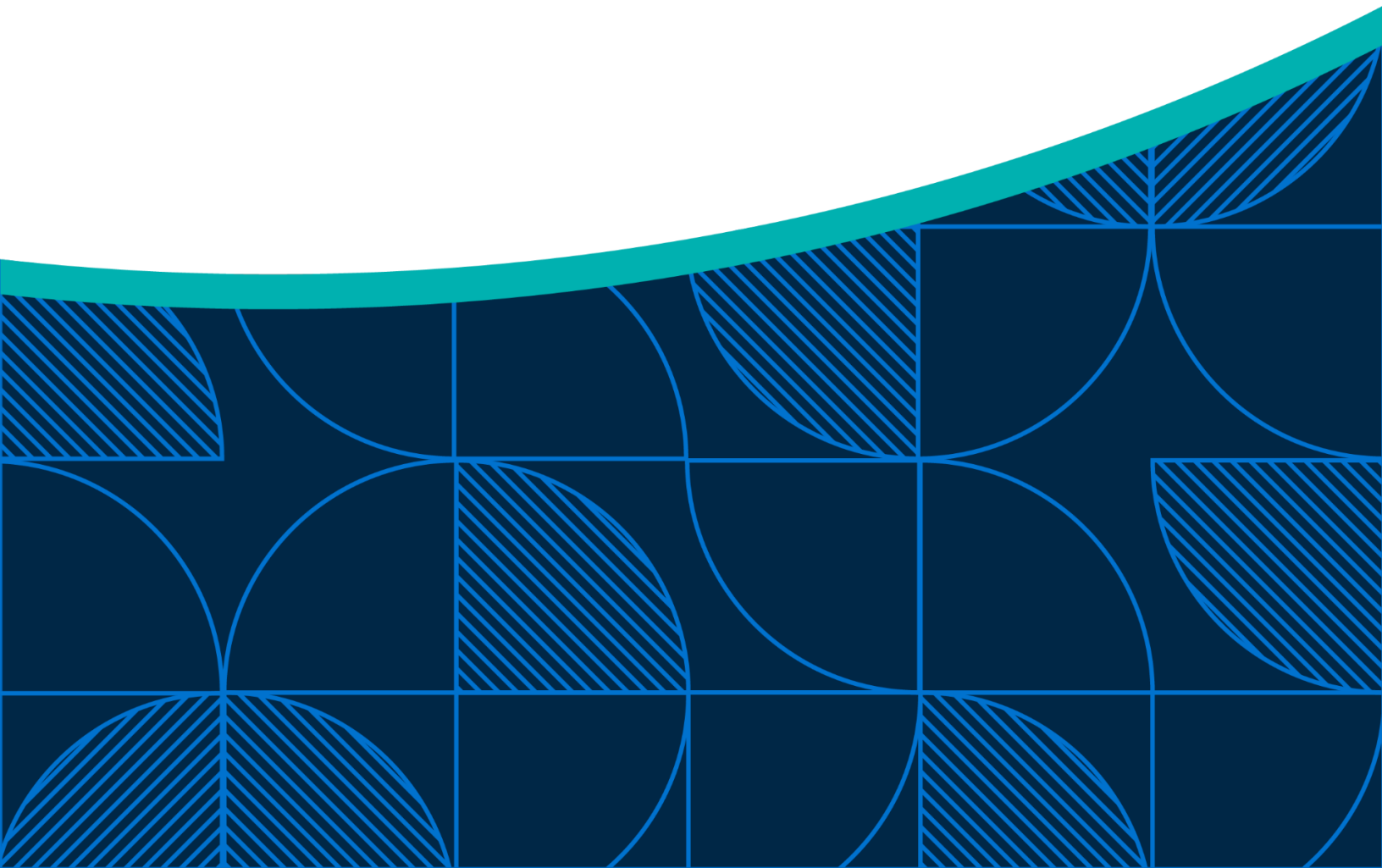




2024 EDITION

The Voice of the Head of School

Insights from EAB's 2024 Survey
of Independent School Heads



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Executive Summary

The first annual Voice of the Head of School Survey was launched this year to provide heads of school with insights into the experiences and perspectives of their peers across the nation. Recognizing that the role of the head is unique and that data specific to independent schools is often difficult to find, this report aims to provide heads with research to help inform how they should spend their time in the year ahead, as well as help inform EAB's research agenda.

Heads enjoy their work, but many of them are exhausted. About half of surveyed heads continue to report high levels of exhaustion and burnout, but the percentage reporting high levels of job satisfaction and high confidence in their jobs appears to indicate that, for most, the rewards outweigh the stress. Additionally, heads' average length of tenure may be stabilizing, after shortening in recent years.

Shifting head priorities may contribute to these high levels of head burnout. In particular, heads who have experienced an *increase* in the amount of time spent on operations and/or strategy during the course of their headship are more likely to be burned out. Interestingly, heads who have experienced a *decrease* in the time spent on academics are also more likely to be burned out. Even so, overall, heads are increasing the amount of time spent on strategy, management, and operations while decreasing the amount of time spent on academic programming.

Independent school priorities likely explain these shifts in heads' time allocation, with financial sustainability ranked as the most important issue out of all issues surveyed. Heads also rated other issues related to financial sustainability as important, such as maintaining their school's brand and market position and maintaining enrollment in an increasingly competitive market. Heads see advancement initiatives and tuition increases as the most important cost levers to pull.

Heads emphasize the importance of their relationship with the board and board chair as they prioritize their time and navigate school issues. Moreover, a positive board relationship correlates with a better experience for heads. When asked to give advice to incoming heads, surveyed heads often mentioned the importance of maintaining a solid connection with the board.

Outside of the board, relationships with faculty and staff, parents and families, and students are important as many issues that heads face pertain to these groups. EAB found underlying issues that may be impacting faculty experiences. Parents continue to have high expectations that impact administrators, faculty, and staff. Importantly, student mental health challenges continue to grow alongside the need to support students with diverse identities.

We invite readers to explore these insights further over the following pages, then use the conclusion of this report to drive the actions independent school leaders should take to navigate these complex issues in the year ahead.

About This Survey

Methodology

The Voice of the Head of School Survey was distributed online from March 4 through March 27, 2024.

The survey was open to heads of school and interim heads of school across the country. EAB shared the survey with independent school partners as well as schools outside of partnership.

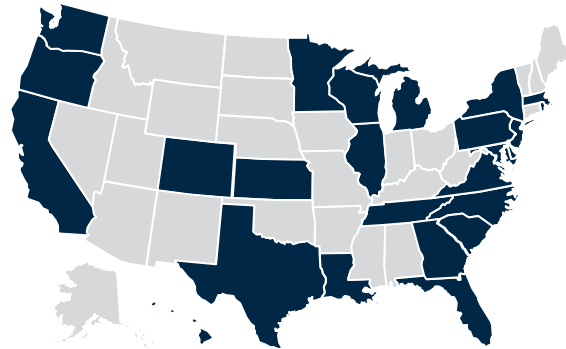
Eighty-five heads and interim heads from 25 states completed the survey. Please note that because almost all survey questions were optional, some responses may not include all 85 respondents.

The survey was designed to solicit input on heads' current experiences, perspectives, and mindsets, using both closed and open-ended questions. The main sections of the survey gathered information about respondents':

- Personal experiences and outlook
- Opinions on importance of various school priorities
- Perspectives on revenue and cost levers
- Comparisons of challenges year to year
- School data and demographic information

EAB created the survey questions based on conversations with EAB partner schools, as well as secondary research on trends impacting independent schools.

Profile of Respondents



■ Locations of Survey Respondents

Respondents' Gender

Man	Woman
67%	33%

Respondents' Race

Asian	Black or African American	White
1%	6%	90%
Two or more races	Prefer to self-describe	
1%	1%	

Gender(s) Served

All-girls	All-boys	Co-ed
13%	8%	79%

Student Enrollment in 2023–2024

1–100	101–200	201–300
2%	2%	8%
301–500	501–700	701+
18%	15%	54%

School Type

Boarding	Day	Boarding & Day
5%	80%	15%

School Setting

Urban	Rural	Suburban
34%	9%	57%

Source: EAB 2024 Voice of the Head of School Survey; EAB interviews and analysis.



Four Insights on the Headship

Based on Responses to EAB's Voice of the Head of School Survey

2024 EDITION

Being a Head of School Is Fulfilling...

Our survey began with a “pulse check” on the state of the headship. The good news is that most respondents indicate high levels of job satisfaction and confidence in their job performance. Our survey also indicated that head tenures may be stabilizing. NAIS data indicates the shortening of head tenures over the past few years, with length of tenure decreasing from 8.4 years to 7.3 years between 2017–18 and 2022–23. Survey results indicative of heads’ satisfaction in their jobs suggest that tenure may remain stable.

Most heads feel satisfied in their role and confident in their job performance

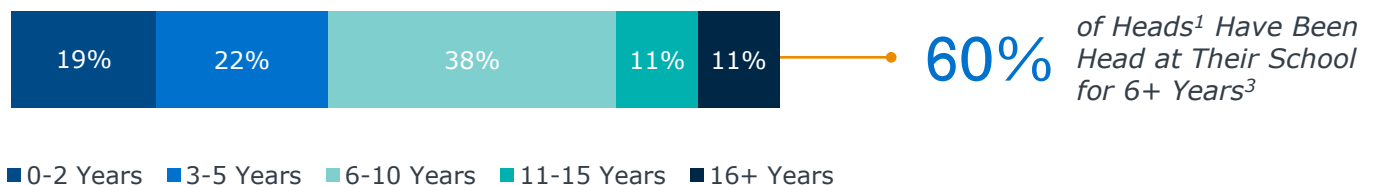


Head tenures reflect job satisfaction and confidence

Total Years as a Head of School



Total Years as Head of Current School



1) n = 85
2) n = 83

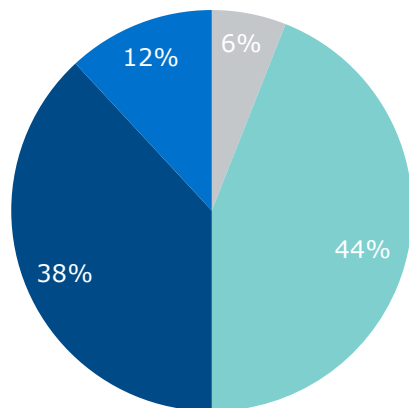
Source: Withers, "Succession Planning to Set Schools Up for Long-Term Success," NAIS, 2024; EAB 2024 Voice of the Head of School Survey; EAB interviews and analysis.

...But the Position Is Also Exhausting

Survey results indicate that many heads still feel burned out. Half of heads in our survey reported high to very high levels of exhaustion or burnout, with only 6% rating their level of exhaustion as very low. Moreover, almost a third of heads reported that their level of exhaustion/burnout this year is higher or significantly higher than last year. Finally, survey results indicate a connection between burnout and heads' relationships with others. In particular, heads indicating higher levels of exhaustion also indicated worse relationships with their board compared to heads who have low or very low exhaustion.

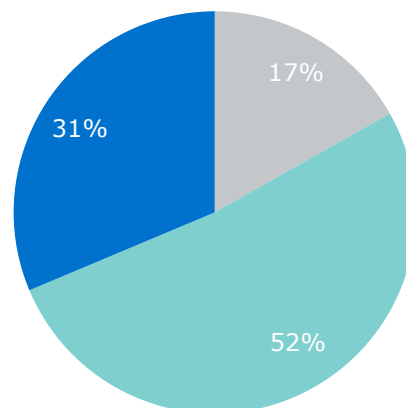
Heads' burnout is high and continues to increase

How would you rate your level of exhaustion/burnout today?¹



■ Very low ■ Low
■ High ■ Very high

How has your level of exhaustion/burnout changed in comparison to last year?²



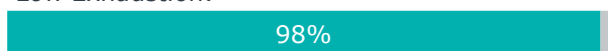
■ Lower/significantly lower
■ No change
■ Higher/significantly higher

Higher levels of exhaustion linked to worse relationship with the board

Board Relationship Is:

■ Excellent/Good ■ Fair

Low Exhaustion:



High Exhaustion:



Heads³ who reported an increase in the **frequency of the board becoming over-involved in school issues** were more likely to:





- Have high/very high levels (71%) of burnout/exhaustion
- Rate their burnout/exhaustion higher (45%) this year than last year

1) n = 84
2) n = 83
3) n = 21

Heads' Priorities Are Shifting

Changes in heads' priorities appear to affect heads' burnout. Heads have increased the amount of time spent on strategic planning, management, and operations. Unsurprisingly, the amount of time spent on academic programming has decreased, which may be explained by the hiring of associate heads who oversee academics. Heads who reported a *decrease* in the time spent on academic programming indicated higher levels of burnout. Similarly, heads who experienced *increases* in time spent on operations and/or strategy were more likely to be burned out.

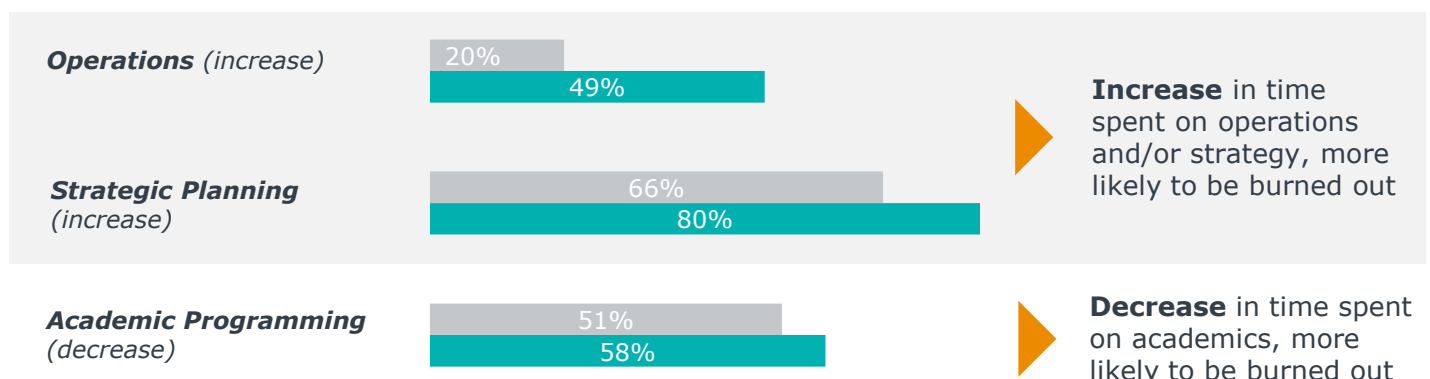
Heads report their priorities have shifted from academics to strategy

Priority Area	Average Percentage of Time Spent ¹	Percentage Reporting Time Spent Has Increased/Decreased ²
 Management (individual check-ins, team meetings, etc.)	33%	↑ 40%
 Strategic Planning (capital campaigns, enrollment, shifts in school direction, etc.)	22%	↑ 73%
 Operations (finances, facilities, etc.)	19%	↑ 33%
 Academic Programming (academic planning, curriculum, etc.)	12%	↓ 54%

Shifting priorities to operations and strategy increases head burnout

Respondents Who Indicated a Shift in Time Allocated Toward:

- Low/Very Low Exhaustion/Burnout
- High/Very High Exhaustion/Burnout



1) n = 84, 85
 2) n = 81, 82

Source: EAB 2024 Voice of the Head of School Survey; EAB interviews and analysis.

Financial Sustainability Concerns Explain Focus on Strategy

Out of 28 different issues surveyed across various categories, almost all heads reported that strategies and levers for ensuring financial sustainability were important or very important. This high level of importance helps to explain why heads are spending more time on strategy. The survey asked about other issues related to financial sustainability, such as elevating the school’s branding and market position, maintaining enrollment, maintaining access for middle-income families, and using financial aid strategically, and 83%+ of heads rated these issues as important or very important.

Financial sustainability is #1 most important topic for heads

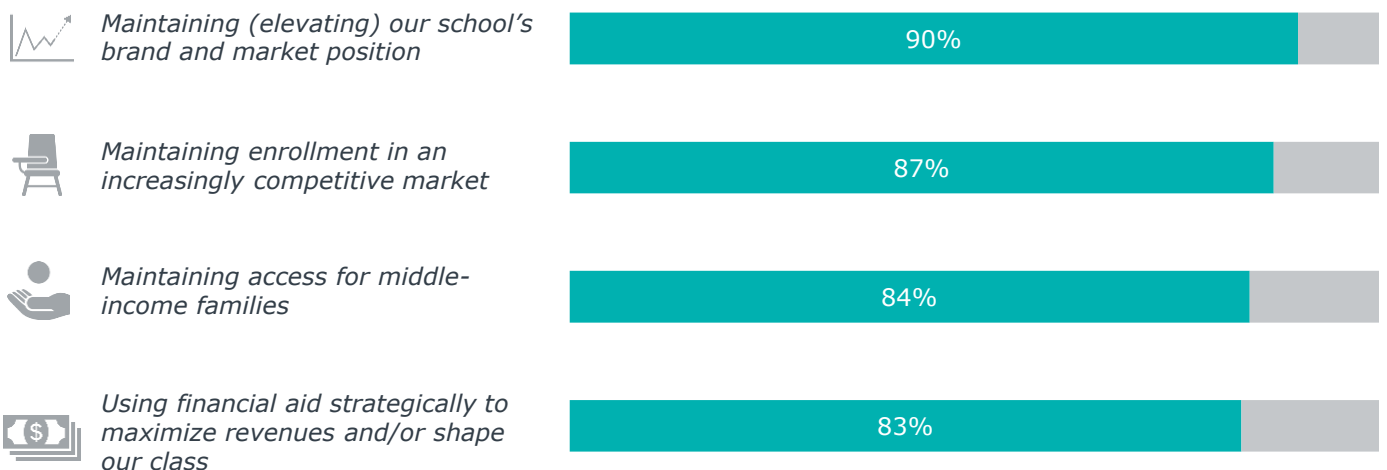


Examples of Financial Sustainability-Related Untapped Opportunities:

- “Increasing philanthropy from grandparents and alumni”
- “Trying to grow the endowment”
- “Leveraging AI to streamline ongoing operations”
- “Exploring alternative revenue streams”

Other issues related to financial sustainability were also top-of-mind

Percentage of Heads³ Rating the Below Issues as Important/Very Important:



1) n = 84
2) n = 70
3) n = 82, 84

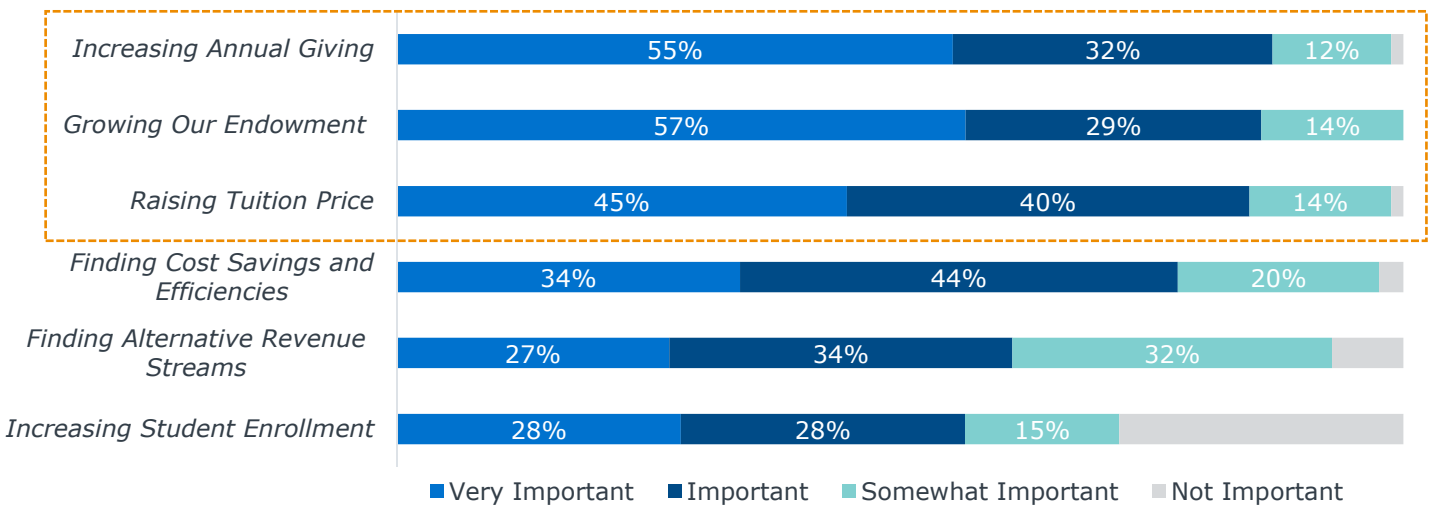
Source: EAB 2024 Voice of the Head of School Survey; EAB interviews and analysis.

Advancement, Tuition Are Keys to Financial Sustainability

Heads view advancement initiatives—specifically increasing annual giving and growing endowment—and raising tuition price as the most important levers for financial sustainability. The survey asked heads to rate the importance and feasibility of pulling six different revenue and cost levers.

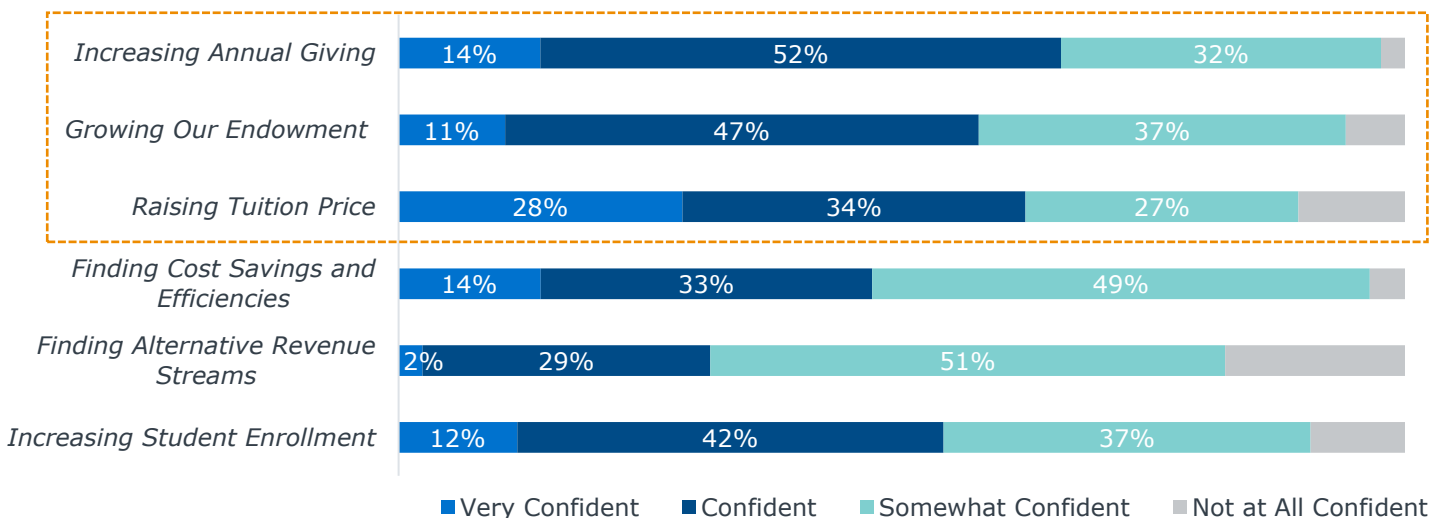
>80% of heads¹ rated increasing annual giving, growing their endowment, and raising tuition as important/very important cost levers

How important do you think the following revenue and cost levers will be at your school across the next five years?



>55% of heads^{1,2} are confident/very confident that they can increase annual giving, grow endowment, and raise tuition

How confident are you in your ability to successfully pull these levers?



1) n = 85
2) n = 84

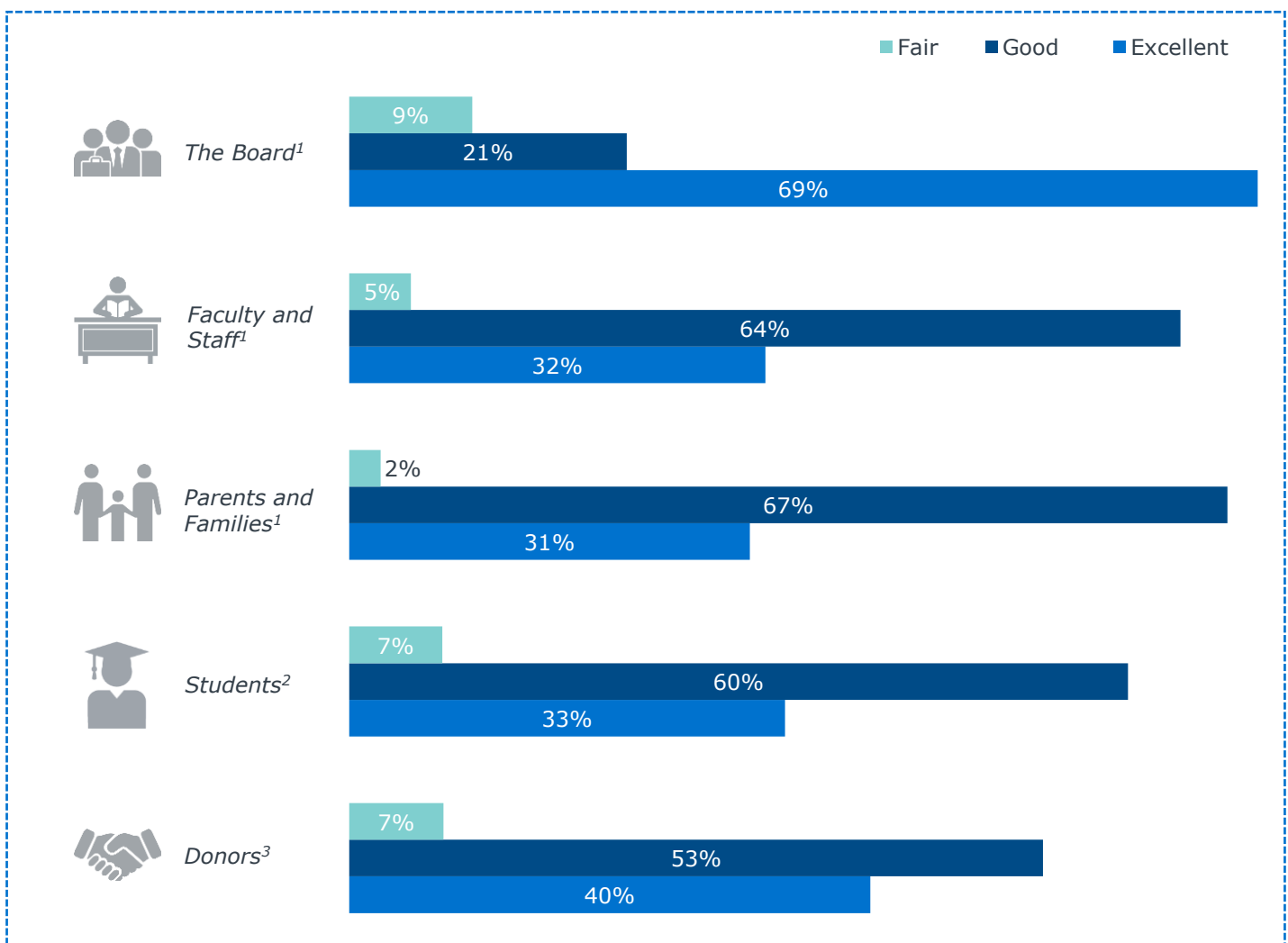
Source: EAB 2024 Voice of the Head of School Survey; EAB interviews and analysis.

Four Stakeholder Relationships Impact the Headship

Unsurprisingly, heads rated themselves as good relationship builders with all major stakeholder groups at their schools. The chart below breaks down how heads rated their relationship with the board, faculty and staff, parents and families, students, and donors. Please note that while rating a relationship as “poor” was a survey option for each group, no head selected that response for any of the five groups below. See pages 13–19 for more information on the first four stakeholder groups below, based on survey results.

Overall, heads report positive relationships with school stakeholders

Which of the following ratings best describes your relationship with each stakeholder group?



▶ See p. 20 for EAB partner resources related to supporting these four stakeholder groups.

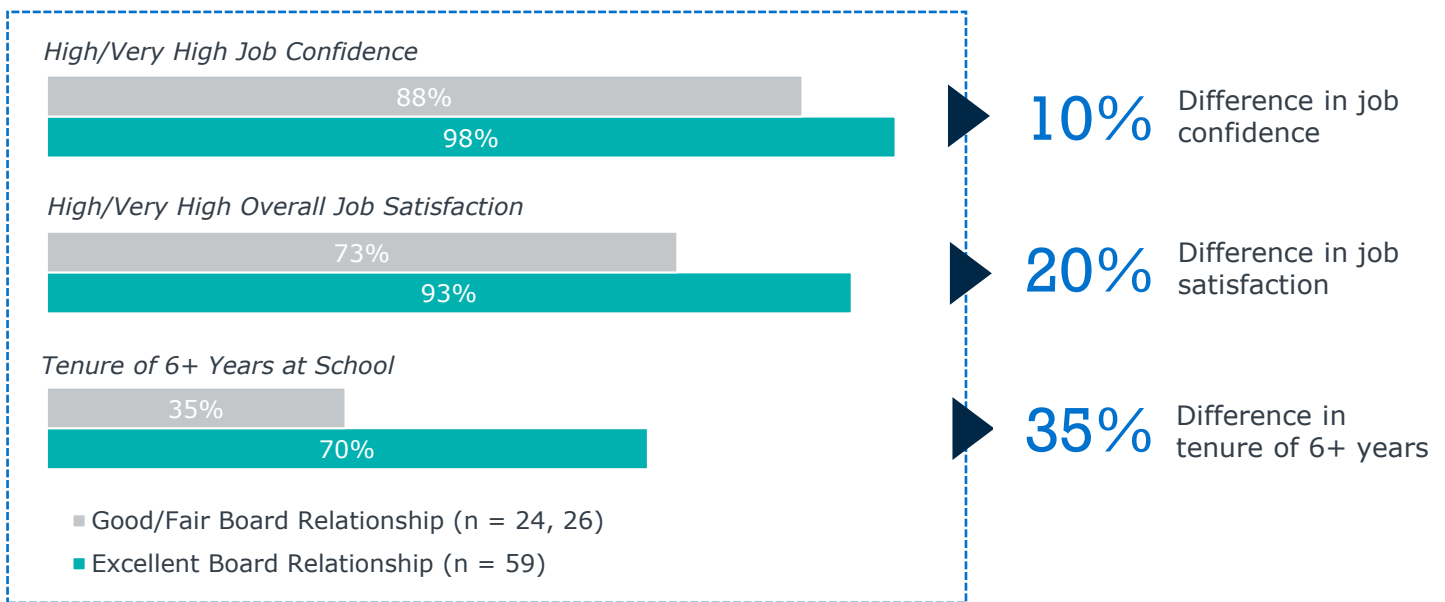
1) n = 85
2) n = 84
3) n = 83

Source: EAB 2024 Voice of the Head of School Survey; EAB interviews and analysis.

Positive Board Relations Vital for Healthy Headship

Heads understand the importance of developing a strong relationship with their board and board chair. In particular, we noticed the impacts of having an “excellent” relationship with the board—rather than a “good” or “fair” relationship—as those heads had higher job confidence, higher overall job satisfaction, and, in particular, were much more likely to have been the head at their school for 6+ years. Fortunately, most heads who took our survey did rate their relationship with the board as excellent. We also asked heads to share advice with incoming heads via an open-ended question, and 25% of heads surveyed mentioned the board and/or board chair when giving their advice.

Very positive board relationship correlates with better experience for heads



And heads themselves realize how critical the board relationship is

What’s the first piece of advice you would give to a new head starting the role next year?



1 in 4

heads¹ mention board/board chair in their advice

“**Make positive connections with the board** and be clear on expectations on both sides.”

“You work for the Board. No matter how much you love them, and they love you, **trust and verify.**”

“You get the board you manage, and it will be **the single best predictor of school success.**”

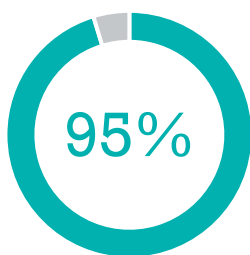
“Attend to your Board. Listen. **Understand why they volunteer** their time.”

1) n = 81

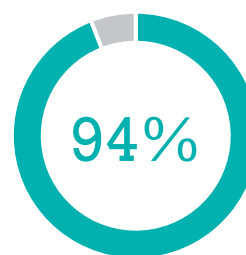
Faculty Recruitment and Retention Issues Persist

Recruiting and retaining faculty and staff rank as 2 of the top-five issues for heads (out of 28 issues surveyed). Additionally, survey responses indicated an increase in difficulty for hiring in spring 2024 compared to spring 2023. Faculty and staff recruitment and retention were already difficult issues last year, but unfortunately, they are not improving for many schools. Due to these difficulties, heads want to prioritize attracting faculty and providing career pathways for them.

Faculty recruitment and retention challenges remain top of mind for heads



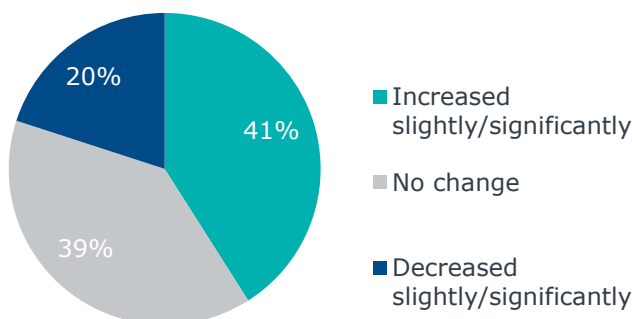
Heads¹ Rating **Recruiting High-Quality Faculty** as Important or Very Important



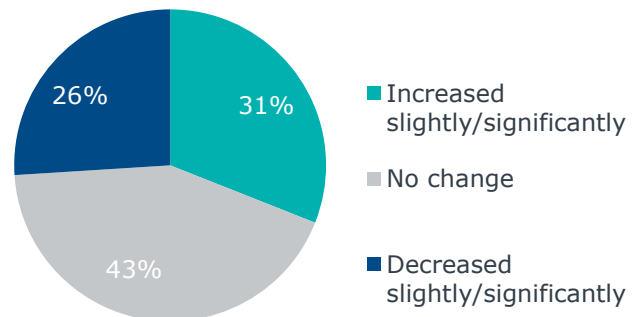
Heads¹ Rating **Retaining High-Quality Faculty** as Important or Very Important

Hiring challenges intensified for many schools during the 2023–2024 school year

Percentage of Heads² Reporting Changes in **Difficulty Recruiting Faculty/Staff**³



Percentage of Heads¹ Reporting Changes in **Difficulty Retaining Faculty/Staff**³



▶ **The biggest untapped opportunity for my school over the next 3–5 years is:**
"Creating distinctive career-long professional growth pathways for every faculty and staff position to ensure future attraction, retention, growth and success planning."
 —Head of School, 2024 Voice of the Head Survey

1) n = 85
 2) n = 84
 3) Spring 2023 vs. spring 2024

Source: EAB 2024 Voice of the Head of School Survey; EAB interviews and analysis.

Myriad of Faculty Issues Exist Beneath the Surface

Despite hiring and retention being top of mind for heads, faculty-specific issues were rated lower in importance than many other issues surveyed. Due to the many urgent issues heads face, this makes sense. However, these secondary faculty issues may reveal some underlying barriers to improving hiring and retention. Even though 88% of heads surveyed had once been faculty members before becoming a head of school, the data below suggests that today’s faculty may face a different environment than the one heads experienced as faculty. Note that the below three issues are ordered starting from least important, according to survey results.

Several faculty-specific issues rank in bottom third among 28 total issues surveyed

Very Important/Important Somewhat Important/Not Important

#28: *Generational differences in work-life balance among faculty*



Today’s faculty limit their non-teaching workloads

37% of heads¹ report a **decrease in fac/staff attending** non-required community events²

32% of heads¹ report a **decrease in fac/staff involved** in student activities²

#22: *Helping faculty cope with the high cost of living in my market*



#21: *Rethinking faculty compensation and benefits*



Faculty total compensation has decreased

-6.7% Median NAIS faculty **total compensation**³ **decreased** over 5 years⁴

<\$66K Median NAIS faculty **total compensation**³ for **2022-23** compared to \$70,443 in 2018-19

1) n = 85
 2) Spring 2023 vs. spring 2024
 3) In inflation-adjusted dollars
 4) 2018-2019 to 2022-2023 school years

Source: EAB 2024 Voice of the Head of School Survey; EAB interviews and analysis.

Parents' High Expectations Impact Faculty, Staff, Heads

Heads continue to have difficulty managing parents' increasingly high expectations.

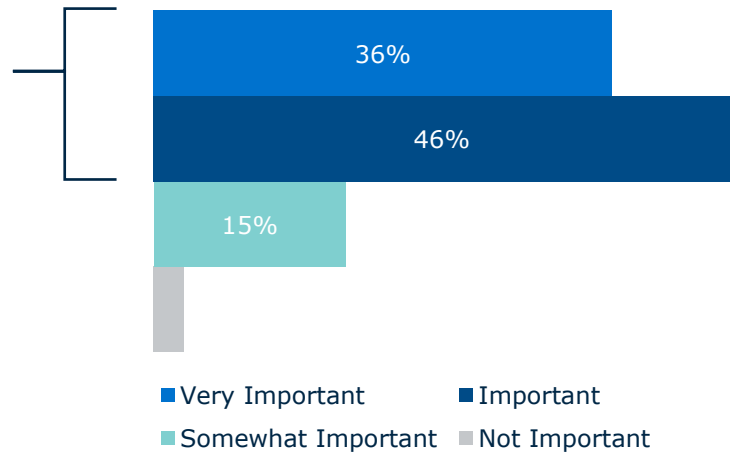
Previous EAB research found that today's parents are more transactional, more anxious, more vocal, and less trusting. The survey results further support this research as heads indicate continued effort to support faculty and staff navigating challenging parent expectations. Additionally, survey results indicate that heads who have seen an increase in over-involved/overprotective parents and in disrespectful parent interactions are more likely to feel lower job satisfaction and more burnout than heads who did not see increases in these issues.

Parents' increased expectations negatively impact faculty/staff

82% of heads¹ rated **Managing Rising Parent Expectations and Mitigating the Impact on Faculty** as important/very important

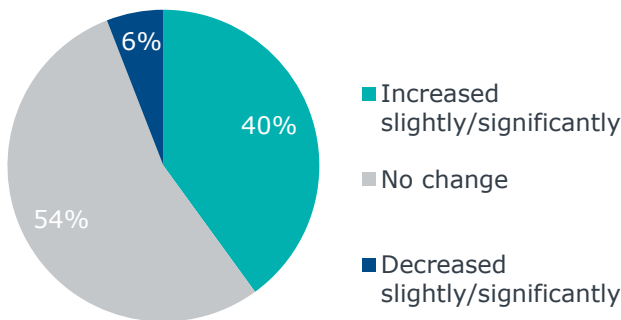
"Parents have moved from being **lawnmower parents to jackhammer parents**.... Supporting faculty and admin through this is a **big challenge**."

—Head of School,
2024 Voice of the Head Survey

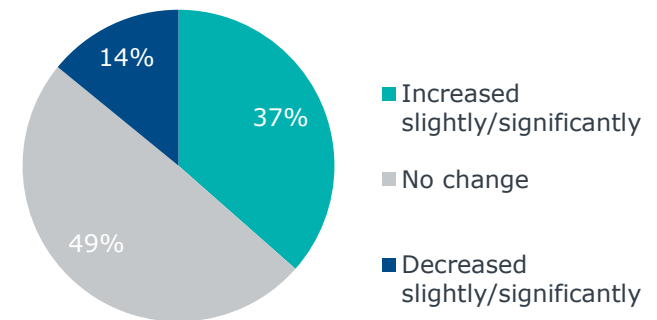


Growth in parental issues may lower heads' job satisfaction, increase burnout

Percentage of Heads¹ Reporting **Number of Over-Involved or Overprotective Parents**²



Percentage of Heads¹ Reporting **Difficult or Disrespectful Parent/Family Interactions with Faculty/Staff and/or Administrators**²



Heads who reported an increase in these two issues also had **lower overall job satisfaction** and **higher levels of exhaustion/burnout** than heads who reported no change or a decrease.

1) n = 85
2) Spring 2024 vs. spring 2023

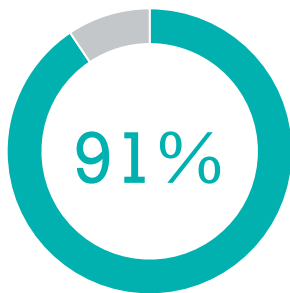
Source: EAB 2024 Voice of the Head of School Survey; EAB interviews and analysis.

Student Mental Health Challenges Still Growing

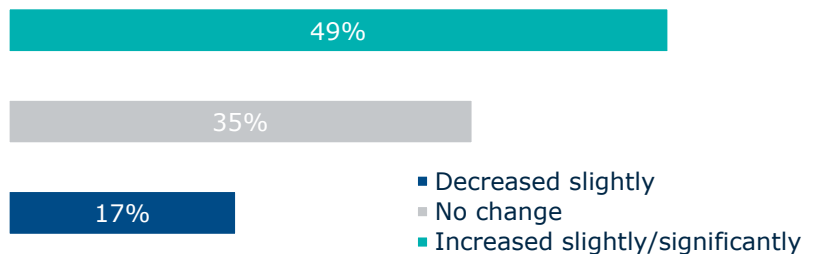
Heads rated “addressing student mental health challenges” as the top issue among all student and parent issues surveyed. Moreover, heads have seen mental health care needs continue to rise. These findings align with CDC data. The CDC’s last major Youth Risk Behavior Survey (2021) noted that 42% of students felt persistently sad or hopeless, 29% experienced poor mental health, and 22% seriously considered attempting suicide. Also, the CDC has seen that mental health among youth continues to worsen.

Heads alarmed about intensifying student mental health issues

Heads Rating **Addressing Student Mental Health Challenges** as Important or Very Important¹



How has the number of students needing/referred for mental health care changed?²



Heads hypothesize on issues that may impact student well-being

Heads Report Increases² in Impacts of Social Media, Contentious Sociopolitical Issues

Social Media



63%

of heads³ report increases in the impact of social media on student mental health

Social Issues



49%

of heads³ report increases in contentious political or social issues requiring senior leadership response

Research Shows Negative Impacts of These Issues on Student Mental Health



59%

of adolescents are “often” or “sometimes” exposed to hate-based content through social media



>70%

of LGBTQ youth say issues such as efforts to restrict abortion access, gun violence, police brutality, and finances often give them stress and anxiety



46%

of adolescents say social media makes them feel worse about their body image



68%

of Gen Z report feeling stressed about our nation’s future

1) n = 85

2) Spring 2023 vs. spring 2024

3) n = 64

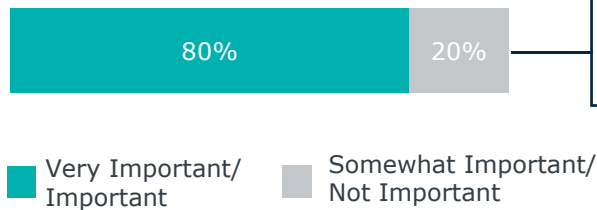
Sources: CDC, *Social Media and Youth Mental Health: The U.S. Surgeon General’s Advisory* (2023); Anderson, “A Majority of Teens Have Experienced Some Form of Cyberbullying”, 2018; Bickham, D.S., Hunt, E., Bediou, B., & Rich, M. *Adolescent Media Use: Attitudes, Effects, and Online Experiences*, (2022); The Trevor Project, *New Poll Emphasizes Negative Impacts of Anti-LGBTQ Policies on LGBTQ Youth* (2023); American Psychological Association, *Stress in American Generation Z* (2018); EAB 2024 Voice of the Head of School Survey; EAB interviews and analysis.

Heads Prioritize Supporting Students' Diverse Identities

Independent school student populations are becoming more diverse, and heads want to ensure that students with diverse identities feel a sense of belonging. One emerging example is supporting students who are neurodiverse. Eighty-five percent of heads believe it is important or very important to address the learning needs for neurodiverse students, as over half of heads have seen increases in the number of students receiving learning accommodations.

Supporting students' diverse identities is a high priority for heads

Percentage of Heads¹ Rating Level of Importance for **Increasing Sense of Belonging for Students with Marginalized Identities**



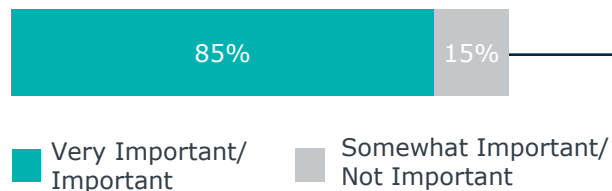
Belonging Is Necessary as Student Population Continues to Shift

24% of all high school-aged students identify as LGBTQ+

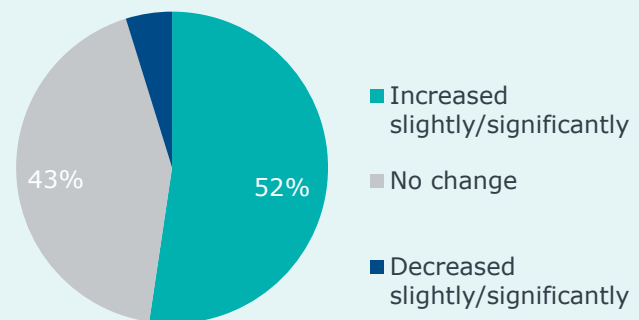
33% of independent school students in 2023-24 identified as students of color, compared to only **17%** in 2001-02

Championing neurodiversity is becoming increasingly important

Percentage of Heads¹ Rating Level of Importance for **Supporting Learning Needs for Neurodiverse Students**



Percentage of Heads² Reporting **Number of Students Receiving Learning Disability Accommodations**³



The biggest untapped opportunity for my school over the next 3-5 years is:

▶ "...building on DEIB efforts to make us a differentiator in the market."

—Head of School, 2024 VoH⁴ Survey

▶ "...growth in LGBTQ student population."

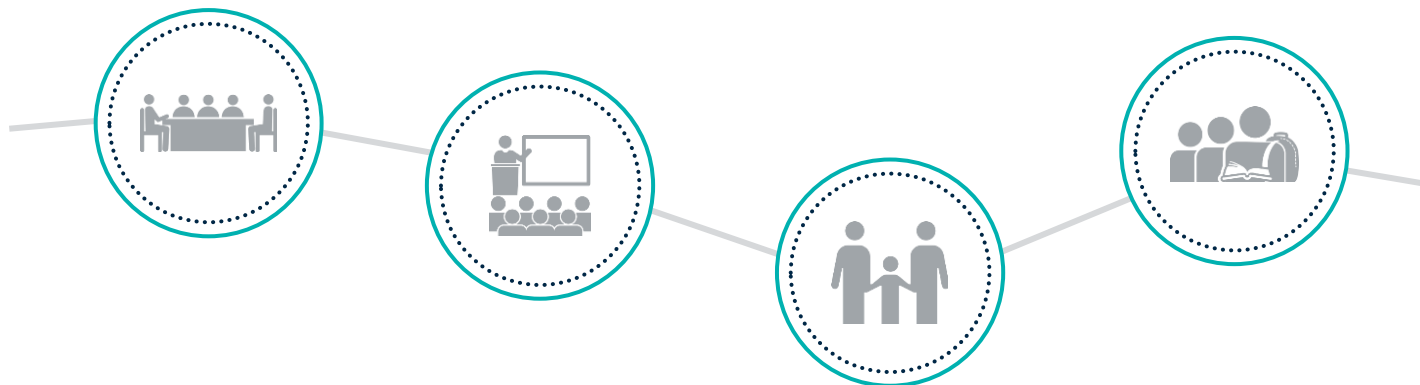
—Head of School, 2024 VoH⁴ Survey

1) n = 85
 2) n = 84
 3) Spring 2023 vs. spring 2024
 4) Voice of the Head

Source: CDC, "Youth Risk Behavior Study" (2021); NAIS, "2001 Facts at a Glance"; NAIS, "2024 Facts at a Glance"; EAB 2024 Voice of the Head of School Survey; EAB interviews and analysis.

EAB Resources for Each Stakeholder Group

To support heads and senior leaders in addressing stakeholder issues, EAB partners have access to the following ready-to-use resources and tailored services.



1 Board

- **Invite EAB to teach your board how inherent cognitive biases inhibit strategic thinking** and demonstrate five evidence-based techniques to mitigate the impact of cognitive biases in order to help independent schools succeed in a rapidly changing world.
- **Invite EAB to teach your board about how to assess your school's current leadership models** against organizational design principles to optimize the work of the head of school and leadership team.

3 Parents and Families

- **Learn about generational trends and driving forces shaping today's parents** and strategies to help your school drive impact with EAB's study, [Partnering with Today's Parents: Why Independent Schools Are Missing the Mark and What To Do About It](#).
- **Develop intentional, comprehensive programming for parents** using EAB's [Optimize K-12 Programming for Today's Parents Resource Center](#).
- **Increase parents' sense of belonging by building dedicated parent communities** at your school using EAB's Toolkit for Designing a Signature Parent Event.

2 Faculty and Staff

- **Attract and hire top talent at your school** using 14 practices from EAB's study, [Hiring Top Talent](#).
- **Improve your school's approach to professional development** to elevate the level of teaching excellence using EAB's [Keeping Faculty on the Leading-Edge Resource Center](#).
- **Implement an annual faculty morale improvement process** at your school using EAB's the [Faculty Morale Resource Center](#).

4 Students

- **Map out student-adult relationships at your school** using EAB's Sample Relationship Mapping Grid and [promote positive adult-student connections](#) with related resources.
- **Ensure healthy, productive screen use among your students** with EAB's [The Impacts of Screen Time on K-12 Students](#) report.
- **Create a growth mindset school culture by empowering students** to tackle setbacks and challenges using practices outlined in EAB's [Tackling the Student Stress Dilemma](#).

Not an EAB member?
Connect with us at eab.com/isef

The ‘Heart’ of the Headship

We asked heads to share the elements of their work that brought them the greatest satisfaction, and we found four major themes in their responses.

Which Aspect of Your Role Gives You the Most Satisfaction?

1 Supporting Student Growth and Success

- ▶ *“Students. No doubt and no contest.”*
- ▶ *“Impacting the educational trajectory of students.”*
- ▶ *“Witnessing the students’ personal development and achievement of their potential.”*

2 Promoting Innovation and Visionary Leadership

- ▶ *“Leading a team that is making things happen as far as school improvement and seeing visible improvement in all areas.”*
- ▶ *“Setting the path for major changes in program and facilities.”*
- ▶ *“Casting vision and marshaling the human and capital resources of the community to achieve that vision.”*

3 Building Connections with Stakeholders at All Levels

- ▶ *“Working to support students, families, faculty and staff.”*
- ▶ *“Supporting faculty and program growth.”*
- ▶ *“I care deeply about the community. We have good people.”*

4 Strategizing and Problem-Solving with the Board

- ▶ *“Seeing progress being made relative to our strategic plan, movement of culture, continued commitment to mission.”*
- ▶ *“Working with the board, my leadership team.”*
- ▶ *“Partnering with the board to meet strategic direction.”*

Words of Advice for New Heads

We asked heads to share advice for incoming heads based on their experience. In addition to advice on working with the board/board chair (see p. 14), four other major themes emerged.

What's the First Piece of Advice You Would Give to a New Head Starting the Role Next Year?

1 Cultivate Strong Relationships

- ▶ *"Build relationships. This job is all about relationships."*
- ▶ *"Don't do it alone. Build your leadership team ensure it is filled with strong, capable individuals who will work with you to see your vision become reality."*
- ▶ *"Build strong relationships with your Board and your Admin and Faculty/Staff – listen – pause and consult before you act."*

2 Implement Change at a Steady Pace

- ▶ *"Pace yourself – it's a marathon, not a sprint."*
- ▶ *"Use a ritual to slow down your decision making. I like Stop-Challenge-Choose as a mantra when facing the temptation to rush a decision in a hectic time."*
- ▶ *"Take time to understand culture for yourself before you make any changes."*

3 Lead by Listening

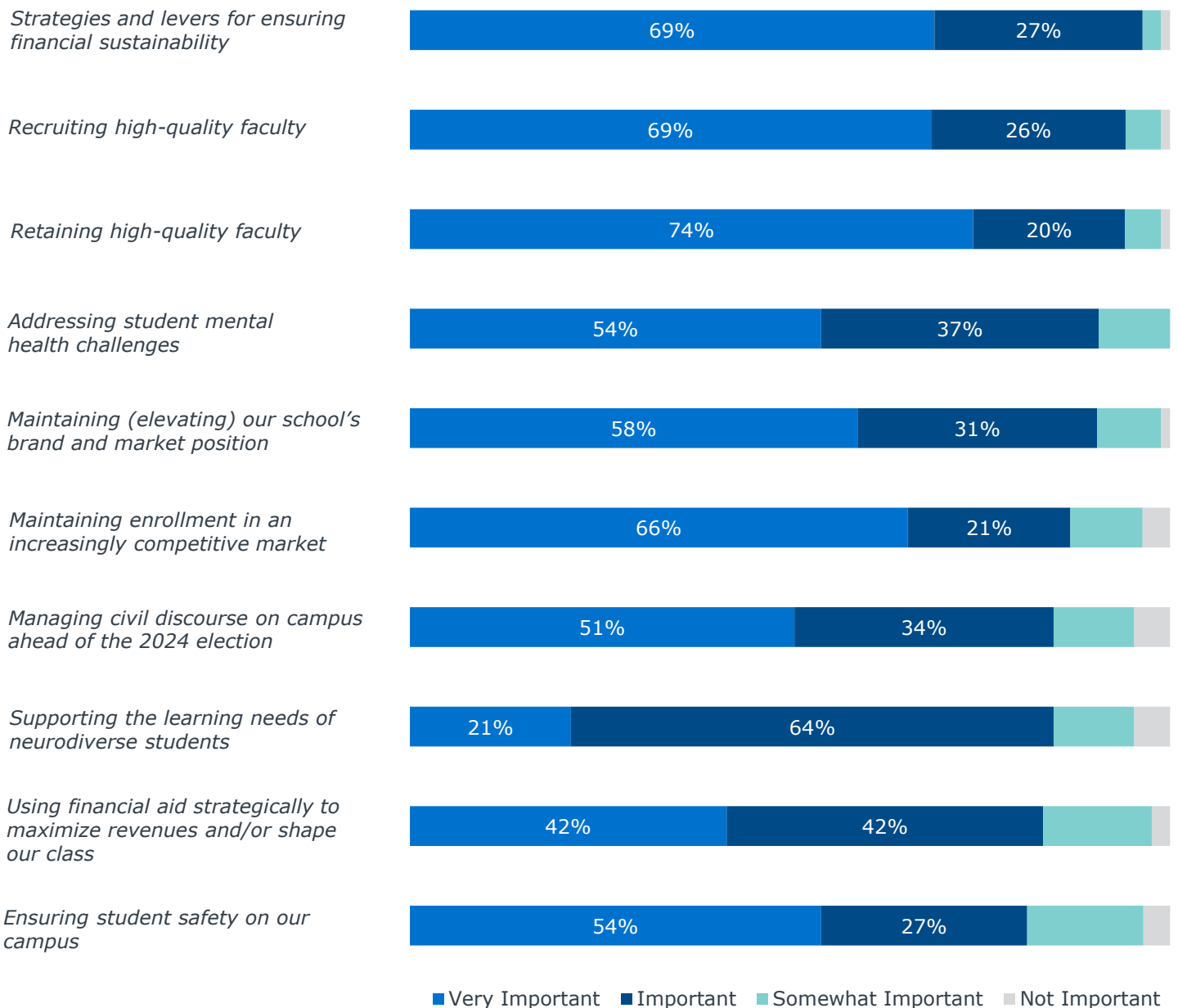
- ▶ *"Ask a lot of questions beginning with 'Can you help me understand...?' and do a lot of listening."*
- ▶ *"Be open and listen to the various constituencies before making any long-lasting decisions."*
- ▶ *"Spend as much time as possible listening to students, faculty/staff, and parents, getting to know them and understanding their needs."*

4 Grow Your Professional Network

- ▶ *"Find and maintain a community of local experienced heads to call for advice and wisdom."*
- ▶ *"Connect yourself with other heads that you can reach out to for support or just to bounce an idea off when you feel stuck."*
- ▶ *"Connect with other heads in a genuine way. Get an experienced mentor."*

The Top Ten Issues Today's Heads Are Facing

Heads¹ Rate Importance of Key Issues for Their Schools in the Year Ahead



1) n = 84, 85

Source: EAB 2024 Voice of the Head of School Survey; EAB interviews and analysis.

Conclusion

Heads continue to face multi-faceted, systemic issues as they lead their schools. At the same time, many heads are feeling burnout from addressing these issues while also working to build strong relationships with major school stakeholders.

So how can time-strapped heads of school ensure they are prioritizing the most important issues to maximize how they spend their time? EAB advises heads to take the following actions in the year ahead:

- 1. Continue to prioritize spending time on strategy, with a specific focus on financial sustainability and market differentiation.** Use advancement initiatives and tuition as inflection levers for maintaining your school's financial health in the coming years. Additionally, since enrollment is tied to financial sustainability, work now to identify and communicate your school's unique differentiators to stand out in today's increasingly competitive market.
- 2. Develop a deep understanding of the issues facing today's faculty, parents, and students.** Listen to these groups to ensure you understand their concerns and viewpoints. Pay attention to faculty issues that may be impacting their recruitment and retention. Given rising parent expectations, heads should consider programming that will strengthen the partnership between parents and the school. With students, invest in student wellbeing, especially as mental health concerns continue to rise and the independent school student population continues to diversify. Make student wellness a priority for your faculty and staff.
- 3. Finally, invest in your own and others' leadership capacity.** A head will always have pressing issues to address at their school, but consider which are truly headworthy, and which could be delegated. Use this brief and EAB's 2024 research agenda to do just that. Also, build the leadership capacity of today's and tomorrow's leaders through EAB's Professional Development Series for Independent School Leaders, launching in Fall 2024.

See the following page for how EAB can support these three areas across the next year.

Finally, thank you to all who participated in the 2024 Voice of the Head of School Survey. The time you invested into taking this survey informs the key issues that EAB will prioritize in our research this fall.

To learn more about EAB's Independent School Executive Forum and the work we do to support heads across the country, please visit eab.com/isef

Helping Heads Get Further, Faster in 2024

2024 Executive Roundtables for Heads of School

Executive Roundtables are EAB's flagship networking and strategy event, bringing together heads in a common location to discuss shared challenges with peers and EAB experts in an uninterrupted, focused setting. Attendees will discuss recent research on the following topics across two half-days:



Becoming *the* School of Choice in a New Era of Opportunity

- ✓ Learn how the savviest institutions define and maintain distinctive value propositions that elevate their brand in a changing market
- ✓ Define the practices your leadership team should be using to sharpen and communicate your school's unique advantage today



Refining Campaign Strategy for Today's Donors

- ✓ Define and discuss the four critical questions that heads must ask when designing modern campaign strategies
- ✓ Explore innovative ways to leverage capital campaigns and broader advancement efforts to strengthen financial sustainability



Fostering Student Wellbeing in Today's World

- ✓ Discover practical ways to promote student mental health and wellness at your school
- ✓ Learn how to assess when students need more support than schools can offer

Locations and Dates



Washington, DC

October 16-17, 2024

Los Angeles, CA

November 13-14, 2024

Registration is limited to the Head of School. More info is [available here](#).

Partner Success Pathways

EAB's Success Pathways guide heads and their senior leaders through the implementation of best practices on critical issues.



Improving Faculty Retention via EAB's Morale Momentum Loop

- Address faculty morale challenges using EAB's Morale Diagnostic Questions to diagnose causes of low morale
- Use the Morale-Booster Compendium to co-design solutions with faculty

Available now



Professional Development Series for School Leaders

- Equip existing and aspiring leaders with proven strategies for tackling today's most urgent challenges
- Develop leaders' strategic thinking and change management skills via four EAB-led sessions

Coming Fall 2024!



Fortifying Financial Foundations for the Decade Ahead

- Discover the major factors that impact financial sustainability in any market
- Identify levers available to your school for ensuring financial sustainability

Coming soon!

Ready to learn more?
Schedule time with our team



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ABOUT EAB

At EAB, our mission is to make education smarter and our communities stronger. We work with thousands of institutions to drive transformative change through data-driven insights and best-in-class capabilities. From kindergarten to college to career, EAB partners with leaders and practitioners to accelerate progress and drive results across five major areas: enrollment, student success, institutional strategy, data analytics, and diversity, equity, and inclusion (DEI). We work with each partner differently, tailoring our portfolio of research, technology, and marketing and enrollment solutions to meet the unique needs of every leadership team, as well as the students and employees they serve. Learn more at eab.com.