PROGRESS AND THE PATH FORWARD

Strategic Vision: 2010-2020 Update

A SPECIAL REPORT
Dear Haverford School Community,

Five years ago, the leaders of The Haverford School developed A Strategic Vision: 2010-2020 to guide the School through its 14th decade. Now halfway through that span, we should thank them for their foresight and wisdom, which have helped the past five years stand as some of the finest in Haverford School history.

In the spirit that led our predecessors to look to the future, we have assessed our progress against the Strategic Vision and planned the path forward for the next five years.

Our work has led us to reaffirm much of the Strategic Vision created by our predecessors. In particular, we must continue to ensure that extraordinary educators teach truly remarkable boys the principles that have been the foundation of a Haverford School education for decades. The price of a quality education continues to rise, and therefore the financial sustainability of our current business model is coming under increasing pressure.

We have a comparative advantage in Philadelphia: we are not just the best boys’ school, but the best school for boys. We must remain a leader in the art and science of educating boys – not just in math and science and English but, as importantly, in the attributes of character and citizenship that mark good men. And we must have truly world-class facilities in which to conduct the business of building these men – a task within our reach as we look toward the 15th decade of preparing boys for life.

Progress and the Path Forward encapsulates the headway we have made over the past five years. It also provides a road map for the future, with planned improvements that will continue to make The Haverford School the best school for boys in Philadelphia. The School’s increased focus on character development will serve as the foundation of everything we do at Haverford – in the classroom, the weight room, the art studio, and on stage. Our job as parents, educators, coaches, and mentors is to build responsible men of good character who will take care of each other and our world, and we will re-evaluate everything we do through that lens as we work to build the leaders our nation needs in this challenging but promising century.

As always, your thoughts and suggestions are much appreciated. This is a working document that will benefit from your continued attention; please visit haverford.org/vision to learn more and submit feedback at any time. A great school is a team effort; with your help and care, the best days of The Haverford School are ahead of us!

William C. Yoh ’89, P’18 ’24
Chairman, Board of Trustees

John A. Nagl, D.Phil. P’20
Ninth Headmaster

Preparing Boys for Life.
SINCE 1844
## Contents

- Mission and Vision 4
- The Essential Qualities 5
- Principles of Community 6
- Our Strategic Vision Model 9
- Character and Citizenship 10
- Leaders in Educating Boys 12
- Remarkable Boys 14
- Extraordinary Educators 16
- Financial Sustainability 18
- The Path Forward 20
Our Mission

The Haverford School, a nonsectarian college preparatory school for junior kindergarten through grade 12, provides a superior liberal arts education for qualified boys of differing backgrounds. We are committed to developing the full intellectual, artistic, athletic, and moral potential in each boy, and we aim to graduate young men with strong character who possess a passion for learning and the necessary problem-solving skills to make a difference in the world. The Haverford School prepares boys for life.

Our Vision

The Haverford School seeks to prepare boys to succeed and provide leadership in a world that is globally and culturally interconnected, technologically ever-advancing, and environmentally vulnerable. Haverford strives to create and nurture a supportive and inclusive community in which boys will develop a passion for lifelong learning, creative problem-solving, and good decision making. Every aspect of our program fosters lasting friendships among the boys, as well as meaningful relationships between the boys and their teachers.

The Haverford faculty prepares each boy to be future-ready through developing his character and his emotional intelligence, as well as his academic, artistic, and athletic talents. Pairing the best of a liberal arts education with innovative programs and technology, Haverford inspires its students to be intellectually curious, mindful of the past, and equipped with the vision, judgment, and skills to be successful leaders. Haverford prepares boys to face and resolve tomorrow’s challenges and to make enduring, positive contributions to this complex world.
The 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
- Respect and understand people of different genders and backgrounds, and live as a cooperative and engaged citizen of the global community
Our Principles of Community

The Haverford School is committed to creating a supportive, inclusive, and diverse community that advances the School’s mission, helps develop the essential qualities of a Haverford School graduate, and prepares each boy for life beyond Haverford. A fundamental principle of the Haverford community is individual responsibility. All members of our community – students, teachers, administrators, parents, and alumni – should accept responsibility for their actions, consider and account for the moral implications of their conduct, and have the courage to do what is right.

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

- Treat others honestly, fairly, respectfully, and courteously
- Practice empathy, compassion, and generosity of spirit
- Strive for inclusiveness by avoiding cliques and snobbery
- 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 and at the appropriate level and, following such dialogue, abide by the School’s decision

Haverford believes that a diverse and inclusive community is a better learning environment, and prepares our boys for the world they will face upon graduation. Haverford expects 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, particularly those based on race, ethnicity, national origin, culture, religion, socioeconomic status, gender, learning styles, disability, age, or sexual orientation.
Our Strategic Vision Model

We envision a model for success that combines our unique mission and vision, our commitment to academics, arts, and athletics, the Essential Qualities of a Haverford School Graduate, and our Principles of Community with five key strategic pillars:
Building upon substantial progress made under the Global Readiness pillar since 2010, The Haverford School has broadened its vision and efforts in this area to a theme of character and citizenship. Encompassing global education, service learning, leadership, community life, and health and wellness, our approach to building character and citizenship is woven throughout a student’s experience. In the classroom, on the athletic fields, on the stage, and in all related student activities, Haverford’s emphasis on character is designed to create good leaders, active and questioning followers, and engaged members of a number of communities. We offer structured opportunities for boys to develop into self-aware and socially reflective young men with the strength of character to make a difference.

The essential questions “Who am I?,” “Who are we?,” and “How are we connected?” frame the journeys that Haverford students travel on their road to character development. A Haverford student belongs to and is responsible for a number of circles (see below). The School builds character by creating the conditions and opportunities in which he experiences defining moments, moments of discomfort when he is challenged and stretched, when he learns something about himself and about others.

Character and Citizenship

Circles of Responsibility

- **My Self:** A Haverford student is reflective and self-aware. He has insight into his own strengths and weaknesses, his own health and well-being. He has made discoveries as to what he is capable of, where he wants to go, and what it will take to get there.

- **My Relationships:** A Haverford student dedicates himself to building and maintaining positive and loving relationships with family and friends. He dedicates himself in service to his classmates, team or organization, and to the greater School community.

- **My Community:** A Haverford student actively engages with his community. He serves and is served by authentic encounters with a diversity of people from a diversity of places.

- **My Country:** A Haverford student looks for ways to serve his country. He is well-versed in his country’s values and history, engaged in current issues, and looks to improve conditions.

- **My World:** A Haverford student has an awareness, respect, and understanding of international cultures and the common issues facing our global community.

1 To learn more about the School’s former Global Readiness pillar and progress in that area, visit haverford.org/global-readiness.
Strategies

- Examine the School culture and climate to inform programs and policies related to student health and safety
- Develop partnerships in the greater Philadelphia area that bridge the gap between classroom study and community engagement
- Create a curriculum-based approach to fostering qualities of character and citizenship
- Empower the offices of global education, service learning, leadership, community life, and health and wellness to play visible and leading roles in developing programs that foster character and citizenship

Progress

- Under the leadership of the Headmaster and Board of Trustees, implemented the Safety, Culture, and Character Task Force, including the “My Brother’s Keeper” program to identify and support students struggling with substance abuse
- Reconceived School-sponsored international student travel so that it has an academic focus, including a formal pre- and post-travel curriculum
- Fostered boys’ emotional intelligence through service learning, leadership programs, and course offerings
- Implemented international-themed service learning projects across all three divisions
- Administered annually the Comprehensive Assessment of Student Life, a school climate survey, and benchmarked results against a cohort of peer schools

The path forward

- Assemble a character and citizenship committee to examine every facet of School life
- Conduct a curricular review across divisions and disciplines to ensure that academic content is in support of character development goals
- Provide opportunities for students to capture and reflect upon their personal growth in the areas of character and citizenship

“A person’s character is the embodiment of how he thinks, feels, and acts in relation to his moral code. At Haverford we build each boy’s character through robust programs and experiences that are centered on understanding one’s personal values and leveraging those values to contribute to various communities. Allowing a boy to understand his strengths, interests, and value system helps him make sound decisions and develop a clear vision of how to be a man of character.”

– Bill Brady P’23, Director of Leadership Programs
The Haverford School strives to be a world leader in educating boys. A primary goal is to develop our students’ core values, character, and leadership skills through the intentional application of our Honor Code and Principles of Community. Haverford’s Walk of Virtues colonnade, which recognizes and celebrates 24 timeless virtues, is a permanent symbol of the School’s commitment to core values and character development.

The enhancement of current programs and the prospect of continued professional research are required in maintaining Haverford’s position as a leader in educating boys. Our curriculum must continue to employ best practices for boys, with a focus on developing intellectual curiosity and strong character. Our faculty must continue to be masters at understanding the essentials of teaching boys and be capable of delivering these best practices to their students.

Strategies

- Advance from an intuitive to intentional teaching approach that reflects research-based best practices in educating boys, and provides developmental continuity through all divisions
- Embrace an institutional commitment to creating an environment that optimizes learning for boys
- Train and support a faculty and administration that understands and implements proven research that addresses the complexities of the unknown future
- Integrate the Honor Code and Principles of Community into the curriculum
- Explore the unique challenges that young men will face in the world and develop curricula that focuses on building decision-making, innovation, and leadership skills
- Educate our students to thrive in a complex world that will require an ability to respect and successfully interact with all people, regardless of gender, culture, and background

“At Haverford there is total commitment to motivating boys, teaching boys, reaching boys, and helping them achieve their full potential. Today, The Haverford School is above all a caring environment that is deeply thoughtful about developing the whole boy: emotionally, intellectually, and physically.”

– Branton H. Henderson III ’74, P’12 ’14 ’18
**Progress**

- Conducted youth participatory action research on educating boys through the International Boys’ Schools Coalition and Center for the Study of Boys’ and Girls’ Lives and implemented the findings
- Optimized teaching strategies effective in educating boys, including incorporating hands-on kinesthetic learning, feedback and measurement of learners’ abilities, and relational teaching
- Regularly surveyed families on program effectiveness and supplemented classroom learning with best practices for parents on educating and raising boys
- Reinforced the School’s core virtues through service projects, classroom projects, and School-wide lectures featuring acclaimed speakers

**The path forward**

- Identify, collect, curate, and publish valid and impactful research on educating boys
- Create an instructional philosophy team to identify and build recommended curriculum, pedagogy, and instructional practices for teaching boys
- Continue to provide flexible learning spaces that optimize learning for boys, including maker spaces for hands-on, collaborative learning
- Implement Jr. K-12 technology curriculum that encourages boys to be active, engaged, and self-directed learners; provides authentic, safe real-world audiences for collaboration; helps boys build confidence through practice and content mastery; and supports boys in self-expression
Remarkable Boys

Remarkable boys are the heart of The Haverford School. We aim to identify, enroll, retain, and most importantly, develop talented students who embrace our core values and demonstrate strong character, citizenship, leadership, intellectual prowess, and emotional intelligence. Ensuring access to Haverford for remarkable boys from a variety of cultural, geographic, racial, and socioeconomic backgrounds enriches our School community, inspires our faculty and staff, and contributes to our mission of preparing boys for life.

Strategies

- Complete a marketing communications plan to strengthen The Haverford School brand and its position as a leader in educating boys
- Review the School’s admissions process, in light of current market data, local competition, and targeted enrollment outcomes, to ensure that it is efficient, personable, and effective
- Support a tuition assistance program designed to enroll the most talented, mission-appropriate students
- Seek alternative approaches to traditional tuition assistance to help remove financial need as an obstacle to enrollment and full participation in school life
- Explore new and innovative ways to expand the admissions applicant pool at all grade levels
- Protect and encourage a growth mindset in every boy

Progress

- Reinstituted the Marketing Task Force as a driver of the School’s strategic initiatives, including an integrated marketing communications plan
- Created the Financial Sustainability Task Force to establish tuition and tuition assistance increase policies, as well as a tuition remission policy for faculty and staff retention
- Increased support of faculty, programs, and tuition assistance through endowment funding and the Haverford Scholars Fund
- Achieved strongest retention, yield, enrollment, and market share among the Association of Delaware Valley Independent Schools (ADVIS) from 2010-15
- Strengthened character education programs through intentional service opportunities and continued work in the areas of relational teaching, encouraging risk-taking, and nurturing areas of growth to ensure a well-rounded boy
- Expanded faculty Seeking Educational Equity and Diversity (SEED) training and added a parent SEED program to underscore the value of a diverse community
- Expanded mentoring across the divisions, including the Upper School Honor Council’s outreach to and education of Middle and Lower School boys
The path forward

- Engage in market research to gain data and insight that will inform strategic decision making as well as programmatic decisions
- Decrease tuition dependency by endowing tuition assistance and scholarships
- Under the leadership of the Marketing Task Force and in alignment with the Strategic Vision: 2010-2020 and marketing communications plan, implement a tactical action plan to accomplish institutional goals and objectives
- Promote a collaborative environment that encourages families to share the School’s core virtues and commitment to transformational rather than transactional experiences

“My observations as a parent and an educator have illustrated how significantly differently boys and girls learn, develop, and interact. Haverford knows and understands how boys learn, and the caring faculty work to implement these best practices into their classroom environment, their dynamic curricula, and the community at large. As parents, Chris and I have found Haverford to be a trusted partner in the important work of helping to raise our two boys.”

— Lauren Sullivan P’22 ’23
Our goal is to attract, develop, and retain faculty and staff with the vision, ability, compassion, and commitment to inspire and deliver The Haverford School’s challenging educational program. Teachers possess the flexibility to respond to the needs of our students as they prepare to live and work in an increasingly interconnected and complex world. Guided by new discoveries about the brain and learning, faculty are prepared to adjust and develop their instructional strategies. They model a growth mindset through their use of research, experience, and evaluation that informs not only what they teach but also how they teach. Our faculty seek out and employ best practices in order to further the mission of The Haverford School learning community.

Our extraordinary educators prepare students to be future-ready in a supportive learning environment intentionally designed to bring out the best in each boy. They understand a boy’s need for structure and positive feedback and how to leverage his competitive spirit in a constructive way. Boys learn best through sensory experiences, which are carefully crafted to fully engage boys in their learning. They thrive under a relational teaching method, in which teachers, coaches, and mentors develop meaningful relationships with their students.

Strategies

• Design and manage a professional development program that focuses on effective uses of technology, differentiated teaching strategies, and curriculum and instructional development
• Administer an evaluation system that promotes professional growth and reflects the research-based performance standards of an extraordinary faculty
• Offer a highly competitive salary and benefits package to recruit and support an extraordinary faculty
• Develop a school-year calendar and ethos that encourages continuous reflection, professional growth, and faculty renewal

“My teachers were the biggest drivers of my development and fostered an immense sense of intellectual curiosity. At Haverford, the goal was to become a lifelong learner. I understood how to synthesize information and how to engage in intellectual debates – not just on classroom subjects, but on issues of morality and law.”

– Jeffrey Fu-Jen Lee ’95
**Progress**

- Increased opportunities for teachers to grow in their vocation and receive feedback through year-round professional development opportunities, including instructional rounds, guest speakers, graduate school funding, SIGHTS, and similar programs
- Created and implemented an evaluation process that supports transparent communication, emphasizes collegial support and professional development, and outlines a promotional system that has become a benchmark for peer schools
- Conducted a faculty and staff benefits survey and annual benchmarking regarding local independent school salaries to ensure a competitive compensation package

**The path forward**

- Prioritize recruiting, hiring, and retaining a diverse faculty to enrich the School environment
- Create and implement a comprehensive, sustained professional development plan targeting School needs
- Create a cross-divisional professional community via instructional rounds and vertical curriculum work to increase collaboration and adoption of best practices
- Encourage and support faculty, administrators, and staff in presenting and publishing research documenting effective practices that benefit boys
- Endow faculty chairs, positions, and development programs as a way to demonstrate the community’s commitment to extraordinary educators
Financial Sustainability

Long-term financial sustainability is an essential building block necessary to achieve the objectives of the Strategic Vision. We seek to develop a sustainable culture of giving, which will provide the necessary funds over time to attract and retain extraordinary educators and remarkable boys, who together will create, develop, and implement world-class programs to prepare our boys for life.

Strategies

• Expand the endowment, with particular emphasis on endowing faculty compensation and professional development, as well as tuition assistance to ensure access to Haverford for boys of talent from differing backgrounds
• Continue to manage and balance the annual operating budget
• Develop a strong balance sheet
• Increase revenue by expanding summer academic programs, developing global exchange programs, and marketing our expertise in educating boys
• Increase alumni participation in all aspects of Haverford and increase the level of alumni giving to The Haverford Fund
• Develop state-of-the-art planned giving programs
• Develop an updated Campus Master Plan that appropriately maintains our facilities, and provides a platform to accomplish our strategic objectives

“I support Haverford because it made a big difference not only in the lives of my brother (Arlin ’73) and me, but also in the lives of our sons, Jeffrey ’13 and Michael ’13. The School has stayed true to its roots of academic integrity, and places a high value on both competitive athletics and the arts. It examines the impact of globalization and diversity. Above all, it operates under an Honor Code that underscores personal responsibility for our actions and encourages us to be the best that we can be.”

- Richard Green ’69, P’13
Progress

• Doubled the net endowment in five years, decreased debt while securing favorable long-term interest rates, and held spending within Board-approved budget each year
• Significantly grew Heritage Society membership and overall estate planning commitments to the School through an integrated marketing and communications program
• Enhanced revenue through auxiliary programs
• Educated current and prospective parents on best-for-boys pedagogy through new academic and cocurricular information sessions
• Increased alumni engagement through regional receptions, online initiatives, and 7th Form Mentoring, a program designed to connect alumni with current students
• Created a Board-approved Campus Master Plan update

The path forward

• Offset rising employee benefit costs and changing prospective family demographics through evaluating Haverford’s tuition revenue and enrollment model, increasing the endowment draw, expanding auxiliary revenue programs, and conducting market research and analysis
• Sustain and work to increase alumni, parent, and grandparent participation in fundraising by developing stronger and more intentional networks
• Complete the Campus Master Plan and raise capital funds to advance plans to build a new Middle School and parking solution
• Place equal emphasis on raising operating and endowment funds
The Path Forward

Five years ago, a team of dedicated Haverford School alumni, board members, teachers, and administrators created the Strategic Vision that has guided the work and the growth of this great institution ever since. Throughout the 2014-15 school year, an equally dedicated and talented group has looked hard at what they gave us. Grateful for their efforts, we have reaffirmed the thrust of their work, while choosing to emphasize our greatest aspiration for the School that we love: to focus more intentionally on our role as leaders in educating boys to become men of strong character who are solid citizens of Philadelphia, of our great nation, and of the world they will soon lead. This focus rests on the foundation of an academically rigorous institution where extraordinary educators prepare remarkable boys for life.

All of the great work we do at The Haverford School is possible only because of the generosity of generations of our graduates and their families, who value what they learned here and who have given their work, their wisdom, and their wealth to provide similar opportunities to future generations of boys. We literally walk in the shade of oak trees that were planted by men and women who would never benefit personally from their labors, but who derived great satisfaction from knowing that they had given back to a place that had given them so much. We are forever grateful.

If you’re interested in learning more about the transformational work that happens every day at The Haverford School, please give us a call or pay us a visit. With your involvement and support, we hope to continue preparing boys for life for many generations to come.

Go Fords!