



2026 Board Member Conference

Thursday, January 29 – Friday, January 30
The Hilton Dallas/Park Cities, Dallas, TX

January 29

January 29 | 11:15 – 11:30 a.m.

Conference check-in to receive your name badge

January 29 | 11:30 – 12:30 p.m.

Lunch

January 29 | 12:30 – 5:00 p.m. (includes breaks)

Boards That Thrive: How to Raise the Bar for Governance

Today's unpredictable and complex environment poses new challenges to boards and school leadership. Thriving boards partner with leadership to confront these challenges, solve problems, and evolve their structures and practices in order to lead and govern with greater impact. Explore the potential and promise of your board and how to partner with leadership for even stronger outcomes for your school and your students. We'll use GLP exercises, case studies, and structured dialogues and feedback sessions with workshop participants to "raise the bar." You'll leave with tools, resources and an emerging blueprint for change that you can share and implement back at school.

This workshop is offered in two parts:

Part One: Why Adaptive Governance? We will make the case for why now might be the time to reimagine and evolve governance. We'll begin to explore participants' current governance function, addressing questions, hopes, and aspirations for the future. We'll discuss approaches to strong composition, committee structures and function, meeting practices, succession planning and assessment. Part one establishes the foundation on which to build a road map for "Raising the Bar"!



Part Two: How to Raise the Bar! In Part Two, we explore more deeply the “what and how” of building an adaptive board and increasing governance capacity. In this highly interactive session, we will explore how you might lead the work to redefine the role of governance, address board and leadership effectiveness, and design a process to evolve the board - all while building a stronger board-school partnership. Participants can expect to leave with concrete action items and playbook they can put to work in their school.

Three Learning Objectives

1. How to redefine the role of modern governance in independent schools
2. How to examine board and leadership effectiveness
3. How to lead a process to evolve your board: composition, structures, practices, communication and assessment

What is new and unique about these sessions?

1. We debunk myths and antiquated understandings about the purpose and function of independent school boards.
2. We elevate the board’s impact and value to the success of an independent school
3. We offer a new framework and playbook for evolving your board and improving performance in service of your school.

Stephanie Rogen, Principal and Founder, Greenwich Leadership Partners

January 29 | 5:00 – 6:00 p.m.

Reception at The Hilton

Join your fellow board officers for light snacks and beverages.

January 29 | 6:00 p.m.

Dinner and evening on your own



January 30

January 30 | 7:30 – 8:30 a.m.

Breakfast Buffet

January 30 | 8:30 – 10:00 a.m.

Mutually Assured Improvement: Using Evaluation to Enhance the Head-Board Partnership

Evaluation doesn't have to be fraught with trepidation. In fact, evaluation can be a system of steady improvement for both the head of school and the board while strengthening their essential partnership. This workshop will consider the perils of evaluation as often implemented and provide concrete frameworks and tools for better practices.

Mark Crotty, Educators Collaborative

January 30 | 10:00 – 10:15 a.m.

Break

January 30 | 10:15 – 11:15 a.m.

Successfully Navigating the Head of School Contract Renewal Process

The negotiation and renewal process for head's contracts can be frustrating for heads and boards alike, but when handled well lead to a stronger board-head partnership. This interactive session for trustees will cover the key ingredients for a successful contract renewal. The session will also provide an overview of the current marketplace for heads, examine various components of head compensation, and cover common key contract terms. Deferred compensation will be explored as a tool to motivate, reward, and retain heads.

Cliff Kling, Executive Compensation and Leadership Strategist, Mission & Data

January 30 | 11:15 a.m.

Conference Adjourns

Presenters

Mark Crotty



Called an “educational ethicist philosopher,” Mark Crotty believes in the power and possibility of independent schools. Much of his focus highlights the transformative effect strong leadership can have on a school.

Mark recently became a partner and consultant at Educators Collaborative. There he does search work, workshops on multiple topics, presentations, and coaching.

Prior to that Mark served 6 years as the Executive Director of the Northwest Association of Independent Schools. Among many initiatives during his tenure, NWAIS reinvigorated its extensive professional development programming. Part of this included Mark’s lauded Building Better Boards series.

Mark served as the Head of St. John’s Episcopal School in Dallas from 2010-2019. Before that he held various positions during 20 years at the Greenhill School in Dallas and 7 years at Episcopal School of Acadiana in Lafayette, LA.

He has sat on several local, regional, and national boards. Among them are Independent Schools Association of the Southwest, Southwestern Association of Episcopal Schools, International Council for Advancing Independent School Accreditation, and Association of Learning Different Schools.

Cliff Kling



Cliff Kling, J.D. is Mission & Data’s Senior Executive Compensation and Leadership Strategist. Cliff brings a unique background and skill set to his work having practiced public accounting with KPMG as a CPA, practiced law with a large law firm, served 13 years as Chief Financial Officer and General Counsel of an independent school, and served 11 years as President of two independent schools, including the fifth largest NAIS school, Gulliver Prep in Miami, FL with an enrollment of 2,230 students. Cliff has also served on numerous boards, including the search and compensation committees of those boards. Given his broad experience, he understands school operations and governance from many perspectives: legal, accounting and tax, school budget constraints, the board’s fiduciary and stewardship responsibilities, and from knowing well the demands and challenges of sitting in the head’s seat. Cliff graduated from Georgetown University where he majored in accounting, and he earned a Juris Doctor from the University of Mississippi School of Law.

Stephanie Rogen



Stephanie Rogen, Principal and Founder of Greenwich Leadership Partners, Inc. (GLP, www.greenwichleadershippartners.com), is a consultant, coach, and facilitator to educational and not-for-profit boards and leadership. Her work integrates more than thirty-five years of experience in the corporate, educational, and not-for-profit sectors. Stephanie brings a fresh approach to leadership and governance, with expertise in strategy, leadership development, and transformational change in schools and organizations. An experienced executive coach and facilitator, she has worked with a diverse range of nationally recognized schools and not-for-profits ranging from Columbia University to The White House Project and Northwell Health.

Stephanie's approach to innovation for governance and for organizational systems is enhanced by her collaborations with educational thought leaders such as Tony Wagner (author, *The Global Achievement Gap*, *Creating Innovators*) and her work with young professionals in corporate and not-for-profit environments. She has established herself as an expert in Gen X and Gen Y populations and helps organizations to "bridge the gap" between generations in communications, performance management, and collaborative learning. She served as Educational Advisor to the 2015 Sundance Selected Documentary "Most Likely to Succeed" and the associated movement to change education nationwide. She regularly writes and speaks on topics related to governance and education, as well as leadership development for young adults and women. She has been featured in *Forbes*, *The Glass Hammer*, *Career-Intelligencer*, *Independent School Magazine*, the Modern Learner's Podcast, and other major industry publications.

Stephanie traveled a long and winding path to the not-for-profit sector. Following several years in banking and consulting, she was Vice President, Strategic Planning, and senior advisor to the CEO of IBJ Whitehall Financial Group (NY). In this capacity, she worked with the CEO and his executive team through a period of the financial crisis, organizational restructuring, and ultimately a sale. She managed major bank-wide consulting projects and investment banking relationships, and served as a liaison for the CEO to the Board. In addition, Stephanie was responsible for developing a CEO succession plan and transition process, which she managed to completion. She began her practice and founded GLP while consulting to Columbia University from 2010-2012 as they undertook their major strategic project (Manhattanville) to develop their new campus adjacent to the Morningside campus and south of the Medical Center.

Stephanie serves as an instructor at the UPenn Graduate School of Education and



as a trustee for College Unbound, an innovative, nationally accredited college for adult learners. She earned a Bachelor of Arts degree in Economics with a minor in Organizational Behavior from Brown University (1986) and a Masters of Education (EdM) in Administration and Policy from Harvard University (1992). She received her certification in executive and organizational coaching from Columbia University in 2011. She has served on the boards of High Tech High Graduate School of Education (Governance Chair), Blair Academy, St. Luke's School, Greenwich United Way, and Year Up.

Stephanie is based in Greenwich, CT.