tuition freeze while other operating costs continued to escalate, the board finally voted unanimously, if reluctantly, to do the hard thing and raised tuition by 18%.

Although the board chair reminded trustees that board deliberations over tuition must be kept confidential, within hours of the decision rumors began to leak out; parents asked surprised teachers if the rumors were true, and tearful children told their teachers and classmates they wouldn't be able to return next year. The school rushed to send out re-enrollment forms before the rumors escalated, but when families received their re-enrollment package, the shock and surprise grew.

Parents descended on the school in groups demanding to know why they weren't consulted. The head of school and trustees were besieged with angry phone calls. Several trustees, distressed by the anger of their friends in the school, claimed to have voted against the increase. Some resigned from the board stating they couldn't bear the distress they had caused their friends.

The board held firm in its decision and devoted many long, rancorous evenings to community meetings to explain the need for the huge increase and the rationale for not following an incremental approach. By summer, several families had left the school and new enrollments lagged behind previous years.

Reflection questions:

1. What steps should the school now take?
2. What communication steps might the school have taken in advance to possibly alleviate some of the distressful aftermath of the tuition increase?
3. How will a long-term financial plan help the school and reduce uncertainty about future tuition increases?
4. What options other than tuition freeze might the school have considered to protect the school's value yet remain sensitive to families' needs?

Appendix C

Reflective Questions

Recognizing the value of boards and leadership teams setting aside time for quality conversations about mission and the challenges and opportunities schools face, we offer the follow reflective questions.

Community

1. What specific aspects of the Goals and Criteria and Sacred Heart culture can guide and strengthen the board/head partnership?
2. Schools of the Sacred Heart commit themselves to educate to the building of community as a Christian value. School communities are complex, made up of many different constituencies who love the school but sometimes disagree about school needs and priorities. When a decision or significant change has the potential to upset one or more groups, what steps can school leadership take to maximize buy-in and minimize possible conflicts?
3. When an issue or problem escalates to the extent a school community experiences serious dissension, what are some general principles school leadership can follow to restore trust and confidence?
4. Almost every school identifies “communication” as an issue. What kind of communication might have prevented problems in each of the case studies? Be specific as possible, identifying what should have been communicated to whom and by when.
5. Established policies and procedures that are aligned with the mission and a school’s strategic goals can help prevent costly mistakes. In which cases would the presence of policies and procedures (or adherence to them) have prevented a problem? Specifically, what would you recommend?
6. Great schools have accountability and assessment mechanisms. How could appropriate evaluation systems have helped some of the schools?

Sustainability

1. Discuss how a Sacred Heart school balances the prophetic mission of the school with the pragmatic need to define and gain a competitive position?
2. How does a school maintain fidelity to mission if many who work in the school are indifferent to its Catholic identity?
3. What has a competitor school done successfully that as a matter of principle you would not do? Why not? What role do the *Goals and Criteria* play in your decision?
4. How does a school that emphasizes relationships, compassion, and the building of community as a Christian value also assure competence and high performance?
5. When a school finds itself on “overload,” what steps might be considered to lighten the burden without resorting to dangerous shortcuts? Or if a shortcut is determined to be the best course of action, what must the board consider to minimize the potential for unintended consequences?
6. How could reliance on the mission, a strategic plan and a strategic financial plan have helped some of the schools in the case studies avoid or minimize the crises they encountered?
7. Established policies and procedures that are aligned with the mission and a school’s strategic goals can help prevent costly mistakes. In which cases would the presence of policies and procedures (or adherence to them) have prevented a problem? Specifically, what would you recommend?
8. Great schools have accountability and assessment mechanisms. How could appropriate evaluation systems have helped some of the schools?

Board Operations

1. Analyze the board/head relationships in the case studies. What aspects of the relationship created or contributed to the situations in which the schools found themselves?
2. Almost every case study involves some form of flawed decision-making. If your board were to make a checklist to guide decisions, what would be on the list?
3. What information would have prevented the issues encountered? What information does the board need from the head and the head need from the board in order for each to be effective?
4. Almost every school identifies “communication” as an issue. What kind of communication might have prevented problems in each of the case studies? Be specific as possible, identifying what should have been communicated to whom and by when.
5. Almost every case study involves some form of flawed decision-making. If your board were to make a checklist to guide decisions, what would be on the list?
6. Analyze the amount of time during the past year your board spent on fiduciary matters, strategic issues, and generative thinking. Should the balance change? If so, how can the board facilitate the change, assuring adequate time for each area of leadership?

7. Several of the case studies involve problems resulting from confusion or crossed lines regarding roles and responsibilities. How can the board and head work to minimize such confusions and the problems that inevitably result when boundaries are fuzzy or porous? How can parents and teachers be trained to understand and respect the different roles and responsibilities of the board and the head?
8. Several case studies highlight vulnerabilities that occurred during periods of leadership transition. What should the board do to ensure a smooth transition?
9. What are the potential gray areas in the board/head roles and how can these be navigated? What kinds of circumstances create gray areas?
10. Established policies and procedures that are aligned with the mission and a school's strategic goals can help prevent costly mistakes. In which cases would the presence of policies and procedures (or adherence to them) have prevented a problem? Specifically, what would you recommend?
11. Great schools have accountability and assessment mechanisms. How could appropriate evaluation systems have helped some of the schools?
12. How does your school define and measure success? How do you know you are delivering the Sacred Heart mission?

GLOSSARY

Catholic Identity: the state of being associated with the doctrines and dogmas of the Roman Catholic Church

Canon Law: regulations made by ecclesiastical authority of operational policy for the governance of the church and church members

Charism: a theological term signifying a special gift or vision given to an individual for service to the church. The individual may found a religious community to help fulfill the gift or vision.

Conference of Sacred Heart Education: the structure providing education to heads, chairs, and trustees in the areas of mission, governance, and accountability. The Head of Conference is responsible to the provincial. The Conference also serves as a think tank for provincial leadership.

Constitutions: document detailing the nature, mission and structure of the Society of the Sacred Heart

Discernment: process of making mission driven decisions rooted in reflection, analysis, dialogue and prayer.

Generative Thinking: process of forming new and creative ideas by taking a different view of an organization and beginning with a new mindset.

Goals and Criteria: timeless principles that capture the essence of Sacred Heart education and bond member schools

Janet Erskine Stuart, RSCJ: a Religious of the Sacred Heart educator whose writings inspire commitment to spiritual growth and educational excellence

Local Ordinary: the pastoral leader (bishop or archbishop) who oversees the Catholicity of institutions within his diocese (a specific geographical area)

NAIS - National Association of Independent Schools: a nonprofit educational group dedicated to research and professional development serving over 1,800 schools

Network of Sacred Heart Schools:

- The twenty-four Catholic, independent schools that adhere to the *Goals and Criteria* in the United States and Canada
- **Membership of the Network of Sacred Heart Schools:** the twenty-four Sacred Heart schools, twenty in the United States and two in Canada, and the USC Province of the Society of the Sacred Heart
- **Sacred Heart Network:** the twenty- four independent schools that adhere to the *Goals and Criteria* in the United States and Canada; sometimes this term refers to the Sacred Heart schools across the world

Sacred Heart Commission on Goals: a group of lay and religious persons who ensure that schools holding membership in the Network of Sacred Heart Schools are abiding by the *Goals and Criteria*. The Commission serves as part of the Conference of Sacred Heart education and is appointed by the USC Provincial.

Society of the Sacred Heart: congregation of religious women dedicated to making known the love of the Heart of Jesus

Saint Madeleine Sophie Barat: foundress of the Society of the Sacred Heart in France in 1800 whose vision shapes Sacred Heart education

Strategic Thinking: a process that defines the manner in which boards of trustees and leadership teams consider assess, view and create the future for the school's whose mission and viability they hold in trust

United States - Canada Province of the Society of the Sacred Heart:

- The geographic area of the United States and Canada as designated by the Society of the Sacred Heart under the leadership of the provincial
- **Provincial:** the Religious of the Sacred Heart who is the governing authority for one of the geographical areas of the Society of the Sacred Heart

Bibliography and Suggested Resources

Batiste, Gene and Jay Rivens, Editors. *The Head's Handbook: A Guide for Aspiring, New, and Experienced Heads of School*. National Association of Independent Schools, 2011.

The book is a collection of perspectives on the headship from leaders in a wide array of schools. In many ways a how-to guide that includes preparing for the position, managing the job and leaving it, each chapter covers a different aspect of headship. The format is a collection of stories from dozens of heads. Entertaining, informative and full of practical tips, the book invites readers to reflect on the practice and meaning of school leadership.

BoardSource. *The Source: Twelve Principles of Governance That Power Exceptional Boards*. BoardSource, 2005.

Cawsey, T., and G. Deszca. *Toolkit for Organizational Change*. Thousand Oaks: Sage Publications, 2007.

A textbook written for advanced undergraduates and MBA students, the *Toolkit* combines conceptual models with practical guidance based on real world examples. While the content may seem dry at times, the book can be a very helpful guide for leaders either facing, or hoping to effect significant change in their schools. The primary value of this resource is its depth and breadth that can alert leadership to critical steps easily overlooked in planning and implementation processes.

Chait, Richard, William Ryan, and Barbara Taylor. *Governance as Leadership: Reframing the Work of Nonprofit Boards*. Hoboken: John Wiley and Sons, 2005.

Chait, Ryan and Taylor are credited with revolutionizing non-profit governance by providing a fresh approach to the function of governance. Arguing that conventional approaches guide trustees to think and act as managers (with the unintended consequence of micromanagement), the new framework encourages boards to think and govern like leaders. The book describes three modes of governance-- fiduciary, strategic and generative-- that together serve to keep the board focused on the most important work for the school's long-term success.

Charan, Ram. *Owning Up: The 14 Questions Every Board Member Needs to Ask*. San Francisco: Jossey-Bass, 2009.

Ram Charan addresses the changing role and expectations of the board given the pressures of changing societal demands and expectations. Straight-forward and clear, the book focuses on the primary topics boards must address from board composition to risk management. Many examples come from the corporate world but the themes and practices parallel those of the non-profit world. Heads of school might find Charan's perspective helpful in working with trustees from the corporate world.

Collins, Jim. *Good to Great: Why Some Companies Make the Leap...and Others Don't*. Harper Business, 2011.

Good to Great blows up common theories and myths about change. Based on a 5-year project, Collins and his team of researchers studied 1,135 established companies and came up with 11 that made the leap from "good to great," defined as cumulative stock returns 6.9 times the general market and sustained for at least 15 years. The team then studied the companies to determine what factors the organizations had in common that drove the change. The results are fascinating and applicable to schools and nonprofits. The *Wall Street Journal* wrote, "... Mr. Collins delivers two seductive messages: that great management is attainable by mere mortals and that its practitioners can build great institutions. It's just what we mortals want to hear."

Cook, Tim Ph.D. *Charism and Culture: Cultivating Catholic Identity in Catholic Schools*. National Catholic Education Association, 2015.

Cultivating a distinct charism that transcends the school's entire culture presents opportunities for contemporary Catholic schools to enhance their Catholic identity in an appealing and meaningful way for their local setting. This book explores how each Catholic school has a charism to be integrated throughout school culture and how it is also a spiritual asset to Catholic school vitality.

Hoerr, Thomas R. *The Art of School Leadership*. Alexandria: Association for Supervision and Curriculum Development, 2005.

Thomas Hoerr has more than 30 years experience in school leadership. The book highlights common challenges that administrators experience and offers common sense advice for addressing them.

Hunt, Susan, and Myra McGovern, ed. *2014-15 NAIS Trendbook*. Washington: National Association of Independent Schools, 2014.

National Association of Independent Schools. *2017-18 NAIS Trendbook*. Washington: National Association of Independent Schools, 2017. <https://www1.nais.org/Bookstore/Pages/NAIS-Trendbook.aspx>.

The NAIS Trendbook, published annually, is a highly useful tool for school leadership as it is designed to assess the landscape of the independent school industry through analysis of trend data. The *Trendbook* looks at admission, enrollment, financial and demographic data, as well as budget trends, emerging school climate issues, and a host of other “outlooks.” Each chapter includes “Strategic Questions” that could be useful discussion items at board retreats or administrative meetings, and suggested “Action Steps” designed to help schools “chart a course.”

Kotter, John P. and Holger Rathberger. *Our Iceberg is Melting: Changing and Succeeding Under Any Conditions*. Pam McMillan, 2006.

John Kotter writes, “On the surface, *Our Iceberg Is Melting* is a simple story of a colony of penguins facing a dilemma. But contained within the story and the characters is a powerful message about the fear of change and how to motivate people to face the future and take action.” The book translates Kotter’s groundbreaking work at Harvard Business School on leadership and change into an engaging and accessible read that can be used effectively with boards and faculties to set the stage for strategic thinking and planning.

Kruse, Brandi. “Seattle Archdiocese Responds to Eastside Catholic Protest.” MyNorthwest, January 15, 2014. <http://mynorthwest.com/24097/seattle-archdiocese-responds-to-eastside-catholic-protest/>.

A follow-up to the news story cited above regarding the firing of a vice principal and the subsequent community revolt, this news story focuses on the Archbishop of Seattle’s response.

Lafley, A.G., and Roger L. Martin. *Playing to Win: How Strategy Really Works*. Boston: Harvard Business School Publishing, 2015.

Roger Martin, Dean of Rotman School of Management, and A.G. Lafley, Former Chairman and CEO of Proctor and Gamble, provide a blueprint for the strategic focus and action that made Proctor and Gamble so successful. “The book outlines five strategic choices that, when implemented in an integrated way, will move you ahead of your competitors.” The approach has worked successfully with a number of independent schools that have adopted Martin’s principles. At the very least, the five essential choices outlined in the book can inspire strategic thinking on the board.

Lencioni, Patrick. *The Five Temptations of a CEO: A Leadership Fable*. San Francisco: Jossey Bass, 1998.

A quick and entertaining read, the book covers 5 timeless concepts of leadership, “for real people in imperfect organizations who are eager to be better leaders and managers” (Lencioni, 2008). Lencioni identifies 5 mistakes that leaders can make and how to avoid them. A commemorative edition published in 2008 includes Lencioni’s reflections on the new challenges in leadership since he first wrote the book a decade ago.

Maxwell, Susan, RSCJ. *Times Change: A History of the Network of Sacred Heart Schools*. Bloomington: iUniverse, 2017.

Maxwell, Susan, RSCJ, and Jane Burke O’Connell. *The Evolution of a Network: Tradition and Change*. Les Amies, 1991.

The article address how the Sacred Heart Network has been able to grow and change over time while maintaining the essence of Saint Madeleine Sophie’s vision and serves as an excellent introduction to the Network and the various inter-relationships it enjoys.

Morrisey, Francis G. "Canon Law - A Guide for Church Stewards." *Health Progress* 90, 4 (2009). March-April 2010. 62-63. <https://www.chausa.org/publications/health-progress/article/march-april-2010/canon-law---a-guide-for-church-stewards>.

Canon 1284.2, one of the longest canons in the *Code of Canon Law*, lists nine particular responsibilities of administrators. We can examine these in turn. But first it would be good to note this canon reminds all administrators, no matter what their responsibilities may be, that they are to perform their duties with the diligence of a good householder. While individuals do not own church goods, if they have accepted responsibility for their proper administration, they should deal with these goods in the same way they would their own property.

Morrisey, Francis G. et al. *A Guide to Understanding Public Juridic Persons in the Catholic Health Ministry*. The Catholic Health Association of the United States, 2012.

This updated and expanded guide addresses changes in sponsorship structures and assists sponsors and those in management to understand the canonical responsibility of sponsors for a ministry of the Catholic Church. Developed by noted canon lawyers Father Jordan Hite, TOR, JCL, JD, LL.M.; Sr. Sharon Holland, IHM, JCD and Father Francis Morrisey, OMI, JCD, the new publication was created to be a resource for Catholic health care systems or institutions that are considering new forms of sponsorship and provide a contemporary overview of public juridic persons (PJPs).

Morris-Young, Dan. "Catholic School Won't Fire Transgender Teacher." *National Catholic Reporter: The Independent News Source*, May 12, 2016. <http://www.ncronline.org/blogs/ncr-today/catholic-school-wont-fire-transgender-teacher/>.

Faced with a dilemma similar to that of Eastside Catholic involving the school's Catholic identity and changing cultural norms, Mercy High School took a different approach than Eastside Catholic. Discussion of the two case studies could help schools formulate an action plan to how they might respond if faced with a similar circumstance.

Moyers, Rick. *The Non-Profit Chief Executive's Ten Basic Responsibilities*. Washington: Board Source, 2012.

Most governance and leadership resources focus largely on the role and responsibilities of the board. Moyer's booklet serves as a companion piece to BoardSource's *Ten Basic Responsibilities of Nonprofit Boards*. The content is perhaps most helpful to new heads of school who are working with a board for the first time, but experienced heads can benefit from the perspectives offered regarding the evolving nature of nonprofit executive leadership, clear delineation of the responsibilities, and guidelines for how to perform well. The "Key Questions" at the end of each chapter encourage self-assessment and reflection.

Orem, Donna, and Wilson, Debra P. *Trustee Handbook*. 10th ed. National Association of Independent Schools, 2015.

The 10th edition of the *NAIS Trustee Handbook* is a shorter, more concise version of previous editions that for decades have guided independent school governance. This new version still provides practical advice and direction for trustees but under the umbrella of the strategic responsibilities of the board. Compared to other trustee governance guides, the NAIS Handbook is the only one focused solely on the independent school trustee, and for that reason, should be at the top of the required reading list for new trustees.

Rothaermel, Frank T. *Strategic Management*. 3rd ed. New York: McGraw Hill Education, 2017.

Frank Rothaermel is a professor of strategy, innovation, and entrepreneurship currently teaching at the Georgia Institute of Technology. While *Strategic Management* is a textbook largely focused on the corporate world, the content is applicable to nonprofits and schools facing disruptive forces that seek to enhance their competitive position. The book includes fascinating case studies that go beyond the standards (Microsoft, Apple, McDonald's, etc.) to include Twitter, Zappos, Uber, Netflix, and a myriad of other non-traditional entities that have disrupted traditional industries.

Senior, Donald, C.P. *The Gift of Administration: New Testament Evidence for the Vocation of Administrative Service*. Collegeville: Liturgical Press, 2016. <https://www.litpress.org/Products/GetSample/4716/9780814647165>.

In his *First Letter to the Corinthians* Paul cites "administrators" as one of God's gifts to the Christian Community (1 Cor 12:28). But many who serve in administrative service today have difficulty seeing how their everyday work is an expression of discipleship. This book, written by an experienced administrator and noted biblical scholar, shows how the

various functions of institutional administration are deeply rooted in the Scriptures and are a genuine expression of the call to discipleship. Leadership, mission statements and planning, finances and fundraising, personnel issues, communication and public relations-- all of these seemingly “secular” activities serve to build the Body of Christ and deserve to be recognized as authentic Christian ministry. To see administrative service as a biblically rooted gift can help those involved in this way of life to find deeper and more satisfying spiritual meaning in what they do.

Smith, Rosemary and Warren Brown et al. *Sponsorship in the United States Context: Theory and Praxis*. Alexandria: Canon Law Society of America, 2006.

Nine canonists address a rather complex topic from various perspectives in this small text. Sponsorship can be understood as “a relationship between a Catholic organization and a legally formed entity for promoting and sustaining the Church’s mission.” While the authors limit their discussion to education and health care, sponsorship can apply to social services and other areas of the Church’s mission. The authors maintain that the experience of religious can serve as a model for future sponsorship in the Church. <https://muse.jhu.edu/article/585170/pd>.

Society of the Sacred Heart. *1982 Constitutions*. Congregation for the Institutes of Consecrated Life and Societies of Apostolic Life, 1987.
https://rscj.org/system/files/1982_constitutions.pdf.

The first Constitutions of the Society of the Sacred Heart were written by St. Madeleine Sophie and Father Joseph Varin, SJ at his family estate of Chevroz (Doubs) France in the year 1814-1815. They were accepted on December 17, 1815 by the General Congregation of the Society meeting in Paris. At the time, the name of the congregation was “Dames de l’instruction chrétienne” (Ladies of Christian Instruction), as the use of “Sacred Heart” was not allowed in France. Final approval by the Church was granted by Pope Leo XII in 1826. This fundamental text clearly expresses the thought of St. Madeleine Sophie Barat and contains her plan concerning the nature, end, spirit and character of the Society. In response to the mandate Vatican II, the Constitutions were rewritten and accepted at the 1982 General Chapter. Ratified in 1987, the Constitutions are published in two parts: the 1815 edition is Part I and the 1982 edition is Part II. It is significant to note that the 1982 Constitutions emphasize Sophie’s reliance on the Holy Spirit.

United States Catholic Conference. *Catechism of the Catholic Church*. Vatican: Libreria Editrice Vaticana. 1994. <http://www.usccb.org/beliefs-and-teachings/what-we-believe/catechism/catechism-of-the-catholic-church/>.

United States Conference of Catholic Bishops. *Co-Workers in the Vineyard of the Lord: A Resource for Guiding the Development of Lay Ecclesial Ministry*. Washington: USCCB Publishing, 2006.
<http://nalm.org/resources/co-workers/>.

Wertheimer, Mindy R. *The Board Chair Handbook*. 3rd ed. Washington: BoardSource, 2012.

The Handbook describes the responsibilities and practices that will help a board chair fulfill his or her responsibilities. The relationship of the board chair—chief executive receives enhanced focus in this latest edition. Particularly helpful tools include samples of letters board chairs sometimes need to write and sample agendas as well as suggested additional resources.

Williams, Sherill K., and Kathleen McGinnis. *Building the Governance Partnership: The Chief Executive’s Guide to Getting the Best from the Board*. 2nd ed. Washington: Board Source, 2011.

The board/head partnership is the most important relationship in the school and involves “a balancing act, carefully choreographed, but at the same time prepared to shift, respond, and change when the balance seems off-kilter.” (Introduction) The book provides nonprofit executives with time-honored advice for working with a board and continuously building and maintaining the relationship. Each chapter includes “A View from the Board Chair” and “A View from the Chief Executive’s Desk,” and ends with “Partnership Tips to Remember.” Taken together, these pieces nicely condense the chapter to the essentials.

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