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GERMANTOWN
FRIENDS SCHOOL

1845

HEAD OF SCHOOL

July 1, 2013

GERMANTOWN FRIENDS SCHOOL
Philadelphia, PA



HISTORY AND MISSION

Mission Statement

Germantown Friends School is dedicated to reaching that of God in every person. Our mission is to seek truth, challenge the intellect, honor differences, embrace the city, and nurture each student's mind, body and spirit.

Germantown Friends School was founded in 1845 by the Germantown Monthly Meeting of the Religious Society of Friends and remains under its care. Committed to lasting Quaker values of respect, truthfulness, simplicity, self-discipline and respect for each individual, the school regards education as part of a lifelong process. The resolution of differences without violence and respect for diversity of all types are core values of Germantown Friends School.

Members of the community are committed to lives of conscience, as reflected and practiced in the weekly Meeting for Worship.

GFS is recognized as one of the leading academic institutions in Philadelphia and beyond, enjoying a national reputation. The school currently enrolls 855 students in kindergarten through 12th grade. Academic rigor and independent thinking are hallmarks of the school. The community is strong and diverse, and the ethos of the school is exceptional in support of the mission. As one faculty member aptly said, "There is a shared legacy of excellence."

LOCATION AND CAMPUS

GFS is deeply connected to the urban community of Germantown, which surrounds the campus. When the school had the opportunity to move to a more suburban location in the 1950s, a decision was made to remain in the present location and to be a significant and meaningful citizen of Germantown. It is important to the mission that involvement in the neighborhood remains a base for the school. This is manifest in the longstanding Community Scholars program, begun 46 years ago to provide access to the



school for children of Germantown and other local residents. The majority of GFS students come from a wide variety of neighborhoods in greater Philadelphia and surrounding suburbs.

The campus consists of 14 acres, comprising a large city block, along with almost half of a second, and is anchored by the Main Building that houses the office of the head of school, classrooms, administrative offices and the cafeteria. The historic Germantown Meeting House is located on the campus and is used for weekly Meeting for Worship and other school activities. A unique aspect of GFS is the Friends Free Library, a public/private facility that is used extensively



by students as well as residents of the Germantown community. In the past 25 years, the school has enhanced the facilities with The Hargroves Center for students, a large field house, The Loeb Performing Arts Center, an outdoor Campus Commons, the gold LEED-certified Sustainable Urban Science Center, and the Greenawalt Track, which is part of an extensive 11-acre athletic facility located approximately a mile from the campus. Also located on the campus are a gymnasium and facilities for infants, toddlers, and pre-schoolers.

COMMUNITY OF THE SCHOOL

Germantown Friends School is an exceptional community that lives its mission. It is a joyful, energetic, and busy place. It has an accessible, comfortable, and welcoming atmosphere, one in which people feel quickly at home. GFS is not a place for those who wish to be anonymous; every individual is known and experiences the sense of inclusion, which is pervasive. The school's accomplished and loyal alumni/ae are evidence of its success over many generations.

GFS is a proudly multicultural school that seeks to be an affirming community for students, faculty and staff, as well as parents—people of diverse

ethnicities, sexual orientations, and cultural backgrounds. Emphasis is also placed on socio-economic diversity. The school seeks to see the Inner Light in every person. The guiding Quaker testimonies, or principles, of simplicity, peace, integrity, community, equality, and stewardship are central to the mission and work of the school, as are principles of equity and justice.

A number of programs connect the school with its surroundings, demonstrable in the ability of the students to walk to locations in Germantown for community involvement activities.



Students

GFS is known for an extraordinarily strong academic program, challenging even the most capable students who work hard and matriculate at a wide range of colleges and universities, including significant numbers to the most selective institutions in this country. GFS students are recognized as well prepared, mature, and intellectual. One hundred percent of the graduates attend 4-year colleges. The class of 2011 produced 14 National Merit Semifinalists out of a graduating class of 80 students. GFS students are confident, intelligent and willing to speak their minds. They are comfortable with each other and with their teachers and administrators, able both to agree and to disagree with good nature and respect. When asked about the most

important assets of the school, they described their relationships with their teachers. There is a warm affection for each other and for the school faculty and leadership.

Many students are “lifers,” sometimes coming as toddlers and remaining for their entire elementary and secondary education. They are proud of their school and are clear about how the mission and philosophy are present in their own experiences. The principal entry levels are kindergarten, seventh, and ninth grades. GFS pre-schoolers must apply for entry to kindergarten. There are three divisions (Lower School K-5), (Middle School 6-8), (Upper School 9-12) with approximately 60 students in each grade 1-6 and 80-90 students in grades 7-12. There is also a Nursery, and an infant and toddler



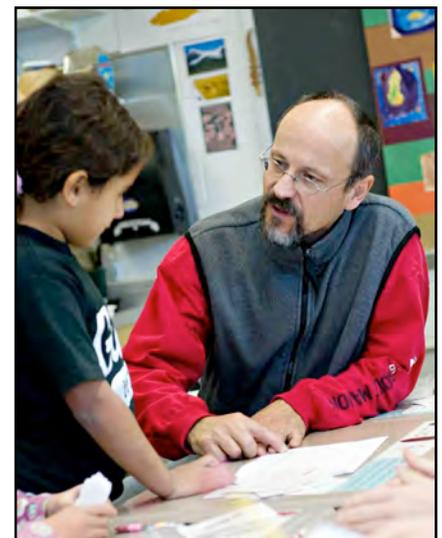
program. About seven percent of the K - 12 students are from practicing Quaker families.

Faculty

The Germantown Friends School has an extraordinary and dedicated faculty. There are 88 full-time and 23 part-time teachers, of which 80% hold advanced degrees, and 66 total staff members. They are a strong and academically talented group of educators, who appreciate the opportunities to express their opinions and ideas, and yet respect the administrators who must make the final decisions. Teachers expect strong performance from their students and themselves as they embrace the tenets of Friends education.

Faculty members at GFS demonstrate innovation in their teaching and are active in their own professional development. A current example is the participation in the Global

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Online Academy, of which GFS is a pilot member, along with 13 other schools. The faculty uses an appropriate and creative range of pedagogical practices, all in the context of strong relationships with the students, no matter the age.

The faculty appreciate the opportunity to participate in the decision-making and planning made at the school. They feel respected and heard by the leadership at GFS and are not reluctant to ask the difficult questions that relate to the operation of the school. Many of the long-tenured teachers, some of whom have spent their entire careers at the school, expressed the opinion that GFS is a wonderful place to work. It is important to note that the school will likely be facing several significant retirements in the next decade.

Parents

The GFS parents have enrolled their children primarily for the extraordinary strength of the academic program, which is greatly enhanced by the Quaker underpinnings of the school, the commitment to diversity, and the surrounding historic Germantown community.

Parents work closely with the faculty and administration of GFS for the successful education of the students. “Partnership” is a word often used by both groups, and the communication with teachers and administrators is described as open and strong. The school welcomes parent participation in school life, particularly in the Lower School where parents are often in the classroom. There is an active and supportive Parents’ Association.

Parents expressed appreciation for the kindness fostered among the children by the faculty and administration. One parent commented on the “energy and creative intellect” found at GFS. In addition, parents appreciate the flexibility of approach in teaching and learning, including an effective blend of traditional and progressive educational strategies. The educational program was described as all-encompassing and going beyond a strict academic platform.

Alumni/ae

Alumni/ae are a strong source of support for GFS. Numbering now over 5,000, they cover the US from coast to coast as well as internationally. Their outspoken loyalty helps to sustain the school’s national reputation as a top-flight academic institution. Virtually all have gone from GFS to selective four-year colleges and universities, many from there to a range of graduate schools and on into demanding careers in business; medical, legal and architectural professions; education; the sciences; public service; the arts and entertainment. Individual accomplishments include two Nobel Prize recipients in physics; an American Friends Service Committee Commissioner for European Relief who stood to accept the Nobel Peace Prize on behalf of AFSC; a senior financial analyst at the World Bank; a major league baseball first-round draft pick; a Japanese Foreign Minister; and an



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author/teacher chosen to tutor current Emperor Akihito of Japan when he was an adolescent. The list of notable academicians, artists, writers, musicians, composers and people involved in the performing arts is extensive.

Beyond challenging careers, most GFS Alumni/ae lead families, raise and educate children, and continue contributing to their communities. Many in the Philadelphia area continue to be active at GFS. Currently, 11% of students are alumni/ae children. Seven members of the governing School Committee are alumni/ae; 24 are now on faculty and staff, of which 4 are members of the Senior Administrative team and several are department Chairs.

Finally, Alumni/ae collectively contribute an average of 60% of total funds raised each year. An early challenge for a new head will be to reach out to become known and respected among Alumni/ae as a leader who will carry on the best of the GFS they remember.

Administration

Leadership of the school is shared by the head with an administrative team of 13 members. There are three division heads, a director of studies, directors of admissions, advancement, community involvement, and multiculturalism as well as a chief financial officer and leaders from other areas in the school.

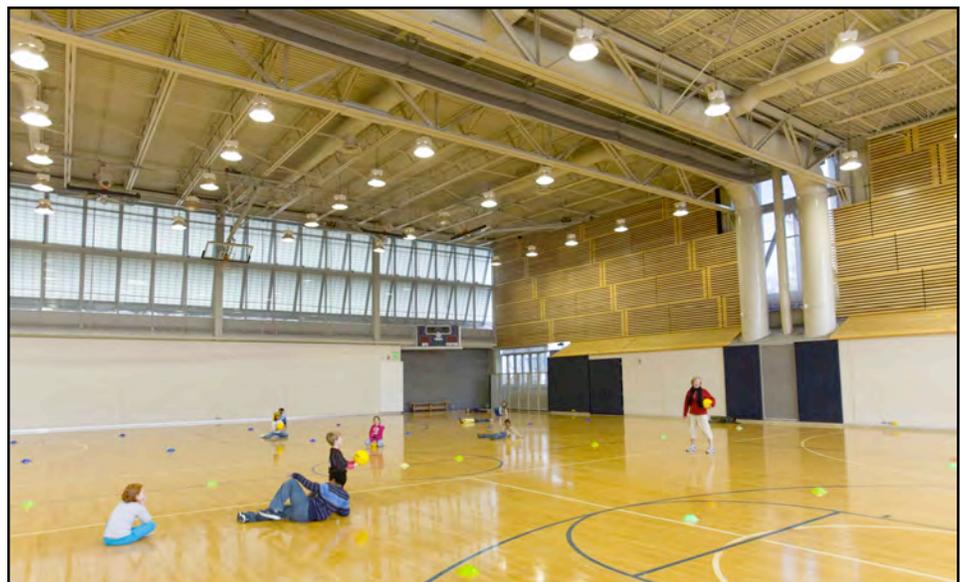


The School Committee

The School Committee is the governing body of the school and, in Quaker tradition, is convened by the Clerk. A majority of the members must be members of the Religious Society of Friends. The school and Meeting separately incorporated in 2005 but the land and buildings are still owned by the Monthly Meeting. The School Committee makes decisions via principles of consensus.

The current School Committee has been supportive and effective in its stewardship of the school and in its relationship with the Meeting. Numerous new projects and facilities have been undertaken and successfully

completed in the last 15 years in partnership with the current head of school. There is an endowment of \$21 million dollars from which approximately 5 percent is drawn each year for operating expenses. The School Committee has been diligent in its oversight of the finances of the school and has effectively and appropriately monitored all aspects of the program. In the future, the School Committee expects to be more involved in external affairs, including fundraising.



PROGRAM

The Germantown Friends School program is one of the most rigorous in the Philadelphia area. Its rich curricular offerings are highly respected. While the main focus is on strong academics, there are extensive offerings in both athletics and the arts. GFS has a deep commitment to service learning and community involvement. The office dedicated to this work produces a vast list of activities for student involvement in the larger community.

Students are very successful in national programs including the National Merit Scholarships. Students matriculate at Ivy League institutions, public universities, and smaller liberal arts colleges. The importance of appropriate “fit” for each student drives the college counseling efforts. Colleges respect the absence of Advanced Placement courses, understanding that the faculty does not want to be constrained by the necessity to adhere to a prescribed course of study. Nor is there academic recognition such as honor roll. Still, a number of students take the AP examinations as is appropriate.

Curricular and Program Highlights

GFS offers exceptional college-level programs in the arts and humanities, math, sciences, and modern and classical languages. The school is often a top-finisher in state mathematics competitions and has nationally ranked squash and cross-country programs. The baseball, girls’ lacrosse, and field hockey programs are among the strongest in the city. The choir and a cappella music groups are exceptional and frequently go on tour. GFS has a highly regarded art program taught by a faculty of practicing artists, a full repertoire of dramatic productions throughout the school, and a selection of innovative English courses offered each spring for Upper School students and adults. Student publications have won awards from the Columbia Scholastic Press Association and the National Council of Teachers of English.



In addition to the variety of course offerings in the GFS Upper School, participation in the month-long Junior Project, an independent study, is a requirement for graduation. Faculty advisors provide guidance and support but the project is the responsibility of the student. In addition to the Junior Project, the school offers a directed independent study program. Courses have included Japanese, Mandarin, World Religions and American Sign Language, to name only a few. In the current year online course options are also offered through the new Global Online Academy.

The Middle School, grades 6-8, emphasizes gradual and appropriate development in all aspects of a student’s learning process. Departmentalization and interdisciplinary studies begin gradually, starting in 6th grade. A strong advisor system is in place.

The Lower School is dedicated to a rich, interdisciplinary and thematic approach to teaching and learning as well as the integration of



Quaker values into the curriculum. Emphasis is placed on student life in a caring community. The academic approach is often a highly interactive, hands-on experience, including project-based and thematic work.

There is a nursery program for infants and toddlers, established for faculty and staff, and is a factor in attracting and retaining teachers. All students must apply for kindergarten. An after school program is also available.

Multiculturalism and Community Involvement

The commitment to multiculturalism, diversity, and community involvement is a core value of Germantown Friends School. The school seeks openness and an environment where multiple voices and experiences are heard and valued. Always mindful of the importance of religion, race, sexual orientation, and socio-economic status, GFS has built an inclusive community with 31% students of color.

"Diversity is an essential element in the GFS education."

There is a rich heritage in the Germantown Monthly Meeting to support this commitment. In 1688 Friends in Germantown wrote and signed the first written protest against slavery in America, and later, the abolitionist movement was strong in this community. Over three hundred years later, GFS and the Meeting seek continually to demonstrate the belief in the ideal of equality. It will be essential that the new leader of GFS demonstrate and embrace this tenet. More information can be found at www.germantownfriends.org.

OPPORTUNITIES AND CHALLENGES

Germantown Friends School has enjoyed two decades of strong and dedicated leadership in the work of Richard Wade, Head of School. The endowment has grown to \$21 million and Annual Giving to over \$1 million. New facilities have been added, including a student center, field house, athletic facilities for outdoor sports, and a state-of-the-art gold LEED-certified science building. The relationship with the Germantown Monthly Meeting is positive and strong.

Identity and Mission

GFS lives its mission every day and upholds Quaker principles and practice. The school knows itself in ways that few schools seem to do today. The next head of school, while not required to be a Quaker, must be able to understand the Friends' process of decision-making through clarity and consensus,

which is used particularly for most major and long-range decisions. At the same time, the next head must have the courage to be decisive. He or she will have the opportunity, as well as the challenge, to lead the school community to clarity and consensus in a number of essential areas:

- Advancing the school's academic program; nurture the areas of strength, improve areas where needed, and innovate to maintain the school's academic edge.
- Maintaining the academic excellence and reputation of the school.
- Developing a new strategic plan in concert with the School Committee and the community.
- Addressing the overall maintenance issues in a campus of 19 buildings, some of which are historic and showing signs of deferred maintenance.
- Addressing the need for additional fundraising to provide for ongoing and established program as well as the creation of new initiatives, plans and facilities.
- Generating funds that will continue to support financial aid, which is essential to the school's mission.
- Continuing to cultivate a strong alumni/ae body that has supported the school handsomely.
- Overseeing and supporting strong financial management systems with support from the new leadership and staff in the business office.
- Planning for effective use of technology in all aspects of the school.
- Addressing the ongoing review of compensation and benefits for faculty and staff and planning for upcoming retirement of long-time employees.
- Continuing the strategies for a safe environment and campus.
- Maintaining the strong relationship with Germantown Monthly Meeting for the mutual benefit of both entities.
- Helping the school community continue the commitment to multiculturalism and diversity.
- Continuing the involvement in the Germantown community, providing access and understanding of the issues involved.
- Modeling the ideal leadership of a head in a Quaker school, embodying the core values while being clear and courageous in decision-making.
- Remaining sensitive to the dynamic of change both internal and external, and supporting all constituencies in planning for the future.

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“People are the bricks and mortar of Germantown Friends School.”

The school wants to move forward under a creative and intellectual new leader. Awareness of competition for prospective students is important and the new head must be a visible voice in admissions and communication. The school is seeing more students move to the public options of charter and magnet schools. The economy has

doubtless been a factor in the loss of some full-pay families but applications in the Lower School are strong and growing. Financial aid is a significant part of the budget and it is essential that those funds be available and increased to support the mission of inclusion and access to GFS, for both general financial aid and the Community Scholars program.

THE CANDIDATE

The successful candidate must be committed to Friends education, practice and process. The school seeks the following qualities in the next head of school.

Professional Qualities

- Demonstrated intellectual and academic success with an advanced degree – as described by teachers, “an intellectual pied-piper,” “an inspirational steward of the intellectual life of the school”
- Familiarity with Friends education
- Ability to articulate a vision for the future, prioritize decisions and issues, and delegate to others
- Financial and fundraising experience and acumen
- Collaborative and communicative leadership style
- A commitment to multiculturalism and diversity
- Comfort in an urban environment
- Demonstrated awareness of and value of global issues and their impact on the school and the community
- Knowledge of technology used in educational institutions and the ability to move the school forward in that area
- Demonstrated ability to think and act strategically in implementation of vision for the future
- The ability to recruit and retain extraordinary faculty and administration
- Experience with external affairs, including fundraising, communication and community relations
- Experience in working with a governing board and understanding of that process

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- Inspirational leadership ability that creates enthusiasm and support in the community

Personal Qualities

- Personal empathy for and alignment with the mission of GFS
- Warmth and friendliness
- Integrity, authenticity and sincerity
- Energy, optimism and enthusiasm
- Intellectual curiosity
- Strong sense of spirituality
- Diplomacy in relationships and willingness to face conflict
- Ability to encourage and to model honest, open discussion
- Excellent communication skills, oral and written
- Decisiveness tempered with patience and compassion
- Good listening skills
- Creativity
- Flexibility
- Approachability

APPLICATION PROCEDURE

Interested candidates should send an electronic cover letter, resume and statement of educational philosophy or writing sample to:

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