

# LIFELONG LEARNING & LEADING

*Strategic Plan 2020-25*







## CONTENTS

Executive Summary from the Headmaster and Board Chairman	1
From the Strategic Plan Co-chairs	4
Mission and Vision	6
Principles of Community	7
Essential Qualities of a Haverford School Graduate	7
Inspire 21st Century Teaching and Learning	8
Enhance and Embed Our Commitment to Character	12
Expand and Ensure Our Future	14
Strategic Plan Task Force and Working Committees	16



## EXECUTIVE SUMMARY FROM THE HEADMASTER AND BOARD CHAIRMAN

Dear Haverford School Community,

The Haverford School has a long tradition of producing young men who have transformed the world. Over the past two years, a team of dedicated alumni, board members, faculty and staff, parents, and students have endeavored to chart a path forward to enable today's and tomorrow's Haverford School graduates to thrive in a world that is very different from the one our first headmaster, Charles Crosman, contemplated when he founded Haverford more than 135 years ago.

Our path is guided by the School's core documents: our mission, vision, Principles of Community, and Essential Qualities of a Haverford School Graduate. As part of the strategic planning process, we led open discussions with faculty and staff about these documents to ensure they reflect the Haverford School of today and that they will endure into the future. The resulting documents strongly reassert our commitment to preparing boys for life and to creating a supportive and inclusive community of lifelong learners.

*Lifelong Learning & Leading*, our 2020-25 strategic plan, identifies three pillars, each of which supports the School's core documents. We chose as the first "Inspire 21st Century Teaching and Learning." Our graduates must possess the intellectual curiosity, teamwork skills, and dedication to lifelong learning necessary to thrive in an era marked by rapidly changing workplace demands and the greatest rate of technological change in history. While honoring the traditional liberal arts education that remains the foundation of our work, we will increasingly endeavor to help boys apply those skills through project-based learning and design thinking. While we have made strides in this direction in recent years, there is more we will do to ensure that boys learn how to apply their learning to the world they will soon lead.

Our second pillar, "Enhance and Embed Our Commitment to Character," focuses on the environment we will create to enable that learning, and the kind of men we will forge. We are proud of the work we already do in the areas of educating boys to lead groups and to support each other. But there is more to be done to make Haverford the most respectful community it can be — and to ensure our graduates are prepared for the very diverse America and world they will lead. We are accelerating our commitment to graduate







men who will serve as role models for a world in need of strong character, empathy, and compassion — who will provide a strong shoulder for others to lean upon and who are not afraid to lean on others for help. As a first step in this work, we reaffirmed the School's mission and vision to make them more accessible to the daily life of the School.

Our third pillar, "Expand and Ensure Our Future," concerns the critical work required to ensure that the School remains on sound footing, both physically and financially. This strategic plan arrives as we close two important initiatives. The construction of the new Middle School this year will complete the current campus master plan. Next, we will develop a new long-term plan for physical surroundings that further enhances how boys learn. At the same time, the completion of the *Character at Our Core* campaign will do a great deal to ensure the financial health of the School for years to come.

The only constant is change, and as independent school education remains an economic challenge for more and more families across America, we must continue to think hard about the kind of school we want to be — and work hard to ensure that remarkable boys can continue to enrich the fabric of our School community and the experience of all of our students, regardless of their family's financial status.

We have already begun to implement much of what we have learned through the strategic planning process in our classrooms and art studios and on our playing fields. That process will continue as we strive to be the exceptional learning and leading community that we describe in the pages that follow. What will not change is our absolute dedication to preparing boys for lives that make a difference for generations to come.

  
**John A. Nagl, D.Phil**  
 Ninth Headmaster

  
**William C. Yoh '89, P'18 '24**  
 Board Chairman





FROM OUR STRATEGIC PLAN CO-CHAIRS

Dear Haverford School Community,

It is our great privilege to have participated in this extensive collaboration of all aspects of the Haverford School community, culminating in the publication of this strategic plan. The Board of Trustees enthusiastically embraced the challenge set forth by Headmaster Dr. John Nagl and Board Chairman Bill Yoh to identify and prioritize key strategic initiatives that could be implemented in the next five years and have an even longer impact to assure Haverford’s preeminence in preparing boys for life far into the future.

The Strategic Plan Task Force conducted and analyzed interviews, survey responses, conversations, meetings, and workshops with every aspect of the Haverford community. We attended independent school conferences and symposia, collaborated with and studied best practices of innovative employers, including Amazon, Box, and Dropbox, and consulted with education experts to understand the challenges Haverford and its peer schools face today and in the future.

The task force, in collaboration with the Board of Trustees, Haverford Leadership Council, and the entire faculty, engaged in a lengthy process of distilling and prioritizing key initiatives for School leadership to implement. Our objective is to fulfill our mission and vision and uphold our Principles of Community and Essential Qualities of a Haverford School Graduate, using them to continue the rich tradition of scholarship and community contribution that defines our alumni.

As we distilled all we had learned, we were inspired that a community as diverse as ours had such substantial consensus about the direction the School should take. We agreed on the three pillars: “Inspire 21st Century Teaching and Learning,” “Enhance and Embed Our Commitment to Character,” and “Expand and Ensure Our Future.” Throughout, we were always mindful of the immense responsibility entrusted to the School by the parents of our boys. We remain vigilant that our boys engage in an environment that prepares them to define and embody their best selves, now and in the future, with the knowledge, compassion, thoughtfulness, and intention to flourish in the world they will lead.

A list of “thank yous” for the people that have enabled this document would last far longer than the document itself — but we would be remiss if we did not commend and thank Bill Yoh and John Nagl for their leadership of the Board and our School, as well as all participants in the Strategic Plan Task Force, particularly working group co-chairs Jennifer Paradis Behle P’20 ’32 ’33, Mark Thorburn P’09, Randall Drain ’01, Jay Greytok ’83, P’15, Bart Smith ’95, P’28 ’30, and David Gold P’14, as well as all of the faculty and staff of The Haverford School who contributed their insights to the discussions and share ownership of and commitment to this plan. And thank you to each of you, with whom we share a love for this incredible institution and our desire to see it continue to thrive.

For the boys,

**Caroline R. De Marco P’20 ’22**  
Strategic Plan Co-chair

**John F. Hollway P’18**  
Strategic Plan Co-chair





# PRINCIPLES OF COMMUNITY

The Haverford School is an inclusive community. We respect ourselves and others, demonstrate honesty in word and deed, and have the courage to be our best every day.

Haverford believes that a diverse and inclusive community provides a better learning environment in which to prepare our boys for the world they will lead upon graduation. Haverford is a community in which a diverse population can live and work in an atmosphere of trust, understanding, appreciation, and mutual respect for each individual. We reject all prejudices, including those based on race, ethnicity, national origin, culture, religion, socioeconomic status, gender, learning styles, disability, age, or sexual orientation.

**The Haverford School community is built on trust and respect for one another. All of us should:**

- Respect and value people of different genders, backgrounds, and opinions, and live as a cooperative and engaged citizen of the global community
- Treat others honestly, fairly, respectfully, and courteously
- Practice empathy, compassion, and generosity of spirit
- Strive for inclusiveness by avoiding cliques and snobbery and refraining from gossip
- Discourage and refrain from verbal abuse and bullying
- Reject superficiality, materialism, and a sense of entitlement
- Work together to find commonalities and resolve disagreements amicably
- Celebrate the many ways boys and young men learn, think, and succeed
- Create a community where illegal or abusive drug and alcohol use is not tolerated
- Promote citizenship and advance the greater good for our community and the world around us
- Participate in the life of the School by supporting Haverford's programs and personnel
- Understand and embrace the School's mission and vision and work together as partners to educate our boys for life
- Communicate openly, honestly, and constructively with each other at the appropriate level and, following such dialogue, abide by the School's decisions

# ESSENTIAL QUALITIES OF A HAVERFORD SCHOOL GRADUATE

**With the background of a superior liberal arts education, a Haverford School graduate should:**

- Think critically and communicate effectively
- Possess intellectual curiosity and a passion for lifelong learning
- Demonstrate strong character, a sound moral compass, and the courage to uphold the highest standards of ethical and legal behavior
- Be a compassionate person who takes joy in the accomplishments of others and supports those struggling to surmount life's difficult challenges
- Strive to maintain a healthy mind and body — exercising self-discipline and moderation, and avoiding illegal or abusive drug and alcohol use
- Be resilient, committed to hard work and perseverance, and responsive to constructive criticism
- Be a positive leader and understand the importance of serving others
- Collaborate and compete with grace

## MISSION

The Haverford School community prepares boys for life by developing men of character, intellect, and compassion who will transform our world.

## VISION

The Haverford School will create and nurture a supportive and inclusive community in which boys develop a passion for lifelong learning, creative problem solving, and sound decision making. We will inspire our students to be intellectually curious and provide them with the skills and judgment to flourish in our rapidly changing world.





# INSPIRE 21<sup>ST</sup> CENTURY TEACHING AND LEARNING

## **Align curricular priorities and expected outcomes from pre-k to 12th grade.**

- Adopt a universal framework and language around course design that links to learning priorities.
- Define the skills that are included in each academic and artistic discipline.
- Establish a baseline understanding of knowledge in each discipline at each level of the curriculum and build expected competencies and objectives.

## **Develop the skills and attributes that diverse learners need to meet the challenges of the future through inclusive classroom teaching strategies that prioritize higher-level thinking and student agency.**

- Continue to focus on recruiting and retaining exceptional faculty members who are relational teachers and mentors, the heart of the Haverford experience.
- Develop faculty capacity for teaching higher-level thinking and student agency learning, and ensure that they share their insights with the broader faculty.
- Support faculty in self-reflection and continual improvement.
- Invest in the necessary and appropriate professional development that drives excellence in teaching.
- Make every boy feel welcome, able, and encouraged to learn and grow. Fill him with lifelong intellectual curiosity and confidence, and a sense of wonder.



## **Implement research-based best practices and evidence-informed instruction for 21st century teaching and learning.**

- Develop partnerships with local and national leaders in the area of cognitive neuroscience, educational best practices, diversity and inclusion, and emerging technology in the 21st century.
- Create a committee or advisory board to research and understand best practices for teaching and inspiring boys.
- Create and maintain a clear instructional philosophy for each division or department articulated in a Haverford standard of practice.
- Build capacity within the faculty for teaching with evidence-informed practices.







**Develop and expand an inclusive and thoughtful community of learners who possess the disposition, behaviors, and skills essential to lifelong learning, fulfillment, and success.**

- Develop a common language, standards, and rubrics around “Habits of Mind” for inclusion in curriculum and class planning.
- Build the needed capacity within the Haverford community to support a technology-enabled environment that values inquiry, exploration, design, play, and reflection.
- Recognize the gifts of all students to facilitate inclusion and equal opportunity for learning and empower student agency in and outside of classes.
- Assess and develop students as effective thinkers and problem solvers who can apply their learning to resolve an ever-increasing array of local and global challenges.
- Equip students to understand and engage with the most pressing challenges of their local and global communities, including fostering students’ relationships with leaders and advocates.
- Examine alternative assessment techniques to properly capture and reward student development.





# ENHANCE AND EMBED OUR COMMITMENT TO CHARACTER

## Intentionally integrate our revised core commitments through the life cycle of the student experience.

- Implement enhancements to our entrance and onboarding processes, particularly with regard to communication and acceptance of our core documents, including the mission, vision, Principles of Community, and Essential Qualities of a Haverford School Graduate.
- Design a continuous, interdisciplinary, inter-divisional practice for each student to observe, reflect, and organize his unique personal growth throughout his Haverford career.
- Design and implement additional co-curricular and extracurricular programming that incorporates the identified focus areas within our core documents.
- Create the administrative processes needed to promote, coordinate, monitor, and evaluate consistency among divisions of the School as the core documents are integrated into the community.

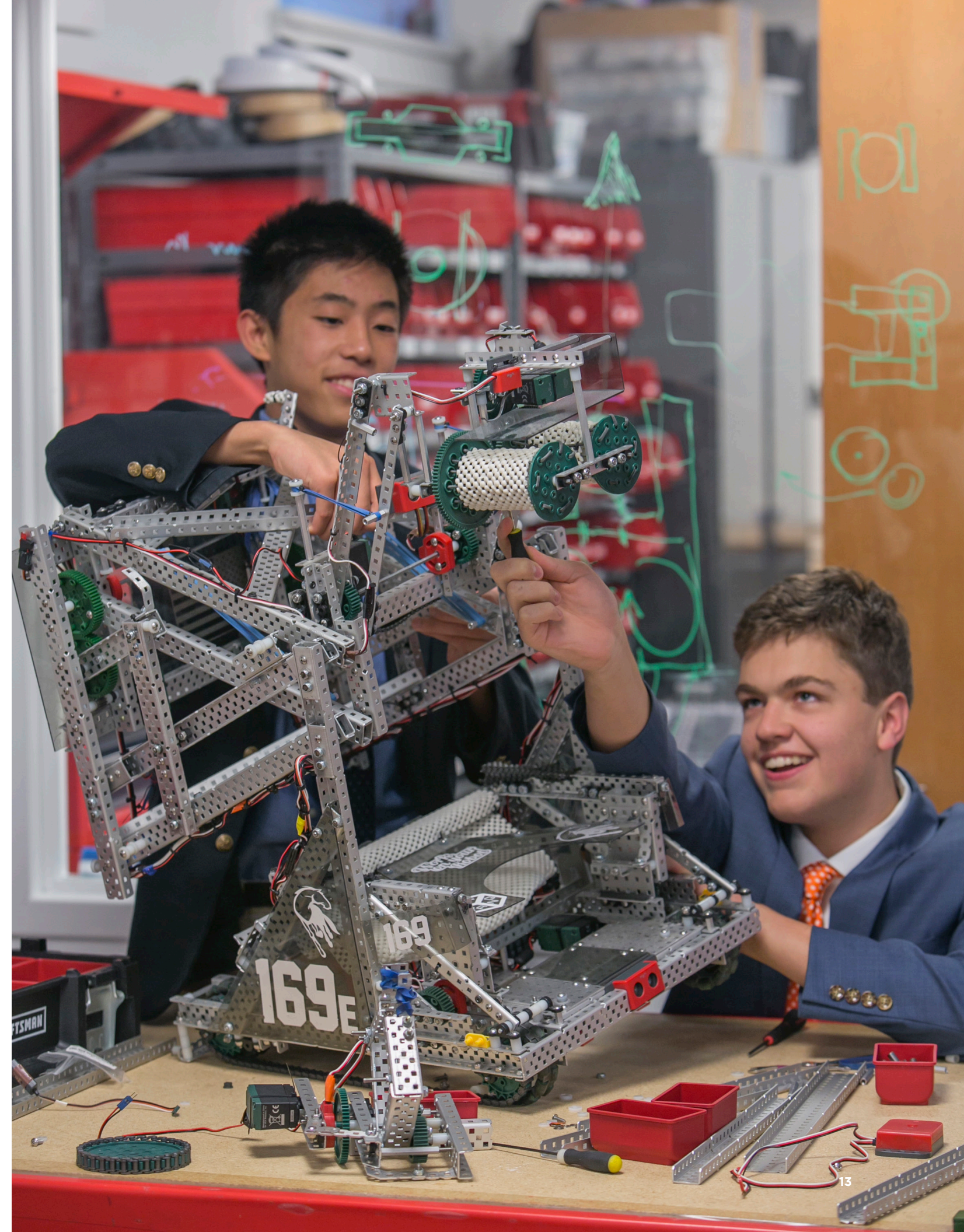
## Identify specific ways to expand and improve Haverford's health and wellness initiatives.

- Work to increase the reach and effectiveness of existing programming that supports each boy's physical, mental, and social/emotional wellbeing.
- Continue to emphasize the role of athletics in building lifelong dedication to good health and wellness.
- Promote parental engagement with, and student leadership of, the School's wellness programs.



## Implement the processes and infrastructure needed to foster a one-school approach to fulfilling our mission.

- Research and identify barriers to unifying our community and fostering a one-school approach.
- Create short-term and long-term strategies that cultivate unity, creating internal processes that integrate across departments, divisions, and audiences.
- Develop methods of measuring the strengthening of our community.





# EXPAND AND ENSURE OUR FUTURE

## Double the net endowment by 2030.

- Launch a campaign with a compelling focus on the growth of the School's endowment to follow the completion of the *Character at Our Core* campaign.
- Launch a feasibility study to kick off the endowment campaign while gauging our various capacities and developing traditional fundraising strategies.
- Strive for 80% of growth emerging from new investment and 20% emerging from return on investment.
- Increase the School's strategic focus on planned giving.
- Research and launch a "brotherhood for life" networking strategy.
- Develop a series of innovative out-of-the-box advancement strategies to ignite the next generation of giving to The Haverford Fund.

## Develop the next phase of the campus master plan.

- Develop a land acquisition strategy.
- Examine future campus needs, including field replacement and renovation, a new Dining Hall, and a Student Center.
- Continue to budget for depreciation of the improved facilities.

## Continue to execute and manage our fiscal discipline.

- Manage and mitigate our annual cost of operations and maintain only reasonable increases in expenses.
- Keep tuition increases reasonable and within a traditional independent school model.



- Maximize net tuition revenue through a thoughtful use of strategic financial assistance and targeted revenue approaches.
- Work to further integrate development, marketing, and admissions efforts.
- Maximize alternative revenues as we seek to utilize the latent capacity of our facilities.
- Manage and cultivate our investment portfolio so it is designed to weather extended market volatility.

## Explore alternative revenue strategies.

- Create a task force to explore specific strategies, which may include supplemental services or partnerships with alumni, to enhance our revenue.
- Identify unused capacity in our facilities to grow our revenue base.

## Prepare for economic downturns through active scenario planning.

- Be prepared to enact short-term and medium-term revenue and cost strategies that would ensure the School's continued vitality in the face of financial or community volatility.





# STRATEGIC PLAN TASK FORCE AND WORKING GROUPS

## Strategic Plan Task Force

Caroline R. De Marco P'20 '22, *Co-Chair*  
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Oray B. Boston Jr. P'17  
Randall T. Drain Jr. '01  
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Barbara Klock P'23 '23  
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THE HAVERFORD SCHOOL

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