



WESTTOWN  
SCHOOL

## Westtown School

West Chester, PA  
Grades PK-12 Coed, Boarding and Day  
700 students

### Contributors

Carolyn Hapeman, Dean of Finance and Operations  
Sherri Farenwald, Director of Human Resources

## Case Study Focus

Collecting Faculty and Staff Feedback and Using a Net Promoter Score

### Background

A Quaker school, Westtown School is believed to be the oldest continuously operating co-educational boarding school in the country, first welcoming students in May of 1799. Members of the Philadelphia Yearly Meeting of the Religious Society of Friends (Quakers) established the all-boarding school so that their children might have a “guarded education,” one based on useful learning in a setting that promoted mindfulness of God’s continuous presence. The school’s campus is comprised of the original 600 acres purchased in 1794. Westtown is a vibrant, warm and joyful community enriched by its members who come from across the street and across the globe. The school believes that building healthy relationships and communities and being good citizens are as important as the academic achievement of its students and its focus on community is born out of Quaker values, which are inherent in all that they do.

Westtown is a supportive school community in which faculty and staff members build meaningful careers and grow both personally and professionally. As Westtown strives to fulfill its commitment to becoming an anti-bias, anti-racist (ABAR) school, it seeks culturally competent candidates with a demonstrated commitment to diversity, equity, and inclusion, who are eager to engage in ongoing professional development in these areas. This will be evidenced in their approach to curriculum and pedagogy, their ability to foster and develop inclusive communities, and through their personal and professional interactions with diverse groups of students, families, faculty and staff.

The school's compensation strategy includes the implementation of a survey to gather employee feedback, use of a point-based system for determining faculty responsibilities, and the impact of culture-building activities like affinity groups.

## Survey Implementation

In 2023, the school conducted a survey to assess employee satisfaction and gather feedback about their experiences. Additionally, they sought the community's Net Promoter Score (NPS) – a measure used to gauge customer/constituent loyalty, satisfaction and enthusiasm with an organization. The motivation behind the survey was to gauge employee morale, understand their needs, and align the school's practices with their employee's expectations. The survey was initiated by the leadership team, spearheaded by the head of school, and influenced by the Head of School Advisory Group. Westtown intends to conduct this survey process bi-annually moving forward. Here is sample language from the survey:

### Employee Survey:

1. **Please select the role with which you most closely identify.**  
*(Faculty/Staff)*
2. **How likely is it that you would recommend working at Westtown School to a friend or colleague?** *(Likert Scale: 0-10; 0 = Not at all likely, 10 = Extremely likely)*
3. *(Response triggered question for anyone who answers less than 9)* **What would increase your ability to recommend working at Westtown School to a friend or colleague?** *(Open response)*
4. *(Response triggered question for people who answer 9-10)* **What do you enjoy about working at Westtown School?** *(Open response)*
5. **Please share any additional feedback you'd like us to know.** If you would like someone to follow up with you directly, please share your name. If you would like to specify who contacts you, please do so, otherwise, we will determine the appropriate colleague for follow-up.

## Point-Based Faculty Responsibilities System

Westtown transitioned from a stipend-based system to a point-based system to determine upper school faculty responsibilities. The point system assigns points to various duties, responsibilities and commitments of middle and upper school faculty, considering factors such as teaching loads, coaching responsibilities, advising roles and co-curricular involvement. The goal was to create a more transparent and equitable structure for faculty responsibilities. Points are applied to full and part-time faculty members, and a similar process is used for middle school faculty. Due to the broader programming in the upper school, that point system is more comprehensive and detailed. All full-time upper school faculty members will have 62-64 points each academic year.

Here is an overview of some of the typical points for an Upper School teacher:

### **Responsibility Points**

Full-year class: 10  
Semester class: 5  
Advising: 5  
Department Chair: 10  
Varsity Head Coach: 9  
Varsity Assistant or JV Head Coach: 6  
JV Assistant Coach: 4  
Dorm Head: 18  
Dorm Parent: 8  
Dorm Affiliate: 6  
Class Dean: 30  
Affinity Group Advisor: 3

Points for faculty members may be different from year to year, depending on the needs of the school and the interests of the teacher. If a teacher's total points are significantly higher than the 62-64 point range, they would be paid an appropriate stipend for the overage.

Carolyn Hapeman, dean of finance and operations, and Sherri Farenwald, director of human resources, acknowledge the challenge of ensuring an equitable workload distribution, especially in the upper school with its boarding component. The point system helps address workload imbalances by quantifying and considering the time commitments and responsibilities associated with various roles. Westtown issues appointment letters in February for returning faculty, followed by a more detailed June letter outlining anticipated points and associated responsibilities for the next academic year.

### **Affinity Groups and Culture Building**

The school has established affinity groups for employees based on different identities and affiliations. These groups have provided a safe and comfortable space for employees to connect, share experiences and foster a sense of belonging within the school community. The initiative was well-received by employees and was seen as a positive step towards building a more inclusive and supportive school culture.

This is closely aligned with how Westtown develops its students and campus-wide culture. The school has created specific leadership roles, individuals who are charged with guiding their ABAR (anti-bias, anti-racism) work and practices and developing curricula, including the all-school dean of equity, justice and belonging; the dean of access and equity in the admission office; and directors of equity, justice and belonging in each division. Additionally, faculty members oversee affinity groups for students in all divisions that support students who identify as BIPOC, AAPI, LGBTQ+ students, international students, white upstanders and allies. In the upper school, students created and led student affinity groups as well.

Parents, guardians and families of Westtown students are essential partners in their ABAR community building as well. The Families for Multicultural Community (FMC) group has supported and sponsored campus events and initiatives, worked

alongside admissions to increase diversity in the student body, and hosted cultural celebrations. They have created programming around race and identity for our families, and continue to design opportunities for discussion, education, affinity space and action.

Hapeman and Farenwald emphasized the importance of continuous improvement in the school's compensation strategy, regularly evaluating and adjusting the system to ensure it remains relevant and effective. Their goal is always to maintain employee satisfaction, attract and retain talent, and align compensation with the school's values and objectives. For schools considering implementing a point-based system, specifically, they emphasize the importance of transparency, inclusivity and periodic reviews to refine the process. The primary challenge in this work is determining which responsibilities should receive points and which should not. They highlight the need for faculty engagement in the process.

### **Endowed Bonus Fund**

Additionally, Hapeman and Farenwald were proud to mention a unique faculty fund that awards one faculty member and one staff member annually, which creates a positive impact across the school community. Established in 2009, the Marjorie Barnard Faculty Fund awards \$2,000 to one full-time faculty member and to one full-time staff member each year. The head of school reminds everyone of the fund's purpose before drawing one name from each group. All full-time faculty and staff who have worked at Westtown for more than five years are eligible, except for faculty and staff who have received a sabbatical in the past three years or have received the Marge Barnard Faculty Award in the past. The award may be used for anything the recipient desires, such as a get-away weekend, the purchase of something long desired, a personal or family trip, or opportunities otherwise financially impractical. The school invites the Barnard family to attend and sends them a recording of the drawing.